TO:          Board of Education Members

FROM:        Jack Parish, Ed.D.

The regular meeting of the Clarke County Board of Education is scheduled for Thursday, January 12, 2017, at 6:00 p.m. in the Heritage Hall of the H.T. Edwards Sr. Building, located at 440 Dearing Extension.

REGULAR MEETING
(The Board requests all cell phones be silenced)

CALL TO ORDER

ROLL CALL

SILENT MEDITATION/PLEDGE OF ALLEGIANCE

A. RECOGNITION OF ACHIEVEMENTS AND AWARDS
    January 2017 Awards

B. AMEND and/or ADOPT AGENDA

C. RECOGNITION OF VISITORS
    (Speakers will be limited to three (timed) minutes. At this point, remarks must be concluded. NO SPEAKER SHALL INDULGE IN PERSONAL ATTACKS WHILE SPEAKING. ALL COMMENTS ARE TO BE ADDRESSED DIRECTLY TO THE BOARD OF EDUCATION. To protect the privacy of our students, speakers shall refrain from identifying specific students by name. Personal concerns may be addressed in writing to the Superintendent or President of the Board of Education.)

D. SUPERINTENDENT’S REPORT

E. BOARD REPORTS
    GSBA
    Government Relations Committee
    Finance Committee
    Policy Committee
F. POLICY DISCUSSION
None

G. ACTION ITEMS
1. Minutes of Previous Meetings:
   Work Session – December 1, 2016
   Regular Meeting – December 8, 2016
3. Policies to Adopt/Rescind:
   Policy EEE – Wellness Program (Reviewed)
   Regulation EEE-R(1) – Wellness Program (Revised)
   Policy FGD – Facilities Projects Contracts (Reviewed)
   Regulation FGD-R(1) – Facilities Projects Contracts (Rescind)
   Policy EDG – Bus Accident Reporting (Reviewed)
   Regulation EDG-R(1) – Bus Accident Reporting (Revised)
   Policy IHE – Promotion and Retention (Revised)
   Exhibit IHE-E(1) – Promotion and Retention (New)
   Regulation IHE-R(1) – Promotion and Retention (Revised)
   Policy GAE(1) – Discrimination Complaints (Revised)
   Policy GAEB – Harassment (Revised)
   Regulation GAEB-R(1) – Harassment (Revised)
   Exhibit GAEB-E(1) – Employee Harassment Investigation Checklist (New)
   Exhibit GAEB-E(2) – Employee Harassment Complaint Form (New)
   Exhibit GAEB-E(3) – Employee Harassment Complaint Investigation Report (New)
   Policy JAA – Equal Educational Opportunities (Revised)
   Regulation JAA-R(1) – Equal Educational Opportunities (New)
   Exhibit JAA-E(1) – Student Harassment Investigation Checklist (New)
   Exhibit JAA-E(2) – Student Harassment Complaint Form (New)
   Exhibit JAA-E(3) – Student Harassment Investigation Form (New)
   Policy JCAC – Harassment (Revised)

CONSENT AGENDA

4. Approve Appointment of Secretary/Treasurer
5. Approve Date, Time, and Place of Work Sessions for 2017
6. Approve Resolution and Schedule to Establish Date, Time, and Place of Regular Board of Education Meetings 2017
7. Out-of-State/Overnight Field Trips
8. Purchase of ST Math Annual Student Licenses
9. Network Data Cabling Oglethorpe Avenue Elementary (SPLOST Technology)
10. Cloud Security Software (Technology)
11. Furniture Purchase Whitehead Road Elementary (SPLOST)
12. Emergency Water Heater Replacement – Clarke Central High (SPLOST)
14. AT&T Addendum (Technology)
15. Website Design and Development (Office of Public Relations and Communications)
16. Personnel Recommendations
17. Executive Session (Property and Litigation)

H. ADJOURNMENT
RECOGNITION OF ACHIEVEMENTS AND AWARDS
January 2017

Finalist for the 2017 High School Honors Performance Series at Carnegie Hall
Joseph Clarke, Clarke Central High School

Robert Lawrence, Director

Governor’s Office of Student Achievement Greatest Gains 2016
Barrow Elementary School
Chase Street Elementary School

Four Star Employee Award Winners
Lee Jones, Custodian – J.J. Harris Elementary School
Tad MacMillan, Principal – Clarke Middle School
Traci Miller, Teacher – J.J. Harris Elementary School
Amy Roark, Director of Nursing – Support Services
A work session of the Clarke County Board of Education was held on the above date at 6:00 p.m. in room 114 of the Administrative Offices located in the H.T. Edwards Sr. Building, 440 Dearing Extension. Mr. Charles Worthy, President, presided.

PRESENT: Greg Davis, Linda Davis, Sarah Ellis, Ovita Thornton, Carol Williams and Charles Worthy.

ABSENT: David Huff, Carl Parks, Vernon Payne

ALSO PRESENT: Michael Pruett

SUPERINTENDENT SEARCH PLANNING WITH HAZARD, YOUNG, ATTEA & ASSOCIATES (HYA)
The Board met with Dr. Brad Draeger, Senior Associate, to discuss the superintendent search and draft a timeline for the process.

The following items were discussed, specifically, regarding the process:

The Search Process and Board Portal
Board members were briefed on the process and given a demonstration on the HYA portal that will be used to house information regarding the search throughout that process.

A Timeline/Calendar for the Search
The Board worked with Dr. Draeger to draft a timeline for the search. If the search proceeds as planned, the Board hopes to name a finalist in April 2017.

Identification of Individuals to Meet with HYA Consultants in Development of a Leadership Profile Report
The Board suggested individuals and groups who will be invited to meet with HYA consultants and provide input that will help to develop a desired “leadership profile” for the next Superintendent.

Online Leadership Profile Survey
An online leadership profile survey will be posted on the CCSD website and open for input from anyone. Responses will assist in the development of the “leadership profile.” Respondents will be asked to identify with one of the following groups: Administrators, Teachers, Support Staff, Parents, Students, or Community.

Times for Interviews with Board Members Regarding Leadership Profile
Times for interviews with Board Members regarding the leadership profile will be established at a later date.

Board Liaison During Search
The Board Liaison will be Board President, Charles Worthy. The vast majority of all communications will take place through e-mails and portal access for the entire Board. Urgent matters of information or inquiry will be directed to Mr. Worthy.

HYA Liaison and Consultant
HYA consultants are Dr. Brad Draeger and Ms. Diana McCauley.

Number of Candidates
The Board will see all applications and a slate of five to seven candidates will be identified for the first round of interviews.

Inside Candidates
Inside candidates will be granted no special treatment during the search. All inside applicants should be directed to the HYA website application process.

Salary and Fringe Benefits
Salary range will be advertised at a suggested rate of between $200K and $225K per year, but will also be based on experience and the current salary of the candidate.
National Postings
Position will be advertised with full national coverage including, Latino, African American, Asian and female school administrator associations.

Communication with Press and Community
Mr. Worthy will handle communication with the press and community with assistance from the Director of Public Relations for the District, Mrs. Anisa Jimenez.

Candidate Interview Process
The first round of candidate interviews is expected to take place in late March, immediately followed by a second round for approximately three candidates. Final candidates will take part in a community input session and entertain questions from the public. The public session will be facilitated by Dr. Draeger and Ms. McCauley.

Additional Workshops
The Board expressed interest in a roles/governance workshop which will be discussed during the final stages of the process.

Other
The Board requested that the portal and e-mail distributions include new Board members Jared Bybee and John Knox.

ADJOURNMENT
There being no further business, the work session adjourned at 8:09 p.m.

_____________________________  _______________________________  
Secretary                                            President
A regular meeting of the Clarke County Board of Education was held on the above date at 6:00 p.m. beginning in the Heritage Hall of the H.T. Edwards Sr. Building, located at 440 Dearing Extension, Athens, Georgia. Mr. Charles Worthy, President, presided.

PRESENT: Greg Davis, Linda Davis, Sarah Ellis, David Huff, Carl Parks, Vernon Payne, Ovita Thornton, Carol Williams, and Charles Worthy.

ABSENT: None

SILENT MEDITATION/PLEDGE OF ALLEGIANCE
Guests were invited to join the Board of Education in a moment of silent meditation and pledge of allegiance to the flag.

RECOGNITION OF ACHIEVEMENTS AND AWARDS
Georgia Association of School Business Officials – School Official of the Year
Larry Hammel, CFO

State of Georgia Poison Center Poster Contest
Aida Bermudez, Clarke Middle School

Evergreen Packaging Student Sustainability Leadership Award
Brooke Fraysher, Cedar Shoals High School

Athens Area Junior Golf Tour Champion
Dodd Ferrelle
Winterville Elementary School

State Superintendent Advisory Council
Tristan Lankford, Cedar Shoals High School
Thomas Peters, Cedar Shoals High School

Four Star Award Winners
Annie Bateman, Teacher – J.J. Harris Elementary School
Jamie Clark, Teacher – J.J. Harris Elementary School
Latasha Rolland, Teacher – Early Learning
Sasha Whitehead, Special Education Paraprofessional – Whit Davis Elementary School

Dr. Lanoue called for a 10 minute recess to congratulate winners and move to room 66 for the remainder of the meeting.

The meeting reconvened in room 66 at 6:30 p.m.

INFORMATION ITEMS

COC/SPLOST Monthly Report:
The SPLOST Monthly Report dated December 1, 2016 was presented to board members. There were no questions.

SPLOST 4 Report:
The SPLOST 4 report for the period ending October 2016 was presented to board members. There were no questions.

Early Head Start/Head Start Policy Council Meeting Minutes & Reports:
Board members received a copy of the Early Head Start/Head Start Policy Council Meeting minutes dated October 18, 2016 along with program reports. There were no questions.
**Parent Advisory Board Meeting:**
The Parent Advisory Board Meeting will be held on January 23, 2016 at Alps Elementary. Mrs. Williams will attend.

**AMEND and/or ADOPT AGENDA**
Mrs. Davis made a motion, seconded by Mrs. Williams, to adopt the agenda as presented. Mrs. Williams made a substitute motion, seconded by Mrs. Ellis, to add an executive session to the agenda for the purpose of discussing personnel. The Board voted eight for (G. Davis, L. Davis, Ellis, Huff, Parks, Thornton, Williams, Worthy) and one opposed (Payne) to amend the agenda and add an executive session for the purpose of discussing personnel. The substitute motion passed.

**SUPERINTENDENT’S REPORT**
Mr. Mickey Key, GSBA Risk Management Services Member Advocate, presented Mr. Steve Dorsch, CCSD Director of Safety and Energy, with a safety grant award for $5000 for his grant proposal regarding slips, trips, and falls, specifically in entryways.

James Barlament gave an update on the charter system, local school governance teams, and training.

Tim Jarboe outlined the proposed changes to Policy IHE – Promotion and Retention.

Mr. Worthy introduced appointed Interim Superintendent, Dr. Jack Parish, who will begin his appointment January 2, 2017 pending approval of the Board later in the meeting.

**BOARD REPORTS**

**Finance Committee Report:**
Mrs. Williams reminded the Board that 2018 budget planning is in the beginning stages. She also congratulated Mr. Hammel on his recognition of being named the Outstanding School Business Official Award for 2016 by the Georgia Association of School Business Officials.

**Policy Committee:**
Mrs. Ellis passed out an amended version of Policy GAE(1) – Discrimination Complaints, and discussed a change in wording on the policy. The policy will go up for public review for four weeks pending Board approval (below).

**Government Relations Committee:**
Mrs. Thornton reminded everyone of the meeting coming up on December 15.

**POLICY DISCUSSION**

**Policies to be Presented for Public Review for Four Weeks:**
Dr. Lanoue recommended presenting the following policies for public review for four weeks: Policy EEE – Wellness Program (Reviewed), Regulation EEE-R(1) – Wellness Program (Revised), Policy FGD – Facilities Projects Contracts (Reviewed), Regulation FGD-R(1) – Facilities Projects Contracts (Rescind), Policy EDG – Bus Accident Reporting (Reviewed), Regulation EDG-R(1) – Bus Accident Reporting (Revised), Policy IHE – Promotion and Retention (Reviewed), Exhibit IHE-E(1) – Promotion and Retention (New), Regulation IHE-R(1) – Promotion and Retention (Revised), Policy GAE(1) – Discrimination Complaints (Revised), Policy GAE-B – Harassment (Revised), Regulation GAE-B-R(1) – Harassment (Revised), Exhibit GAE-B-E(1) – Employee Harassment Investigation Checklist (New), Exhibit GAE-B-E(2) – Employee Harassment Complaint Form (New), Exhibit GAE-B-E(3) – Employee Harassment Complaint Investigation Report (New), Policy JAA – Equal Educational Opportunities (Revised), Regulation JAA-R(1) – Equal Educational Opportunities (New), Exhibit JAA-E(1) – Student Harassment Investigation Checklist (New), Exhibit JAA-E(2) – Student Harassment Complaint Form (New), Exhibit JAA-E(3) – Student Harassment Investigation Form (New), and Policy JCAC – Harassment (Revised).

**ACTION ITEMS**
Minutes of Previous Meetings:
On a motion by Mr. Ellis, seconded by Mr. Payne, the Board voted unanimously (9-0) to approve the minutes of the work session of November 3, 2016, the called meeting of November 3, 2016, and regular meeting of November 10, 2016, and the called meeting of November 21, 2016. The motion passed.

Financial Report:
Dr. Lanoue recommended approval of the financial report for October 2016. On a motion by Mrs. Williams, seconded by Mr. Huff, the Board voted unanimously (9-0) to approve the financial report as presented. The motion passed.

Policies to be Adopted:
Dr. Lanoue recommended adoption of the following policies as presented: Exhibit JDD-E(1) - Notice of Disciplinary Hearing (Revised), Exhibit JDD-E(3) - Chronic Disciplinary Student (Revised), Policy JR - Student Records (Revised), Regulation JR-R(1) - Student Records (Revised), Policy KM - Visitors to School (Revised), Regulation KM-R(1) - Visitors to School (Revised), Policy IFCD - School Volunteers (Revised), and Regulation IFCD-R(1) - School Volunteers (Revised). On a motion by Mr. Payne, seconded by Mrs. Ellis, the Board voted unanimously (9-0) to adopt the aforementioned policies as presented. The motion passed.

Out of State/Overnight Field Trips:
Board approval was requested of the following field trip requests: Multiple Schools, Covington, GA, Jan 27–Jan 28, 2017 - GA FFA/FFCCLA Discovery Conference, Alps Road Elementary School, Eatonton, GA, Apr 26- Apr 27, 2017 - Rock Eagle, Alps Road Elementary School, Atlanta, GA, May 3- May 4, 2017 - Zoo Atlanta, Hilsman Middle School, Atlanta, GA, May 11- May 12, 2017 - Coca-Cola museum, Carters Center, CNN, Georgia State Capital, Clarke Middle School, Sapelo Island, GA, May 22 - May 25, 2017, Sapelo Island Trip. Dr. Lanoue recommended approval of the out-of-state and/or overnight field trips as presented. On a motion by Mrs. Davis, seconded by Mr. Payne, the Board voted unanimously (9:0) to approve the Superintendent’s recommendation. The motion passed.

2017-18 High School Program of Study:
Board approval was requested of the 2017 – 2018 High School Program of Study. The majority of the revisions to this edition of the program of study update the pathways being offered at the Athens Community Career Academy and through the Move on When Ready Program. Dr. Lanoue recommended approval of the 2017-18 High School Program of Study. On a motion by Mr. Payne, seconded by Mrs. Ellis, the Board voted eight for (L. Davis, Ellis, Huff, Parks, Payne, Thornton, Williams, Worthy) and one abstention (G. Davis) to approve the Superintendent’s recommendation. The motion passed.

Early Head Start and Head Start Selection Criteria for Eligibility, Recruitment, Selection, Enrollment and Attendance:
Board approval was requested of the Early Head Start and Head Selection Criteria for Eligibility, Recruitment, Selection, Enrollment and Attendance for the EHS/HS program. According to Federal regulations, the EHS/HS program must define eligibility, recruitment, selection, and enrollment priorities for EHS/HS children. The selection criteria establishes priority for recruiting, selecting and enrolling children based on federal eligibility requirements for age, income, disability, homeless status, as well as needs as identified through the EHS/HS Community Assessment. Dr. Lanoue recommended approval of the EHS/HS Criteria for Eligibility, Recruitment, Selection, Enrollment and Attendance. On a motion by Mr. Payne, seconded by Mrs. Davis, the Board voted unanimously (9:0) to approve the Superintendent’s recommendation. The motion passed.

Memorandum of Understanding – Clarke County Board of Health:
Board approval was requested of the Memorandum of Understanding between the Clarke County Board of Health and the Clarke County School District for the provision of designated school district facilities in the event of a public health emergency. Dr. Lanoue recommended approval of the Memorandum of Understanding between the Clarke County Board of Health and the Clarke County School District. On a motion by Mr. Huff, seconded by Mrs. Williams, the Board voted unanimously (9:0) to approve the Superintendent’s recommendation. The motion passed.

Special Inspections – Oglethorpe Avenue Elementary (SPLOST):
Board approval was requested of the Special Inspections and Material Testing Services Bid for the Special Inspections and Material Testing required for the Oglethorpe Avenue Elementary project during construction. A Request for Proposals (RFP) was advertised in the Athens Banner-Herald and was posted on the CCSD website. Three (3) firms
requested the RFP and two (2) firms submitted proposals. Bids were received and publically opened on November 30, 2016 at 11:00 am. Nova Engineering and Environmental LLC was not the lowest bidder but was deemed the most responsive for the Oglethorpe Avenue Elementary project. The proposals were reviewed for unit costs, anticipated number of inspections required for the project and personnel qualifications. When appropriate, estimated quantities are applied to the unit prices from both firms, the final anticipated cost is lower for Nova Engineering and Environmental LLC. The recommended bid amount is $117,328.00. Funding for this work is from the SPLOST 4 Oglethorpe Avenue project budget. Dr. Lanoue recommended approval of the award of the Special Inspections and Material Testing Services Bid to Nova Engineering and Environmental LLC, in the amount of $117,328.00 for the work known as Special Inspections and Material Testing Services for the Oglethorpe Avenue Elementary project. On a motion by Mr. Payne, seconded by Mr. Davis, the Board voted eight for (G. Davis, L. Davis, Ellis, Huff, Parks, Payne, Williams, Worthy) and one abstention (Thornton) to approve the Superintendent’s recommendation. The motion passed.

Moving Services – Oglethorpe Avenue Elementary (SPLOST):
Board approval was requested of the Moving Services Bid for the moving of school items from Oglethorpe Avenue Elementary to Old Gaines School. An Invitation to Bid was advertised in the Athens Banner-Herald and was posted on the CCSD website. Ten (10) firms attended the mandatory pre-bid conference and four (4) firms submitted proposals. Bids were received and publically opened on November 30, 2016 at 10:00 am. United Moving Systems LLC was deemed the lowest and responsive bidder for the Oglethorpe Avenue Elementary move. The recommended bid amount for the move is $26,457.00. Funding for this work is from the SPLOST 4 Oglethorpe Avenue project budget. Dr. Lanoue recommended approval of the Moving Services Bid to United Moving Systems LLC in the amount of $26,457.00 for the work known as the relocation of Oglethorpe Avenue Elementary to Old Gaines School. On a motion by Mr. Payne, seconded by Mr. Huff, the Board voted unanimously (9-0) to approve the Superintendent’s recommendation. The motion passed.

Demolition and Construction Services for Oglethorpe Avenue Elementary (SPLOST):
Board approval was requested for the award of the contract for Demolition and Construction Services for the Oglethorpe Avenue Elementary School project. A Request for Proposals (RFP) was issued on October 14, 2016 and was publicly advertised in the Athens Banner-Herald and on the CCSD website. Proposers were asked to submit proposals to provide demolition and construction services and were asked to provide qualifications and comparable K-12 construction experience specifically related to sealed competitive bid proposals (hard bid). A total of six (6) firms submitted proposals. Evaluations were conducted in two phases and were based on the RFP requirements that included a scoring matrix. Bowen and Watson received the highest overall evaluation scores. The cost of demolition and construction services is $18,342,000.00 which includes a base bid of $17,914,500, allowances of $230,500, a bid adjustment of $90,000 and alternate #2 of $107,000. Funding for these services is from the SPLOST 4 and SPLOST 5 funds allocated for the Oglethorpe Avenue Elementary School project. Dr. Lanoue recommended approval of the contract for Demolition and Construction Services for the Oglethorpe Avenue Elementary School Project to the highest ranked proposer, Bowen & Watson Inc., for the amount of $18,342,000.00. On a motion by Mr. Payne, seconded by Mrs. Ellis, the Board voted unanimously (9-0) to approve the Superintendent’s recommendation. The motion passed.

Legal Services 2017:
Board approval was requested of the appointment of the School Board attorney for the 2017 calendar year. Policy BBA requires the Board to select, at its regular meeting, a Board attorney. Advertisements requesting proposals for legal services were placed in the Athens Banner-Herald on October 28, November 4th and 11th, 2016, and were posted on the Clarke County School District and Georgia Procurement websites. The deadline for submission of proposals was 2:00 P.M. on November 17, 2016. A total of six firms requested proposal documents and three proposals were received. Based on accessibility, historical knowledge of educational law and cost; the recommendation is for the Board to appoint the firm of Hall Booth Smith, P.C., with Michael C. Pruett, Partner, having primary responsibility. Dr. Lanoue recommended approval of the appointment of the firm of Hall Booth Smith, P.C., with Michael C. Pruett, Partner, having primary responsibility, as the Board attorney for the calendar year 2017 at the offered rate of $165.00 per hour. On a motion by Mr. Payne, seconded by Mr. Huff, the Board voted eight for (G. Davis, L. Davis, Ellis, Huff, Parks, Payne, Thornton, Worthy) and one opposed (Williams) to approve the Superintendent’s recommendation. The motion passed.

Authorization to File Impact Aid:
Board approval was requested for the Superintendent to apply for funds under P.L. 81-874, “Impact Aid.” Impact Aid provides assistance to school districts that assume financial burdens because of activities by the federal government.
December 8, 2016

Students who have one or both parents on active duty in the military who live or work on federal land, or who live in low-rent housing projects owned or subsidized by the federal government entitle districts to receive Impact Aid. Dr. Lanoue recommended authorization for the Superintendent to apply for funds under the P.L. 81-874 “Impact Aid” program for the fiscal year ending June 30, 2017. On a motion by Mr. Payne, seconded by Mr. Huff, the Board voted unanimously (9-0) to approve the Superintendent’s recommendation. The motion passed.

Set Date and Time of January 2017 Work Session and Regular Board Meeting:
Board approval was requested to schedule the work session on Thursday, January 5, 2017 and the regular Board of Education meeting on Thursday, January 12, 2017, at 6:00 p.m., respectively. Board Policy BCBA requires that the Board establish meeting dates for the calendar at the regular meeting in January. Dr. Lanoue recommended approval of scheduling the January 2017 work session for Thursday, January 5, 2017 and the regular Board of Education meeting for Thursday, January 12, 2017, at 6:00 p.m. On a motion by Mrs. Davis, seconded by Mr. Davis, the Board voted unanimously (9-0) to approve the Superintendent’s recommendation. The motion passed.

Executive Session:
On a motion by Mrs. Ellis, seconded by Mrs. Williams, the Board voted unanimously (9-0) to convene in executive session at 8:20 p.m. for the purpose of discussing personnel. The motion passed.

Mr. Parks did not return after the executive session.

On a motion by Mr. Payne, seconded by Mrs. Davis, the Board voted unanimously (8-0) to reconvene in regular session at 8:41 p.m. The motion passed.

Amendment to the Superintendent’s Contract:
Board approval was requested for an amendment to the Superintendent’s contract in conjunction with approval of the Interim Superintendent commencing January 2, 2017. On a motion by Mrs. Thornton, seconded by Mr. Payne, the Board voted unanimously (8-0) to approve the amendment to the Superintendent’s contract. The motion passed.

Approve the Contract for the Interim Superintendent:
Board approval was requested for the contract of the Interim Superintendent, Dr. Jack Parish, to commence January 2, 2017. On a motion by Mrs. Thornton, seconded by Mrs. Davis, the Board voted unanimously (8-0) to approve the contract of Dr. Jack Parish. The motion passed.

Personnel Recommendations:
Dr. Lanoue recommended approval of the personnel recommendations and addendum as presented. On a motion by Mr. Payne, seconded by Mrs. Huff, the Board voted seven for (L. Davis, Ellis, Huff, Payne, Thornton, Williams, Worthy) and one abstention (G. Davis) to approve the Superintendent’s recommendation. The motion passed.

Board members thanked Dr. Lanoue for his service to the District as the Superintendent.

ADJOURNMENT

There being no further business, on a motion by Mr. Huff, seconded by Mrs. Davis, the Board voted unanimously (8-0) to adjourn at 8:48 p.m. The motion passed.

__________________________________________  ____________________________________________
Secretary                                          President
CLARKE COUNTY SCHOOL DISTRICT

General Fund Balance Sheet for FY 2017

As of November 2016

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<tr>
<th><strong>Assets</strong></th>
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<tbody>
<tr>
<td>Cash Balance</td>
<td>$ 65,372,007</td>
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<tr>
<td>Taxes Receivable</td>
<td>$ -</td>
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<tr>
<td>Accounts Receivable</td>
<td>$ 122,232</td>
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<tr>
<td>Prepaid Expenditures/Expenses</td>
<td>$ -</td>
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<tr>
<td>Warehouse Inventory</td>
<td>$ 107,012</td>
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<tr>
<td>Interfund Accounts Receivable</td>
<td>$ -</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>$ 65,601,251</td>
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<table>
<thead>
<tr>
<th><strong>Liabilities And Fund Balance</strong></th>
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<tbody>
<tr>
<td>Accounts Payable</td>
<td>$ 310,842</td>
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<tr>
<td>Salary and Benefit Payable</td>
<td>$ -</td>
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<tr>
<td>Interfund Accounts Payable</td>
<td>$ -</td>
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<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>$ 310,842</td>
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<tr>
<td>Reserve for Inventory</td>
<td>$ 111,170</td>
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<tr>
<td>Unreserved Fund Balance</td>
<td>$ 65,179,239</td>
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<tr>
<td><strong>TOTAL FUND BALANCE</strong></td>
<td>$ 65,290,409</td>
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<table>
<thead>
<tr>
<th><strong>TOTAL LIABILITIES AND FUND BALANCE</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 65,601,251</td>
</tr>
<tr>
<td>Section</td>
<td>Budget</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>REVENUE FROM LOCAL SOURCES</strong></td>
<td></td>
</tr>
<tr>
<td>1110 AD VALOREM TAXES</td>
<td>69,674,871</td>
</tr>
<tr>
<td>1121 OTHER R/E TAXES</td>
<td>1,000,000</td>
</tr>
<tr>
<td>1191 TITLE AD VALOREM TAX</td>
<td>900,000</td>
</tr>
<tr>
<td>1320 TUITION FROM OTHER GA LUAS</td>
<td>-</td>
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<tr>
<td>1400 TRANSPORTATION FEES</td>
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</tr>
<tr>
<td>1500 INVESTMENT INCOME</td>
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<tr>
<td>1910 RENTALS</td>
<td>7,500</td>
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<tr>
<td>1990 FEDERAL INDIRECT COST REIMB</td>
<td>175,000</td>
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<tr>
<td>1995 OTHER LOCAL REVENUE</td>
<td>100,000</td>
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<tr>
<td>5300 SALE OF FIXED ASSETS</td>
<td>-</td>
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<tr>
<td><strong>TOTAL LOCAL REVENUE</strong></td>
<td>72,457,371</td>
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<tr>
<td><strong>REVENUE FROM STATE SOURCES</strong></td>
<td></td>
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<tr>
<td>3120 QBE FORMULA EARNINGS</td>
<td>73,891,671</td>
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<tr>
<td>3122 QBE ALLOTMENT-OPERATING COSTS</td>
<td>5,307,369</td>
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<tr>
<td>3124 QBE ALLOTMENT REDUCTION</td>
<td>(1,254,896)</td>
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<tr>
<td>3125 STATE CATEGORICAL GRANTS</td>
<td>1,280,577</td>
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<tr>
<td>3140 QBE CONTRA ACCOUNT</td>
<td>(18,046,466)</td>
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<tr>
<td>3912 ON-BEHALF PAYMENTS-TCHR RETIRE</td>
<td>-</td>
</tr>
<tr>
<td>3913 ON-BEHALF PAYMENTS-PSER</td>
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<tr>
<td>3995 FUNDS FR OTHER STATE AGENCIES</td>
<td>275,000</td>
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<tr>
<td>4521 OTH FED GRNTS THR GDOE - AARA</td>
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<td><strong>TOTAL STATE REVENUE</strong></td>
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<td><strong>REVENUE FROM FEDERAL SOURCES</strong></td>
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<td>4820 IMPACT AID</td>
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<td>2100 SUPPORT SVCS - PUPIL SERVICES</td>
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<td><strong>TOTAL EXPENDITURES</strong></td>
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**CLARKE COUNTY SCHOOL DISTRICT**  
Financial Report for FY 2017  
**As of November 2016**
### CLARKE COUNTY SCHOOL DISTRICT

Professional Legal Services for FY 2017

As of November 2016

Budgeted Amount: $160,000.00

<table>
<thead>
<tr>
<th>Date</th>
<th>Vendor</th>
<th>Amount</th>
<th>Description</th>
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<td>Hall Booth Smith</td>
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<td>Hall Booth Smith</td>
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<td>Services for September 2016</td>
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Total YTD Expenses: $58,466.38

Available Budget: $101,533.62
## CLARKE COUNTY SCHOOL DISTRICT

### Board Members Travel for FY 2017

**As of November 2016**

<table>
<thead>
<tr>
<th>Board Member</th>
<th>Budget</th>
<th>Travel Expense</th>
<th>Remaining Budget Available</th>
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<tr>
<td>Davis, Greg</td>
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<tr>
<td>Davis, Linda</td>
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<tr>
<td>Ellis, Sarah</td>
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<td>Huff, David</td>
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<td>-</td>
<td>2,000</td>
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<td>Parks, Carl</td>
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<td>-</td>
<td>2,000</td>
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<td>Payne, Vernon</td>
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<td>Williams, Carol</td>
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<tr>
<td>Worthy, Charles</td>
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<td>-</td>
<td>2,000</td>
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</table>

**TOTAL**             | **18,000** | **1,031**    | **16,969**                |
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: Wellness Program EEE


3. This is a:
   - [ ] New Policy/Regulation/Exhibit
   - [X] Review of an Existing Policy/Regulation/Exhibit
   - [ ] Revision of an Existing Policy/Regulation/Exhibit
   - [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

   The Wellness Program Policy was reviewed in conjunction with the Wellness Program Regulation to ensure compliance with federal mandates.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

   The final federal rule was recently published, and it contained some minor changes to the proposed rule published in 2014 and according to which the policy was most recently revised.
The Clarke County Board of Education is committed to student wellness as a vital component of the School District's educational program. It is the Board's belief that:

- Children need healthful foods and need opportunities to be physically active in order to grow, learn and thrive;
- Good health is essential to foster better student attendance and achievement;
- A strong District wellness program will have a positive, lasting effect on students;
- Community participation is essential to the development and implementation of a successful District wellness program; and,
- District educators should exercise the same leadership with respect to wellness that they do with respect to academics.

The Superintendent or designee shall develop regulations, procedures, and/or guidelines in order to ensure implementation of a comprehensive Wellness Program. At a minimum, those regulations, procedures and/or guidelines must:

(1) Establish a Wellness Committee that will be responsible for recommending to the Superintendent required components of the Wellness Program, including:

(a) measureable goals for educating students about good nutrition, promoting healthy eating behaviors, increasing physical activity, and implementing school-based activities that promote student wellness; and

(b) nutritional requirements for all foods and beverages available in schools during the school day in order to promote student health and reduce childhood obesity and ensure compliance with applicable laws.

(2) Ensure that the School District engages students, parents, teachers of physical education, food service professionals, school health professionals, board members, school administrators, and other interested community members in the development, implementation, and periodic review of the Wellness Program through participation on the Wellness Committee and other means.

(3) Ensure that each school appoints at least one representative from the school community (e.g., student, parent, teacher, school administrator, school nutrition manager) to serve as a member of the Wellness Committee, which shall also include the Director of Nursing and the Director of Nutrition or their respective designees.

(4) Ensure that the School District informs and updates parents, students, and relevant members of the school community about the Wellness Program, including
information about program implementation and assessments related to compliance and efficacy.

(5) Designate at least one official to ensure that each school complies with Wellness Program.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Note: The State of Georgia has moved the Georgia Code. This new environment no longer allows us to link directly to the Georgia Code. For example enter 20-02-0211 in the search window and the Georgia Code will appear.

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<thead>
<tr>
<th>Federal Reference</th>
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<td>Rule 160-5-6-.01</td>
<td>Statewide School Nutritional Program</td>
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<tr>
<td>Federal Reference</td>
<td>Description</td>
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<tr>
<td>42 USC 1758</td>
<td>Program requirements-School Lunch Program</td>
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<td>42 USC 1758b</td>
<td>Local School Wellness Policy</td>
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Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: Wellness Program EEE-R(1)


3. This is a:
   [ ] New Policy/Regulation/Exhibit
   [ ] Review of an Existing Policy/Regulation/Exhibit
   [X] Revision of an Existing Policy/Regulation/Exhibit
   [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

   The Wellness Program Policy was revised in conjunction with the Wellness Program Regulation to ensure compliance with federal mandates.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

Minor revisions reflecting changes between the proposed rule published in 2014 and the recently published final rule.
Wellness Program

This regulation implements the District goals and objectives for wellness as outlined in Policy EEE-Wellness Program. School personnel shall comply with the requirements contained herein.

I. NUTRITION STANDARDS AND GOALS

A. Nutrition Education and Promotion.

The Clarke County School District aims to teach, encourage, and support healthy eating through nutrition promotions and incorporating comprehensive nutrition education in accordance with the State of Georgia’s (health) curriculum.

Students will receive consistent nutrition messages throughout schools, classrooms, cafeterias, and school media:

- Teachers will integrate nutrition education into core curricula;
- Nutrition promotion will include participatory activities, such as contests, promotions, farm visits, and experience working in school gardens;
- The nutrition education program will be linked to school meal programs, school gardens, cafeteria nutrition promotions, afterschool care programs, and farm to school programs;
- Nutrition education will be offered in the cafeteria as well as the classroom;
- Nutrition education will promote fruits, vegetables, whole grain products, low-fat dairy products, healthy food preparation methods, and accurate portion sizes;
- Students will have opportunities to taste new foods to increase their acceptance of healthy foods they may not be familiar with;
- Nutrition information and nutrition promotions designed to promote life-long health and wellness as well as reduce childhood obesity will be included in the District’s Strategic Plan.

B. District Meals.

Meals served in District schools shall:

- Be age appropriate, appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, as a minimum, nutritional requirements established by local, state, and federal statutes and regulations;
- Offer a variety of fruits and vegetables, and whole-grain rich items;
- Offer fat free and low fat (1%) unflavored milk as well as fat free flavored milks with sugar content of 22 grams or less per 8 ounce serving;
- Offer lactose-free milk;
In addition:

- The District will offer fresh fruit daily making sure to offer a variety of different choices weekly.
- All grains served will be whole-grain rich.
- The District will not purchase food items that contain more than 0.5 grams of synthetic trans-fat per serving.

Students, staff, and parents are encouraged to participate in the school meal programs. The school nutrition program will continually evaluate and procure items which can enhance the nutritional value of breakfast, lunch, and snack meals.

C. Meal Schedules.

District Schools shall serve breakfast and lunch daily.

- Students should be given at least 10 minutes after being seated to eat breakfast and 20 minutes after being seated to eat lunch.
- Schools should attempt to schedule lunch between the hours of 11:00 A.M. and 2:00 P.M. Lunch meal service cannot start before 10:00 A.M.
- Lunch is encouraged to be scheduled after recess.

D. Sharing of Foods and Beverages.

Schools shall discourage students from sharing or trading their foods or beverages with others, given concerns about allergies and restrictions on some children's diets. Trading foods can create an unhealthy imbalance in the nutritional value of a child's meal. School staff cannot ask students to share items with them or take items from a student's meal.

E. Foods and Beverages Sold Individually to Students During the School Day:

The following nutrition standards apply to all areas of the school campus where the students have access during the school day. The school campus includes, but is not limited to, the following areas: a la carte areas in cafeteria, school stores, snack bars, vending machines, and other venues. The school day is defined as the period from midnight before to 30 minutes after the end of the official school day. These guidelines do not apply to vending machines located in teacher lounges that are not accessible by students or events that take place on campus after the end of the school day. These nutrition standards have been developed by USDA, to help schools make the healthy support a healthy school environment and make healthy choices the easy choice for students.

1. Allowable Beverages. Nutrition Standards for Beverages

Beverage Options

All Schools may sell:

- Plain water (with or without carbonation)
- Unflavored 1% milk
- Flavored or unflavored fat free milk
- 100% fruit and or vegetable juices
- 100% fruit and or vegetable juices diluted with water (with or without carbonation) and no added sweeteners
- Calorie-free carbonated beverages (High Schools only)

Portion Sizes:
- ES — up to 8 oz.
- MS — up to 12 oz.
- HS — up to 12 oz. for low calorie beverages; up to 20 oz. for calorie-free beverages
- No portion size limit for plain water (with or without carbonation)

- Elementary schools may sell up to 8-ounce portions, while middle and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.

2. **Allowable Foods.** Individual food items: **Nutrition Standards for Food**

Any food sold in schools must:

- Be a whole grain rich product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or protein food; or
- Be a “combination food” with at least ¼ cup of fruit and/or vegetable. OR
- Contain 10% of the Daily Value of one nutrient of public health concern (calcium, potassium, vitamin D, dietary fiber).

**Foods must also meet nutrient Standards requirements:**

- **Calorie Limits:**
  - Snack items: ≤ 200 calories
  - Entrée items: ≤ 350 calories
- **Sodium Limits:**
  - Snack items: ≤ 200 mg sodium
  - Entrée items: ≤ 480 mg sodium
- **Fat Limits:**
  - Total fat: ≤ 35% of calories
  - Saturated fat: < 10% of calories
  - Trans fat: zero grams
- **Sugar Limit:** ≤ 35% of weight from total sugars in foods

- Total Fat: <35% of total calories from fat per item as packaged/served
- Saturated Fat: <10% of total calories per item as packaged/served
- Trans Fat: 0 grams of trans fat per item as packaged/served (<0.5g)
- Sodium:
  - 480 mg sodium per entrée* item
  - 230 mg sodium per snack/side item
- Calories:
  - 350 calories per entrée* item
  - 200 calories per snack/side item
*Applies to entrée items that do not meet the NSLP/SBP exemptions.

- Total Sugars: =35% of weight from total sugars per item

Exemptions include dried fruits or vegetables with no added nutritive sweeteners, dried fruits with nutritive sweeteners for processing, and dried fruits with nuts/seeds only with no added nutritive sweeteners.

Fundraisers occurring during the school day that sell food or beverages to students must meet the nutrition standards outlined above. The state of Georgia will define the frequency of which districts can offer fundraisers that sell food or beverages to students that do not meet the USDA Smart Snacks nutrition standards. The Georgia Board of Education approved a rule allowing 30 exempted fundraisers per school per school year not to exceed three days in length. Exempted fundraisers cannot operate anywhere on the school campus 30 minutes prior until 30 minutes after the end of breakfast and lunch meal services. Exempted fundraisers cannot be in vending machines, school stores, snack bars, or a la carte sales. Fundraising in these venues must meet the Smart Snack standards.

The District encourages schools to explore non-food fundraising options, such as selling books, selling student art, selling school merchandise, or collection of Box Tops for Education, as well as physical activity based events, such as jump-a-thons, bike-a-thons, or road races to generate revenue needed to support local school activities.

Students shall not be permitted to order food from commercial establishments during school hours. Parents may provide or bring lunches for their students to school in accordance with guidelines established by their school administrator.

F. Extra-Curricular and Fundraising Events Outside of School Hours.

While there are no restrictions on the types of food items which may be sold during extra-curricular events or fundraisers after the end of the school day, schools and sponsors of these events should consider healthy options.

Concessions which provide food and beverages during optional-attendance school events, including after school events such as dances, sporting events, talent shows, and PTA events are exempt from the guidelines contained herein, but are encouraged to also offer healthy choices.

G. Snacks.

Each academic year, the District School Nutrition Coordinator will develop a list of healthy snacks that will be disseminated to students on the first day of school and will be posted on the School District web site.

Snacks served by school district staff during the school day should make a positive contribution to children's diets and health. Snacks served in after-school care or enrichment programs must comply with the USDA nutrition standards as well.

Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

H. Individual Rewards.
School staff shall discourage the use of food, especially candy, as an individual reward or incentive for good behavior or academic performance. Food rewards undermine children’s diets and health while also reinforcing unhealthful eating habits. The withholding of food as a punishment is strictly prohibited.

Schools will encourage the use of non-food alternatives because classroom rewards can be an effective way to encourage positive behavior. Children, like everyone, alter their actions based on short-term anticipated consequences; however, the goal should be to move children towards self-motivation.

A list of non-food reward alternatives will be available on the School District website.

I. Classroom and School Parties and Celebrations.

Classroom activities centered on food, parties and celebrations should occur only on a limited basis. School administrators shall determine ways to highlight seasonal events and birthdays in a way that is age appropriate and provides equal opportunity for each student to be involved. When food and beverages are provided during such activities, the use of healthy foods in appropriate portion sizes is encouraged. Beverage consumption in the classroom should be limited to water, 100% fruit juice, and fat free milk.

Parents will be made aware in advance when school sponsored celebrations with food are taking place and what is to be served.

Non-food celebrations will be promoted and a list of ideas will be available to parents and teachers.

II. HEALTH AND PHYSICAL EDUCATION STANDARDS AND GOALS

A. Compliance with State Requirements.

The District and all schools shall meet or exceed the requirements for physical education as determined by the Georgia Department of Education. All students in grades K-12, including students with disabilities, those with special health-care needs, and those in alternative educational settings, will receive physical education in compliance with the Georgia Department of Education guidelines. Because elementary age children are in the early stages of growing, physical education schedules shall be made according to the developmental needs of the children.

- Elementary: Shall provide 90 contact hours of annual instruction at each grade level in health and physical education.
- Middle: Shall make healthy and physical education available.
- High: Shall provide 1 unit of health and physical education.

The health and physical education program will be comprehensive. A list of concepts and skills to be incorporated can be found in the board policy for health education.

B. Daily Recess and Breaks.
Teachers are expected to incorporate daily opportunities for physical activity in the classroom whenever possible and will be encouraged to serve as role models by being physically-active alongside the students.

All District elementary schools will provide 15 minutes of supervised recess, preferably outdoors, during which students are engaged in moderate to vigorous physical activity.

Schools should make an effort to avoid extended periods (i.e., periods of two or more hours) of inactivity. When sedentary activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, and as permitted by testing protocols, schools should give students periodic breaks.

School staff shall discourage the withholding of or use of recess or physical activity breaks as a consequence.

C. Physical Activity Opportunities Before, After, & During School.

All students will have opportunities for physical activity beyond physical education class on a daily basis.

To the extent that staffing and other resources permit, schools shall offer extracurricular physical activity programs, such as sports clubs or intramural programs as well as incorporate physical activity into scheduled after-school care and enrichment programs.

High Schools are required to and middle schools are encouraged to offer interscholastic sports programs.

Schools should offer a range of activities that meet the needs, interests, and abilities of all students.

D. Safe Routes to School.

When appropriate, the School District shall work together with the Athens-Clarke County Police Department and other community programs to develop a community design to make it safe and easy for students and parents to walk and bike to school.

When District transportation is provided, and to the extent practical and in consideration of appropriate safety and operational considerations, neighborhood/area pick up/drop off points may be established in order to provide students additional opportunities for physical activity.

III. IMPLEMENTATION AND EVALUATION

A. School-level Wellness Council

Each school will have a wellness council. The school principal shall appoint one representative from the school community to lead the council each school year. The school representative will attend required training sessions throughout the school year, not to exceed three trainings annually.

School wellness councils should be representative of the school community.
School wellness councils shall meet at least three times each school year. Councils are encouraged to set reasonable goals and measure progress. Progress will be reported to the board of education annually.

**B. District-level Wellness Council**

The District will organize a district-level wellness council that will support and evaluate the progress of the school-level wellness councils. This council will be representative of the district’s community.

**C. Compliance**

School principals or their designee shall be responsible for communicating the contents of this policy, implementing this policy, and assessing compliance in their respective schools. Schools shall report wellness policy compliance and progress annually to the Superintendent.

The Director of School Nutrition shall be responsible for the nutritional component of this wellness policy, shall be the functional expert in school nutrition matters, ensure compliance with nutrition policies within school food service programs, provide training as needed to school food service personnel, and oversee the daily operation of the District’s school nutrition program.

The Associate Superintendent of Instructional Services and School Performance or Superintendent’s designee shall be responsible for the implementation of and compliance with the health and physical fitness component of this wellness policy.

*A wellness summary report will be prepared and presented to the board of education annually.*
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: Regulation FGD - Facilities Projects Contracts

2. Submitted by: Ted Gilbert/John Gilbreath Date: 11/7/16

3. This is a:
   - [ ] New Policy/Regulation/Exhibit
   - [x] Review of an Existing Policy/Regulation/Exhibit
   - [ ] Revision of an Existing Policy/Regulation/Exhibit
   - [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in a developing the proposal.)

   Review only.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

Regulation FDG-R(1) is unnecessary and its rescission is the recommended; the Policy is being reviewed along with the Regulation per usual practice.
Facilities Projects Contracts

The Board of Education directs the Superintendent to insure that Architects, Roofing Consultants, and Painting Contractors comply with this policy, by inserting provisions in contracts which provide the following:

Architects

The Board of Education directs the Superintendent to instruct all Architects employed by the School District, to submit alternative bids/options on all new construction projects. The Superintendent shall insure that Architects employed by Clarke County School District shall do a thorough job when preparing plans, preparing construction bid packages, and preparing documents and drawings.

The Superintendent shall insure that all designs for new construction, additions, or renovations include the configuration of technology infrastructure that is consistent with the Clark County School District's technology plan.

The Superintendent shall instruct all Architects employed by the School District to design all proposed facilities with roof structures of no less than a 4:12 pitch where applicable, and that this roof design must be given top priority as a design consideration. Different roof designs may be required under extenuating circumstances on individual projects, but departures from said roof design must be presented to the Board of Education for their review and approval.

Roofing Consultants

When roofs are to be replaced on buildings of the Clarke County School District, a Roofing Consultant or Licensed Professional, shall be employed to (1) inspect the existing roof; (2) prepare recommendations and specifications for bids concerning replacement of the roof; and (3) shall supervise the installation of the new roof as required and provide the School District with a certificate or opinion that the specified roofing materials has have been properly installed per the roofing manufacturer's recommendation and warranty, and the materials specified in the contract have been used on the project. The consultant shall specifically consider the advisability of installing a standing seam metal roof.

Painting Contractors

Painting Contractor shall insure that all metals, prior to painting, shall be properly prepared.

Policy Reference Disclaimer: These references are not intended to be part of the
policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**Note:** The State of Georgia has moved the Georgia Code. This new environment no longer allows us to link directly to the Georgia Code. For example enter 20-02-0211 in the search window and the Georgia Code will appear.

<table>
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<tbody>
<tr>
<td>Rule 160-5-4-.22</td>
<td>Guaranteed Energy Savings Performance Contracts for Public School Facilities</td>
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Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: Regulation FGD-R(1) - Facilities Projects Contracts

2. Submitted by: Ted Gilbert/John Gilbreath Date: 11/7/16

3. This is a:
   - [ ] New Policy/Regulation/Exhibit
   - [ ] Review of an Existing Policy/Regulation/Exhibit
   - [ ] Revision of an Existing Policy/Regulation/Exhibit
   - [X] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in a developing the proposal.)

   Rescind.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

Regulation FGD-R(1) is a construction detail more appropriate to individual contracts than to the policy manual.
The Board of Education directs the Superintendent to insure that Painting Contractors comply with this regulation by inserting provisions in contracts of employment which provide that painting contractors shall insure that all metals, prior to painting, shall be properly prepared. Surfaces shall be sanded, or sand blasted to insure that the metal is free of rust prior to painting, and that Porter Primer #296 Glyptex Inhibitive be used as a first choice, and Rust-O-Leum #7769 as a second choice.

All metal doors, old and new, will be primed including the top and the bottom, and then painted, without exception.
1. Policy/Regulation Reference and Title: EDG - Bus Accident Reporting

2. Submitted by: Fabian Jones Date: 11/7/16

3. This is a: Review of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in a developing the proposal.)

   Review

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:
Bus Accident Reporting

All accidents, no matter how minor, must be reported immediately from the scene of the accident to Transportation Administration or designee. These accidents include all personal injuries and vehicular incidents.

Clarke County School District

Original Adopted Date: 10/14/1999
Last Revised: 6/13/2013

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

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<tr>
<td>O.C.G.A 20-02-1130</td>
<td>Traffic safety around schools; duties of law enforcement and school officials</td>
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<tr>
<td>O.C.G.A 20-02-1131</td>
<td>Direction of traffic by school-crossing guards.</td>
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<tr>
<td>O.C.G.A 40-05-0142(7)</td>
<td>&quot;Commercial motor vehicle&quot; defined</td>
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<tr>
<td>Rule 160-5-3-.04</td>
<td>School Bus Insurance</td>
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<td>Rule 160-5-3-.08</td>
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<th>Federal Reference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 USC 31301</td>
<td>Federal Commercial Motor Vehicle Safety Act</td>
</tr>
</tbody>
</table>
Policy / Regulation / Exhibit Worksheet

Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: Regulation EDG-R(1) Bus Accident Reporting

2. Submitted by: Fabian Jones Date: 11/7/16

3. This is a:  
   - [ ] New Policy/Regulation/Exhibit
   - [ ] Review of an Existing Policy/Regulation/Exhibit
   - [X] Revision of an Existing Policy/Regulation/Exhibit
   - [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

   The wording in Regulation EDG-R(1) is repetitive and identifies specific disciplinary actions that should be taken if a driver is involved in an accident.
   - Propose to remove identified disciplinary actions from the regulation.
   - Propose to modify the procedures for handling an accident involving a bus.
   - Propose to modify the procedures for the driver after an identified accident.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

   Minor changes for clarification and a substantive change to section 7 in order to allow more flexibility in consequences for accidents.
The Clarke County School District (District) promotes a safety education and accident prevention program for the purpose of providing a high degree of safety for students and employees of the District. The District’s program shall be in compliance with the requirements of the Georgia Education Code, State Safety Orders, Life Safety Codes of Georgia, and other local and state rules and regulations concerning safety and fire prevention.

All accidents, no matter how minor, must be reported immediately from the scene of the accident. Failure to report any accident may result in disciplinary action, up to and including suspended without pay or termination. The driver must also complete all required paperwork and submit appropriate forms to the Transportation Training/Safety Coordinator. These accidents include all job related and vehicular incidents. The Georgia Highway Patrol law enforcement will be notified in all cases in which there exists a possibility of physical injury complaint of physical injury.

The following procedures will be followed:

Each accident will be investigated by trained designees from the Transportation Department. After an investigation the accident will be assigned a level by the Transportation Assistant Director. Various levels will be assigned based on the following definitions.

a) **Non-Preventable Accident** - Any occurrence involving a District-owned/leased vehicle in which it is determined by the Transportation Assistant Director or designee that the driver/operator in question did everything he/she reasonably could have done to prevent the accident.

b) **Preventable Level I Accident** - Any occurrence involving a District-owned/leased vehicle in which it is determined by the Transportation Assistant Director or designee that the driver/operator in question failed to do everything he/she reasonably could have done to prevent the occurrence, if the occurrence:
1) Results in no injuries, or
2) Causes less than $1,000.00 damage to either vehicle or property.
3) No students or passengers on board

c) **Preventable Level II Accident** - Any occurrence involving a District-owned/leased vehicle in which it is determined by the Transportation Assistant Director or designee that the driver/operator in question failed to do everything he/she reasonably could have done to prevent the occurrence, if the occurrence:
1) Students or passengers on board
2) Results in personal injury regardless of who is injured, or
3) Results in damage over $1,000.00 to either vehicle or other property.

Once level has been determined, those involved in an accident will be notified by letter from the Transportation Assistant Director. On receipt of letter, those involved in Level I and Level II accidents have the right to appeal the designation to the Accident Review Panel. All concerned have 10 days to file an appeal. Otherwise the right to appeal is lost.

The Accident Review Panel shall be facilitated by the Transportation Director’s Transportation designee Training/Safety Coordinator from Transportation and...
composed of a member from Security Department or designee, the district safety coordinator director and/or designee, one driver, one trainer, and a mechanic.

The committee shall meet a minimum of once per month to review all accidents, consider appeals and assess the overall condition of safety within transportation. The committee shall render verdicts on appeals as well as designating topics for emphasis in driver safety training. Criteria for determining that an accident was Preventable or Non-Preventable may include, but is not limited to, driver's statement, law enforcement records, insurance records, statements of witnesses, and estimates of damage as may be appropriate.

The decisions of the committee shall be forwarded to the Director of Transportation for appropriate action. An employee who is involved in either a Level I or Level II accident shall be subject to the following disciplinary action(s):

(a) **First Preventable Level I Accident** — Letter of warning will be sent on all Level I accidents unless a Level I accident was committed during the immediate preceding three year period in which case subsequent accidents will be treated as Level II. Two Level I Accidents will be deemed a Level II Accident and subject to the minimum discipline listed.

(b) **First Preventable Level II Accident** — Employees shall be required to attend the Driver Retraining course prescribed and scheduled by the District Transportation Department on his/her own time.

(c) **Second Preventable Level II Accident** — Employees shall be required to attend the Driver Retraining Course II prescribed and scheduled by the District Transportation Department on his/her own time.

(d) **Third Preventable Level II Accident** — Employees may be suspended—without pay or terminated. Such recommendation for action shall be forwarded to the Assistant Superintendent of Human Resources for final disposition.

(e) **Subsequent Accidents** may result in termination. Such recommendation for action shall be forwarded to the Assistant Superintendent of Human Resources for final disposition.

The District may take substitute and/or add the following corrective measures, such as in lieu of or in addition to any of the discipline specified above.

1. Prescribe a traffic course school different from those identified.
2. Suspend with pay until investigation is completed.
3. Suspend without pay.
4. Terminate employment with the school system.
5. Invoke any combination of the above.

Accidents shall be recorded from date of first occurrence and shall accumulate for purposes of employee discipline from the most recent preventable accident counting back three years.
Post-Accident

• Drivers involved in an accident in a District-owned/leased vehicle a commercial motor vehicle may must be subject to alcohol and drug Tested: Screening.

• If an alcohol test is not administered within two hours following the accident, the driver must prepare a written report and maintain a record on file stating the reasons the test was not promptly administered.

• If the test is not administered within eight hours the driver must cease attempts to administer an alcohol test and prepare and maintain the same record as for the two hour requirement. The driver must test within 32 hours for drugs.

• Refusal to take a post-accident test may result in termination.

• A driver who is subject to post-accident testing must remain available, or the employer may consider the driver to have refused to submit to testing.

• The driver subject to post-accident testing must refrain from consuming alcohol for eight hours following the accident or until he/she submits to an alcohol test, whichever comes first.

• The supervisor shall provide drivers with the necessary post-accident information, procedures and instructions, prior to the driver operating a commercial vehicle, so the driver will be able to comply with the requirements of the rule.

ADOPTED: September 9, 1999

Clarke County School District

Date Issued: 9/9/1999

Last Revised: 6/13/2013
As a charter system, the Clarke County School District has designated a focus on student literacy as a component of the charter goals, including the growth of student literacy as determined by student reading Lexile measures. Therefore, the Clarke County School District is waiving SBOE rule 160-4-2-.11 and the O.C.G.A sections upon which it is based. Promotion decisions for grades 3, 5, & 8 will be made based on Lexile scores from the administration of the district's reading inventory instead of performance levels on the Georgia Milestones EOG in ELA and Math. The Elementary Instructional Council and the Elementary Principals have reviewed and offered feedback about this policy revision. All other promotion criteria currently in effect remain unchanged. Appeal processes for grades 3, 5, & 8 remain in effect with slight modifications.
It is the policy of the Board that students who have achieved grade level standards as outlined herein shall be promoted. Students who have not achieved grade level standards shall not be promoted except as otherwise provided herein or by Georgia law or Department of Education policy.

As a charter system, the Clarke County School District has a designated focus on student literacy as a component of the charter goals, including the growth of student literacy as determined by student Lexile measures. Therefore, the Clarke County School District is waiving SBOE rule 160-4-2-.11 and the O.C.G.A sections upon which it is based. This policy will be effective as of the 2016-17 school year.

It is also the policy of the Board that schools shall monitor student progress in a manner that enables early identification of students whose performance places them at risk of failing and/or being retained. In such cases, schools shall engage an RTI (Response to Intervention) Committee and parents as early as possible to implement appropriate intervention and remediation measures.

I. PROMOTION STANDARDS FOR GRADES K, 1, 2, & 4

A. Students in kindergarten, first, second, and fourth grades shall be promoted if they have achieved Final End of Year grade of P (Progressing Towards the Standards) or better in the subjects of Language Arts, Math, Science, and Social Studies on the report card.

B. Students in grades K, 1, 2, & 4 who have not met the above promotion standards may be promoted upon recommendation of a placement committee after consideration of factors which would support an opportunity for likely success at the next grade level, to include:
   1. attendance record
   2. performance as indicated in formal and informal running records
   3. work samples from core content areas
   4. standardized test results
   5. participation and performance in afterschool programs, which may include tutorial programs
   6. teacher recommendations

C. Students who have not met performance standards and who have not been recommended for promotion by the placement committee shall be retained in grade.

D. Upon a recommendation of a placement committee, students who have achieved a Final End-of Year grade of a P (Progressing Towards the Standards) or better in the subjects of Language Arts, Math, Science, and
Social Studies on the report card may be retained in the same grade after consideration of other factors.

II. PROMOTION STANDARDS FOR GRADES 3 & 5

A. Promotion standards for students in grades 3 and 5 are as follows:
   1. Third grade students shall be promoted to the fourth grade if the student achieves a third grade spring reading Lexile score at or above the “Basic” level (defined in exhibit IHE-E(1)) as measured by the district’s reading inventory or on or above grade level Reading Status on the Milestones EOG ELA Assessment in accordance with O.C.G.A. 20-2-28.
   2. Fifth grade students shall be promoted to the sixth grade if the student achieves a fifth grade spring reading Lexile score at or above the “Basic” level (defined in exhibit IHE-E(1)) as measured by the district’s reading inventory or on or above grade level Reading Status on the Milestones EOG ELA Assessment and achieve at or above the Developing Learner Status on the Milestones EOG Math Assessment in accordance with O.C.G.A. 20-2-28.

B. Students who do not meet the above criteria shall be provided additional opportunities for instruction and retesting as specified in O.C.G.A 20-2-283. Students who meet the above criteria after retesting shall be promoted. Students in grades 3 or 5 who have not met the above promotion standards may be promoted upon recommendation of a placement committee after consideration of factors which would support an opportunity for likely success at the next grade level, to include:
   1. attendance record
   2. performance as indicated in formal and informal ELA/reading assessments (including other assessments that measure a reading Lexile such as the Milestones End-of-Grade assessment)
   3. work samples from core content areas
   4. standardized test results
   5. participation and performance in afterschool programs, which may include tutorial programs
   6. teacher recommendation

C. Students who have not met performance standards and who have not been recommended for promotion by the placement committee shall be retained in grade.

D. Upon a recommendation of a placement committee, students who have achieved a reading Lexile score at or above the “Basic” range for the respective grade level may be retained in the same grade after consideration of other factors.

E. Any student in grade 5 with a final end-of-year report card grade of “I” (Insufficient Progress) in the subject of math will have his/her academic progress in that subject area reviewed by the school before being promoted to the next grade.

III. PROMOTION STANDARDS FOR GRADES 6, 7, & 8
A. Students in grades 6-8 shall be retained if the student fails two or more courses (including Connections classes & ELT), as determined by an end of course average of 70 or better.

B. To be promoted to grade 9, students in grade 8 are also required to achieve an eighth grade spring reading Lexile score at or above the “Basic” level (defined in exhibit IHE-E(1)) as measured by the district’s reading inventory on or above grade level Reading Status on the Milestones EOG ELA Assessment and achieve at or above the Developing Learner Status on the Milestones EOG Math Assessment in accordance with O.C.G.A. 20-2-281.

C. Students in grades 6, 7, & 8 who have not met the above promotion standards may be promoted upon recommendation of a placement committee after consideration of factors which would support an opportunity for likely success at the next grade level, to include:
   1. attendance record
   2. performance as indicated in formal and informal ELA/reading assessments (including other assessments that measure a reading Lexile such as the Milestones End-of-Grade assessment)
   3. work samples from core content areas
   4. standardized test results
   5. participation and performance in afterschool programs or extended day programs
   6. teacher recommendations

D. Any student in grade 8 with a final end-of-year report card grade of "F" (Failing) in the subject of math will have his/her academic progress in that subject area reviewed by the school before being promoted to the next grade.

IV. PROMOTION OF STUDENTS IN GRADES 3, 5, & 8 USING A PLACEMENT COMMITTEE

A. Students in grades 3, 5, & 8 who fail to meet the promotion requirements of the above sections, shall be retained unless retention is appealed in accordance with procedures specified in local BOE regulation IHE-R(1) O.C.G.A. 20-2-283 and promotion is approved by unanimous decision of a placement committee (see local BOE regulation IHE-R(1)).

B. In addition, an instructional plan for accelerated, differentiated, or additional instruction shall be developed for each student in grades K-8 who does not meet promotion standards whether the student is retained or promoted.

V. PROMOTION STANDARDS FOR HIGH SCHOOLS (GRADES 9-12)

A. Promotion standards for high school students shall be in accordance with the High School Program of Study as approved by the local Board of Education.

Clarke County Schools
Date Adopted: 9/12/1991
Last Revised: 12/10/2015
This exhibit has been developed to define the lexile measures for the "Basic" level of the district's reading inventory, which is used for promotion/retention decisions in grades 3, 5, & 8 under the revised policy/regulation. It is possible that these definitions could be adjusted in the future based on further norming, so the exhibit can be adjusted without changing the accompanying policy and regulation.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

This new exhibit provides specific Lexile score ranges tied to the Policy and Regulation.
## 2016 College and Career Ready (CCR) Lexile Proficiency Bands

as required by Clarke County for Literacy Standards in Grades 3, 5, & 8

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>BR to 329L</td>
<td>330L to 519L</td>
<td>520L to 824L</td>
<td>825L &amp; Above</td>
</tr>
<tr>
<td>4</td>
<td>BR to 539L</td>
<td>540L to 739L</td>
<td>740L to 944L</td>
<td>945L &amp; Above</td>
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<tr>
<td>5</td>
<td>BR to 619L</td>
<td>620L to 829L</td>
<td>830L to 1014L</td>
<td>1015L &amp; Above</td>
</tr>
<tr>
<td>6</td>
<td>BR to 729L</td>
<td>730L to 924L</td>
<td>925L to 1074L</td>
<td>1075L &amp; Above</td>
</tr>
<tr>
<td>7</td>
<td>BR to 769L</td>
<td>770L to 969L</td>
<td>970L to 1124L</td>
<td>1125L &amp; Above</td>
</tr>
<tr>
<td>8</td>
<td>BR to 789L</td>
<td>790L to 1009L</td>
<td>1010L to 1189L</td>
<td>1190L &amp; Above</td>
</tr>
<tr>
<td>9</td>
<td>BR to 849L</td>
<td>850L to 1049L</td>
<td>1050L to 1264L</td>
<td>1265L &amp; Above</td>
</tr>
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</table>

The Lexile Framework is unique from the other readability formulas in that it measures both text complexity and reader ability on the same developmental scale. Lexile measures are the most widely used reading metric because they allow for students to be matched with materials that provide the right level of challenge for their ability and goals.
As a charter system, the Clarke County School District has designated a focus on student literacy as a component of the charter goals, including the growth of student literacy as determined by student reading lexile measures. Therefore, the Clarke County School District is waiving SBOE rule 160-4-2-.11 and the O.C.G.A sections upon which it is based. Promotion decisions for grades 3, 5, & 8 will be made based on lexile scores from the administration of the district's reading inventory instead of performance levels on the Georgia Milestones EOG in ELA and Math. The Elementary Instructional Council and the Elementary Principals have reviewed and offered feedback about this policy revision. All other promotion criteria currently in effect remain unchanged. Appeal processes for grades 3, 5, & 8 remain in effect with slight modifications. This Regulation also eliminates the administration of Milestones EOG retests in the school district.

The proposed revisions remove reference to the Georgia Milestones test and instead use local standards with a particular emphasis on reading ability.
This regulation implements board policy regarding promotion and retention as outlined in Policy IHE.

As a charter system, the Clarke County School District has a designated focus on student literacy as a component of the charter goals, including the growth of student literacy as determined by student Lexile measures. Therefore, the Clarke County School District is waiving SBOE rule 160-4-2-.11 and the O.C.G.A sections upon which it is based. This regulation will be effective as of the 2016-17 school year.

I. DEFINITIONS

A. Accelerated instruction – challenging instructional activities that are intensely focused on student academic deficiencies in reading and/or mathematics. This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Clarke County School District, to meet grade level standards in a compacted period of time.

B. Additional instruction – academic instruction, beyond regularly scheduled academic classes, that is designed to bring students not performing on grade level as defined by the Clarke County School District, to grade level performance. It may include more instructional time allocated during the school day, instruction before and after the school day, Saturday instruction, and/or summer/intersession instruction.

C. Below grade level performance – a score that is below promotion standards as defined by the Georgia Milestones assessments, other state assessments, or other documentation as appropriate.

D. CRCT Criterion Referenced Competency Tests – Georgia’s curriculum based assessment program for grades 1-8 that was retired at the end of the 2013-14 school year.

E. Differentiated instruction – instructional strategies designed to meet individual student learning needs and/or styles.

F. EIP – Early Intervention Program – a Kindergarten through 5th grade early intervention program for students performing below grade level (students in grades 6-8 participate in a similar program called REP – Remedial Education Program).

G. GKIDS – Georgia Kindergarten Inventory of Developing Skills. Georgia’s curriculum based assessment program for kindergarten students.

H. Grade level literacy standard performance – a grade level reading Lexile score at or above the “Basic” level (defined in exhibit IHE-E(1)) as measured by the district’s spring reading inventory (including other assessments that measure a
I. Instructional plan – a strategic plan developed for promoted or retained students who have not met state standards. The plan must include accelerated, differentiated, and/or additional instruction plan, continuous assessment, and monitoring process.

J. Lexile Level - text complexity grade bands and associated Lexile bands that are intended to put students on a college and career-ready trajectory. These grade and Lexile bands are the basis for determining at what text complexity level students should be reading and at which grades to make sure they are ultimately prepared for the reading demands of college and careers.

K. Norm Referenced Test – a nationally norm referenced assessment comparing performance of students with that of students in a national sample.

L. Placement – the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.

M. Placement Committee – the committee established by the local school principal or designee to make placement decisions concerning a student who does not meet expectations for proficiency on state mandated assessments, district level assessments, or school level assessments. This committee shall be comprised of the principal or designee, the student’s parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level.

N. Promotion – the assignment of a student to a higher grade level based on the student’s academic achievement of established criteria in the current grade.

O. Quarter – A grading period during the regular school year consisting of 9 weeks.

P. Retention – the assignment of a student to repeat the current grade level during the next school year.

II. PROMOTION

Annual promotion of students to the next grade level is desired. Students are promoted based on spring reading Lexile scores at or above the “Basic” level (defined in exhibit IHE-E(1)) as measured by the district’s reading inventory performance in reading and mathematics skills as measured by state mandated assessments, district level assessments, and school level assessments. While academic performance on the district’s reading inventory state mandated assessment instruments is a primary criterion for making promotion decisions, other factors are important when considering which grade level will provide the most appropriate instructional support for the child in the next school year. When promotion to the next grade level is questionable, the student’s placement committee will serve as the Placement Committee that will make the decision.

Special Education students will fall under the jurisdiction of the Special Education Placement Committee in regards to promotion as noted in the Individualized Education Plan.
Plan. If a student participates in the ESOL program, the placement committee should contain an ESOL teacher in addition to the other members. Decisions regarding promotion or retention of students in the ESOL program should be supported by principles of second language acquisition.

The following criteria, as applicable to each grade level, should be considered when making a decision as to whether a student should be promoted or retained:

A. Georgia Milestones results (while historical CRCT/CRCT-M results can be used, the CRCT/CRCT-M assessments were retired at the end of the 2013-14 school year)

B. GKIDS results

C. Norm referenced test data

D. District and School assessments

E. Number of previous retentions

F. Age of student

G. Attendance

H. Report card grades

I. Performance in Math and/or Language Arts/Reading classes

J. Writing assessment results

K. Additional work samples from teachers

L. Performance in Extended day classes

M. Early Intervention Program learning plans

N. Review of RTI minutes and strategies from previous meetings

O. Student conduct and behavior

P. ACCESS test (for ESOL students)

Q. Other applicable measures of literacy (including other measures that produce a lexile)

At the beginning of each school year, the district shall provide to each school principal student data from the state mandated assessments, district level assessments, and universal screener assessments which shall be distributed to teachers prior to the beginning of each school year. Every teacher of a student shall use this data to focus instruction on identified student academic performance.
Students who do not meet standards and are promoted (Grades K-8)

Students who do not meet grade level standards according to local policy IHE expectations on the state mandated assessments, district level assessments, and school level assessments, but are promoted, will be offered additional and/or differentiated instruction based on identified learning needs. An instructional plan for addressing these needs will be developed by grade level teachers in collaboration with EIP, ESOL, IEP, extended day and/or extended year teachers. Learning needs for Special Education students will be addressed through Individualized Education Plans.

The Division of Instructional Services will provide principals with an instructional plan template for use in placement committee meetings.

Instructional plans shall:

A. Indicate accelerated, differentiated, and/or additional instruction plan for all students who do not meet grade level standards according to local policy IHE on the state mandated assessments in English/Language Arts and Math.

B. Describe a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.

C. Indicate if a student is promoted or retained for the upcoming school year.

III. RETENTION

Students who do not meet standards and are retained (Grades K-8)

When a student is retained, an instructional plan (as described in the previous section) for that child must be designed to accommodate the student's instructional needs as specified by the placement committee.

The Student Support Team (as part of the RTI process for a non-special education student) or IEP Committee (special education student) will monitor students who are retained. Prior to the end of the first quarter of the year a student is repeating a grade, the Student Support Team will review the implementation of the instructional program as outlined on the instructional plans or the Individual Education Plan (IEP).

The practice of retaining students for athletic purposes is prohibited.

It is recommended that no student be retained more than twice during the K-8 years, including grades 3, 5 and 8.

Procedures for Promotion/Retention in grades 3, 5, 8 due to Lexile Scores Georgia Milestones Test Scores

A. When a student does not meet promotion standards as measured by the Georgia Milestones in grades 3, 5, or 8 (as specified in Policy IHE), then the following shall occur:

1. Within ten calendar days of receipt of the Georgia Milestones Test scores, the school principal or designee shall notify in writing by first class mail the
parent of guardian of the student regarding the following:

i. The student’s performance on the Georgia Milestones Tests;

ii. The specific retest(s) to be given the student and testing date(s);

iii. The accelerated, differentiated or additional instruction program to which the student is assigned; and

iv. The possibility that the student might be retained at the same grade level for the next school year.

2. The student shall be given an opportunity for additional instruction that is accelerated and differentiated in the applicable subject(s) prior to the retesting opportunity; and

3. The student shall be retested with appropriate section(s) of the Georgia Milestones Test(s).

B. When a student’s spring reading Lexile score is not at or above the “Basic” level (defined in exhibit IHE-E(1)) as measured by the district’s reading inventory does not meet promotion standards on the Georgia Milestones Test in grades 3, 5, and 8 and also does not perform at grade level on a second opportunity to take the assessment, the school principal or designee shall retain the student for the next school year except as otherwise stated in this regulation Georgia Code §202-2-83. If a student is retained according to Georgia Code §202-2-83, the following procedures must be followed:

1. Within ten days of the school’s spring administration of the reading inventory receipt of the Georgia Milestones scores from the second administration of that test, the school principal or designee shall directly notify in writing by first-class mail the parent or guardian of the student and the teacher(s) regarding the decision to retain the student. The notice notification shall describe the option of the parent, guardian, or teacher to appeal the decision to retain the student and shall further describe the composition and functions of the placement committee; and the notification shall include the requirement that the decision to promote the student must be the unanimous decision of the placement committee. If unable to communicate directly with the parent or guardian, notification of the information above will be sent by first class mail.

i. The parent or principal or other district staff can appeal the retention if deemed appropriate. The school principal must review student retention recommendations that have not been appealed to determine if an appeal should be initiated.

ii. If the retention is not appealed, the student will remain in grades 3, 5, or 8. The development of an instructional plan or an IEP is required for all retained students. Parents/guardians/guardians should be involved in the development of these plans.

2. Georgia Code §202-2-83 describes The process for an appeal using a
placement committee and a plan for accelerated, differentiated, or additional instruction is as follows.

i. If an appeal is requested, the school principal or designee shall establish a placement committee to consider the appeal.

ii. The placement committee shall be comprised of the principal or designee, the student’s parent or guardian, a teacher(s) familiar with the student’s reading ability of the subject(s) of the Georgia Milestones Test on which the student failed to perform at grade level, and an ESOL and Special Education staff member when meeting on students served in those programs.

iii. The principal (or designee) shall communicate directly with the parent or guardian of the time and place for convening the placement committee. If unable to communicate directly with the parent or guardian, notification of the time and place will be sent by first class mail.

iv. The placement committee shall review the overall academic achievement of the student’s in light of the reading Lexile score(s) as measured by the district’s reading inventory performance on the Georgia Milestones Test and make a determination to promote or retain.

v. The decision to promote must be the unanimous decision of the placement committee and must determine that if promoted and given accelerated, differentiated or additional instruction during the next year, the student is likely to perform at or above the “Basic” level (defined in exhibit IHE-E(1)) as measured by the Lexile score of the district’s reading inventory grade level by the conclusion of the next school year.

vi. When determining if the student is likely to achieve a reading Lexile score at or above the “Basic” level (defined in exhibit IHE-E(1)) as measured by the district’s reading inventory performance at grade level by the conclusion of the next school year, the placement committee will review the student’s performance for the past year and look for improvement in the following areas:

   a. past Lexile scores from earlier assessment administrations
   b. other assessments that measure a reading Lexile such as the Milestones End-of-Grade assessment (Note that a spring Lexile score from the Milestones EOG can be used in lieu of the spring reading inventory score in regards to promotion)
   c. formal and informal ELA/reading assessments (including other assessments that measure a reading Lexile)
   d. past CRCT, Georgia Milestones and other district/school level assessments
   e. quarterly report card grades
   f. attendance
   g. student conduct
h. meeting IEP goals (if applicable)
i. language acquisition (for ESOL students)

vii. As may be appropriate, the placement committee shall prescribe such additional assessments in addition to assessments administered to other students at the grade level during the year. If such assessments are utilized, school staff representatives from the next grade level should be part of the planning process.

3. A student shall be considered to have met Milestones EOG testing requirements if:

i. The student transfers from another state that requires a criterion referenced assessment, and data from the assessment is used to make decisions regarding promotion and retention; and

ii. The student has taken the criterion referenced assessment during the current year and has appropriate records of performance. The student’s performance on the criterion referenced assessment shall be used for promotion and retention decisions at the receiving school.

Procedures for Promotion/Retention in grades 6, 7, 8 due to End-of-Course Grades

A. Students in grades 6-8 who do not meet the end of course grade criteria outlined in Policy IHE shall be promoted if the student participates in remediation for those failed courses and demonstrates increased mastery in those courses by either:

1. passing one or more of the failed courses during summer school (while maintaining consistent attendance for summer school), or

2. satisfactorily completing all assignments as part of PSP (after school or Saturday school) during the spring (while maintaining consistent attendance for PSP)

B. An "adjusted end of course average" may be awarded in exceptional cases of students whose performance has significantly improved over the course of the year and who have achieved end of quarter averages of 70 or better during third and fourth quarters. The award of an adjusted average must be approved by the Principal.

C. Students in grades 6-8 who do not meet the above criteria shall be retained in grade.

Milestones EOG Retests in Grades 3, 5, & 8

Since promotion decisions for Clarke County students in grades 3, 5, & 8 are made based on literacy standards as measured by Lexile scores, the Clarke County School District will not administer any retests (after the main administration) for the Milestones End-of-Grade assessment.
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: GAE(1) - Discrimination Complaints

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a:

☐ New Policy/Regulation/Exhibit

☐ Review of an Existing Policy/Regulation/Exhibit

☒ Revision of an Existing Policy/Regulation/Exhibit

☐ Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

Remove reference to obsolete policy JCE(1) and replace with current policy JAA.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

Correct reference to other policy.
Discrimination Complaints

I. Purpose

The Clarke County Board of Education prohibits discrimination or harassment on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy, age, religion, or disability in its education programs and activities and its employment practices. The purpose of this Policy is to provide for the prompt and thorough investigation and equitable resolution of complaints of discrimination in violation of Policy GAAA (Equal Employment Opportunity).

The Board of Education is committed to providing a learning environment and a work place free of all forms of discrimination, and harassment on the basis of race, color, national origin, sex, sexual orientation, pregnancy, age, religion, or disability. Academic success is maximized while working and studying in an environment that is conducive the learning process and free of discrimination.

The Board does not intend by this Policy to create any additional rights which are not provided by federal or state laws.

II. Equal Opportunity Coordinator

The Superintendent shall annually appoint an Equal Opportunity ("EO") Coordinator who shall be responsible for coordinating the School District’s compliance with this Policy.

The EO Coordinator (or his or her designee) shall have adequate training in discrimination and harassment and shall be able to explain the operation of the School District’s complaint procedures. The EO Coordinator ensure that all complaints are thoroughly and impartially investigated, and resolved in a prompt and equitable manner. The EO Coordinator shall also be responsible for ensuring that this Policy is distributed to employees on an annual basis, along with the name, office address, and telephone number of each employee authorized to receive complaints of harassment.

Complaints of discrimination and harassment (including sexual harassment) against students shall be resolved in accordance with Board Policy JAA 3CE(-1). The EO Coordinator shall work with the appropriate student coordinator to resolve complaints
harassment where the victim is a student and the alleged harasser is an employee, independent contractor, visitor, or volunteer.

III. Complaint Procedures

Any person who is a victim of or witness to discrimination in violation of Board policies may complain directly to the school principal, building supervisor, Title IX Coordinator or EO Coordinator.

In no event will anyone be required to report discrimination directly to the offending individual, or to the direct subordinates of such individual. Employees may bypass the site supervisor or the building principal and report directly to the designated EO Coordinator. If the accused individual is the EO Coordinator, the complaint may be made or reported directly to the Superintendent.

The complaint may be written or verbal and should include a description of the alleged discrimination, the time frame in which the discrimination occurred, the name of the person or persons involved in the alleged discriminatory actions, and the names of any witnesses or other evidence relevant to the allegations in the complaint. If the complaint is oral, the principal or supervisor receiving the complaint shall promptly prepare a memorandum or written statement of the complaint. Filing a complaint or otherwise reporting discrimination will not reflect upon the individual’s status nor will it affect future employment, grades or job assignments.

Prompt reporting is absolutely essential to the School District’s ability to respond to discrimination and prevent it from continuing. When a victim delays more than thirty (30) days before reporting an incident or occurrence of discrimination, the aggrieved individual fails to take full advantage of all available corrective measures under this Policy. During the delay, discrimination may continue or escalate in severity. In addition, memories of corroborating witnesses made may fade and the School District’s ability to take preventative measures may be compromised.

III. Reporting Procedures

This Policy is intended to encourage employees and others to report perceived acts of discrimination before those actions either result in an adverse employment action (e.g., failure to hire, demotion, or termination) or deny or limit a student’s ability to participate in or benefit from the School District’s education programs.

A principal or supervisor who receives a complaint of discrimination shall notify the EO Coordinator of the complaint as soon as practicable under the circumstances, but in no event later than five (5) business days from the time the individual receives the complaint. A principal or supervisor who fails to forward a complaint of discrimination harassment under this Policy may be subject to disciplinary action.

IV. Discrimination and Harassment of Students

An employee who has reasonable cause to believe that a student is being subjected to discrimination shall report the discrimination to the school principal, EO Coordinator, or Title IX Coordinator as soon as practicable under the circumstances, but in no event
later than five (5) business days from the time the employee has reasonable cause to believe a student is being subjected to discrimination. An employee who fails to report known or reasonably suspected discrimination against a student may be subject to disciplinary action.

V. Confidentiality

The right to confidentiality, both of the complainant and of the accused, will be respected consistently with the School District’s legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action.

VI. Retaliation Prohibited

Any act of retaliation against an individual who, in good faith, files a complaint alleging violation of this Policy or who participates in the investigation of a discrimination complaint made under this Policy is strictly prohibited. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation of, or filing of a complaint of, discrimination. Complaints of retaliation should be promptly reported and shall be investigated and resolved in the same manner as a complaint of discrimination or harassment.

VII. Investigation and Resolution of Complaints

All allegations of discrimination shall be promptly and fully investigated and appropriate corrective or disciplinary action shall be initiated. A substantiated charge against an employee may result in disciplinary action, including discharge.

The Superintendent shall establish regulations for the timely and equitable resolution of all complaints of discrimination. At a minimum, the regulations must (1) include reasonably prompt time frames for each stage of the investigation and complaint process; (2) provide for notice to the parties of the investigation procedures, status, and outcome; and (3) establish a process for parties to appeal the findings or remedy or both.

The Clarke County School District will process complaints regarding alleged discrimination, using a guideline, an “Administrative Procedure – Complaints of Discrimination” – as approved by the Board of Education.
**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**Note:** The State of Georgia has moved the Georgia Code. This new environment no longer allows us to link directly to the Georgia Code. For example enter 20-02-0211 in the search window and the Georgia Code will appear.

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<td>Title IX - Designation of responsible employee and adoption of grievance procedures for sex discrimination</td>
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Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: GAEB - Harassment

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a:

☐ New Policy/Regulation/Exhibit

☐ Review of an Existing Policy/Regulation/Exhibit

☒ Revision of an Existing Policy/Regulation/Exhibit

☐ Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

Remove reference to obsolete policy JCE(1) and replace with current policy JAA.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

Correct reference to other policy.
I. Purpose

The Clarke County Board of Education prohibits harassment on the basis of race, color, national origin, sex, sexual orientation, pregnancy, age, religion, or disability in its education programs and activities and in its employment practices.

The Clarke County Board of Education is committed to providing a learning environment and a workplace free of all forms of harassment on the basis of race, color, national origin, sex, sexual orientation, pregnancy, religion, age, or disability. Academic success is maximized while working and studying in an environment that is conducive to the learning process and free of harassment. It is the policy of this Board to maintain a zero-tolerance attitude in regard to behavior that breaches that learning environment and impairs the emotional well-being of students or employees. To that end, harassment on the basis of race, color, national origin, sex, sexual orientation, pregnancy, age, religion, or disability will not be tolerated by the School District.

The Board does not intend by this Policy to create any additional rights which are not provided by federal or state laws.

II. Definition of Harassment

Harassment is verbal, nonverbal, or physical conduct, directed toward an individual because of his or her race, color, national origin, sex, sexual orientation, pregnancy, religion, age, or disability, that is sufficiently severe, persistent, or pervasive so as to create a hostile environment, result in an adverse job action (e.g., failure to hire, demotion, or termination), or result in a denial of access to educational opportunities and resources. An individual does not have to engage in harassing conduct which would impose liability under federal law in order to be in violation of this Policy.

III. Examples of Harassment

A hostile environment may exist if the harassing conduct adversely affects a term or condition of employment, or if it adversely affects an individual’s ability to perform his or her job or participate in or benefit from the School District’s education programs. The harasser can be the victim’s supervisor, supervisor in
another area, co-worker, visitor, volunteer, independent contractor, or student. If conduct is sufficiently severe, it does not necessarily need to be persistent or pervasive in order to rise to the level of harassment. Some examples of severe forms of harassing conduct include:

- A threat of physical violence against an individual because of his or her national origin.
- An act of physical violence intended to intimidate or discourage an employee from pursuing a complaint of harassment or discrimination.
- Engaging in non-sexual verbal or physical conduct that is intended to insult, humiliate, demean, or exclude an individual because of his or her sex or sexual orientation.

Although this Policy does not prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, less severe forms of conduct may, if allowed to continue, become sufficiently severe, persistent or pervasive so as to create a hostile work environment or result in a denial of educational opportunities. Some examples of harassing conduct which, alone or in combination, may result in harassment include:

- An employee’s repeated use, in the presence of others, of ethnic slurs when referring to students in an English Language Learners program.
- An employee’s failure to take disciplinary action against a group of students who repeatedly place classroom furniture and other objects in the path of a student who uses a wheelchair, impeding the student’s ability to enter the classroom on numerous occasions.
- An employee’s consistent practice of refusing to allow parents to attend a school play if they are wearing a hijab (a body covering and/or head-scarf).
- An employee’s continuous humiliating and insulting comments to a colleague about the amount of weight the colleague has gained during her pregnancy.
- An employee’s regular practice of denying an employee over the age of 40 the same professional development and training opportunities as his younger colleagues based on the assumption that, because of the employee’s age, he is close to retirement.

IV. Definition of Sexual Harassment

Sexual harassment is a particular form of harassment and, as such, will not be tolerated by the School District. Unwelcome verbal, nonverbal, or physical conduct may constitute sexual harassment if such conduct is sexual in nature, is based on an individual’s sex, and results in a hostile environment, an adverse job action, or the denial of access to educational opportunities. Sexual harassment is unwelcome verbal, nonverbal, or physical conduct that is sexual in nature and directed toward an individual because of his or her sex. In addition, the conduct must also be sufficiently severe, persistent, or pervasive so as to create a hostile environment, result in an adverse employment action, or result in a denial of educational opportunities. Unwelcome conduct of a sexual nature may also constitute sexual harassment when submission to the conduct is explicitly or
implicitly made a term or condition of an individual’s employment or otherwise used as a basis for employment decisions. Both the victim and the harasser can be either a man or a woman, and the victim and the harasser can be the same sex.

V. Examples of Sexual Harassment

If conduct is sufficiently severe, it does not necessarily need to be persistent or pervasive in order to rise to the level of sexual harassment. Some examples of severe forms of harassing conduct include:

- Unwelcome, intentional touching of an individual’s intimate body parts, including rape, sexual assault, and other criminal conduct.
- A sexual relationship between an employee and a student.
- Threats of physical violence against an individual because of his or her sex.
- Explicitly or implicitly promising to hire or promote an individual if he or she submits to unwelcome sexual conduct.
- Terminating an employee for rejecting unwelcome sexual advances.

Although this Policy does not prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, less severe forms of verbal or physical conduct may, if allowed to continue, become sufficiently severe, persistent, or pervasive so as to create a hostile work environment or result in a denial of access to educational opportunities. Some examples of sexually harassing conduct which, alone or in combination, may contribute to a hostile environment include:

- Making humiliating or offensive comments about a colleague’s body or physical appearance.
- Continuing to proposition a teacher to engage in unwelcome sexual activity, including repeated requests for dates.
- Sending lewd, vulgar or profane graphics or written materials to others, or otherwise displaying sexually explicit content in the workplace.
- Engaging in sexually suggestive conduct which is directed at another individual, including the use of provocative gestures or sexual innuendo and double entendre.

VI. Equal Opportunity Coordinator

The Superintendent shall annually appoint an Equal Opportunity (“EO”) Coordinator who shall be responsible for coordinating the School District’s compliance with this Policy. The EO Coordinator shall serve as the School District’s designated employee for purposes of coordinating the School District’s compliance with those provisions of Title IX of the Education Amendments of 1972 (“Title IX”), which prohibit discrimination against employees and other individuals who are not students. The designated Title IX Coordinator shall be responsible for coordinating the School District’s compliance with those provisions of Title IX which prohibit discrimination against students.

The EO Coordinator (or his or her designee) shall have adequate training investigating complaints of discrimination and harassment and shall be able to
explain the operation of the School District’s complaint procedures. The EO Coordinator shall ensure that all complaints are thoroughly and impartially investigated and resolved in a prompt and equitable manner. This EO Coordinator shall also be responsible for ensuring that this Policy is distributed to all employees on an annual basis, along with the name, office address and telephone number of each employee authorized to receive complaints of harassment.

Complaints of discrimination and harassment (including sexual harassment) against students shall be resolved in accordance with Board Policy JAB JCE (1). The EO Coordinator shall work with the appropriate student coordinator to resolve complaints of harassment where the victim is a student and the alleged harasser is an employee, independent contractor, visitor, or volunteer.

VII. Impartiality of Supervisors

As a matter of sound judgment, employees must avoid any apparent or actual conflicts of interest between their professional responsibilities and their personal relationships. The power disparity inherent in supervisor-subordinate relationships makes them particularly vulnerable to exploitation and favoritism and, as a result, even consensual sexual or romantic relationships between supervisors and subordinate employees are strictly prohibited. To further avoid complaints of favoritism, undue access, and restricted opportunity, an employee may not supervise any member of the employee’s immediate family or household. For purposes of this Policy, the term “household” means all individuals living together at the same address whether or not related or romantically involved.

An individual qualifies as a “supervisor” if that individual has authority to direct the day-to-day work activities of the employee, is involved in the evaluation of the employee, or can make or recommend tangible employment decisions including, but not limited to, hiring, firing, promotion, or reassignment. Sexual or romantic relationships between supervisors and subordinates shall be immediately disclosed or reported to the EO Coordinator. A supervisor who fails to promptly report that he or she is supervising an employee in violation of this Policy shall be subject to disciplinary action.

VIII. Employee-Student Relationships

It is a violation of this Policy for any employee to engage in sexual contact or have a romantic relationship with a student who is enrolled in the School District. This prohibition applies even if the relationship or sexual contact is consensual between an employee and a student who is 16 years of age or older.

IX. Complaint Procedures

Any person who is a victim of or witness to may complain directly to the school principal, building supervisor, or EO Coordinator.

In no event will anyone be required to make a complaint of harassment directly to an alleged harasser, or the direct subordinates of such individual. Employees
may bypass their building supervisor or school principal and report directly to the designated EO Coordinator. If the alleged offending individual is the EO Coordinator, the complaint may be made or reported directly to the Superintendent.

The complaint may be written or oral and should include a description of the alleged harassment, the time frame in which the conduct occurred, the name of the person or persons involved, and the names of any witnesses or other evidence relevant to the allegations in the complaint. If the complaint is oral, the principal or supervisor receiving the complaint shall promptly prepare a memorandum or written statement of the complaint. Filing a complaint or otherwise reporting discrimination or harassment will not reflect upon the individual’s employment status, nor will it affect future employment or job assignments.

Prompt reporting is absolutely essential to the School District’s ability to prevent harassing conduct before it becomes severe or pervasive. When a victim delays more than thirty (30) days before reporting an incident or occurrence of prohibited conduct, the aggrieved individual fails to take full advantage of all available corrective measures under this Policy. During the delay, harassing conduct may escalate or continue, memories of corroborating witnesses may fade, and the School District’s ability to take preventative measures may be compromised.

X. Reporting Procedures

This Policy is intended to encourage employees and others to report harassing conduct before it creates a hostile environment, results in an adverse job action, or adversely affects an individual’s ability to participate in or benefit from the School District’s education programs. While isolated incidents of inappropriate conduct may not meet the legal definition of harassment, all complaints of suspected harassment should be reported to the EO Coordinator so the School District can investigate the complaint and, if necessary, prevent harassing conduct from escalating to the point of creating a hostile environment.

A school principal or supervisor who receives a complaint of harassment shall notify the EO of the complaint as soon as practicable under the circumstances, but in no event later than five (5) business days from the time the individual receives the complaint. A principal or supervisor who fails to forward a complaint of sexual harassment under this Policy may be subject to disciplinary action.

XI. Sexual Harassment of Students

Any employee who has reasonable cause to believe that a student is being subjected to sexual harassment must report the harassment to the school principal, EO Coordinator, or Title IX Coordinator as soon as practicable under the circumstances, but in no event later than five (5) business days from the time the employee has reasonable cause to believe a student is being subjected to sexual harassment. An employee who fails to report known or suspected sexual
harassment of a student – including inappropriate relationships between employees and students and peer-to-peer sexual harassment – may be subject to disciplinary action.

XII. Confidentiality

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district’s legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action.

XIII. Retaliation Prohibited

Any act of retaliation against an individual who, in good faith, files a complaint alleging a violation of this Policy or who participates in the investigation of a complaint made under this Policy is strictly prohibited. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation of, or filing a complaint of, discrimination or harassment. Complaints of retaliation should be promptly reported and shall be investigated and resolved in the same manner as a complaint of harassment.

XIV. Investigation and Resolution of Complaints

All allegations of harassment and retaliation shall be promptly and fully investigated and appropriate corrective or disciplinary action shall be initiated. Appropriate documentation shall be maintained on all allegations of such misconduct. A substantiated charge against an employee may subject such person to disciplinary action, including discharge.

The Superintendent shall establish regulations for the timely and equitable resolution of all complaints of harassment. At a minimum, the regulations must: (1) include reasonably prompt timeframes for each stage of the investigation and complaint process; (2) provide for notice to the parties of the investigation procedures, status, and outcome; and (3) establish a process for parties to appeal the findings or remedy or both.
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<td>Mandatory reporting of students committing certain prohibited acts</td>
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<td>Complaints or information from public employees as to fraud, waste, and abuse in state programs and operations</td>
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Policy / Regulation / Exhibit Worksheet

Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: GAEB-R(1) - Harassment

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a:
   - [ ] New Policy/Regulation/Exhibit
   - [ ] Review of an Existing Policy/Regulation/Exhibit
   - [X] Revision of an Existing Policy/Regulation/Exhibit
   - [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

   Remove reference to obsolete policy JCE(1) and replace with current policy JAA. Section 9: remove existing procedural steps and replace with reference to GAEB-E(1), Employee Harassment Investigation Checklist.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

Correct reference to other policy; add reference to new exhibit replacing details in number 9.
The purpose of this regulation is to implement Board Policy GAEB by establishing guidelines for the prompt and equitable resolution of complaints involving harassment against employees and other individuals who are not students. Complaints of discrimination against and harassment of students shall be resolved in accordance with Board Policy JAA JCE (1).

This regulation calls for the exercise of a considerable degree of personal deliberation, discretionary decision-making and professional judgment in its application. Consequently, these guidelines should be liberally construed by School District officials to carry out the purpose of the relevant Board Policy in an equitable manner.

1. **Responsibilities of Equal Opportunity Coordinator.** The EO Coordinator is responsible for coordinating the School District’s compliance with Board policies and federal civil rights laws which prohibit discrimination against employees and other non-students, including the relevant provisions Title IX of the Education Amendments of 1972. The Title IX Coordinator is responsible for coordinating the School District’s compliance with those provisions of Title IX of the Education Amendments Act of 1972 which prohibit discrimination against students on the basis of sex. The EO Coordinator shall work with the Title IX Coordinator to resolve complaints of sexual harassment against students where the victim is a student and the accused individual is not another student. If the Title IX coordinator receives a complaint which should be handled by the EO Coordinator, such Coordinator shall forward the complaint to the EO Coordinator.

2. **Written Complaint.** Any student, employee, applicant for employment, or other person who is a victim of or witness to harassment may make a complaint directly to the school principal, building supervisor, or EO Coordinator. The complainant should be encouraged to provide their complaint in written form, but this is not required. If the complaint is oral, the coordinator shall prepare a memorandum or written statement of the complaint as made to him or her by the complainant within five (5) business days of the oral complaint. The complainant shall be provided with an opportunity to review and sign the complaint but a signature shall not be required.

3. **Reporting Complaints to EO Coordinator.** A teacher or other non-supervisory employee who receives a complaint of harassment, or who has reasonable cause to believe harassing conduct is occurring in the School District, shall immediately report it to the school principal, building supervisor, or EO
Coordinator. The complaint should generally be reported within five (5) business days after it is received.

A supervisor who receives a complaint of harassment must promptly report the complaint to the EO Coordinator or, if the alleged harasser is the EO Coordinator, to the Superintendent. The complaint should generally be reported within five (5) business days after it is received.

4. **Complaint Investigation.** The EO Coordinator will be responsible for assigning an objective and impartial investigator to gather evidence, interview witnesses, resolve credibility issues, and make a determination as to whether harassment occurred. The EO Coordinator may also conduct the harassment investigation. The purpose of the investigation is to determine whether harassment has occurred, or whether harassing conduct, if allowed to continue, might create a hostile work environment. If harassment has occurred, the investigator should recommend actions necessary to: (a) end the harassment; (b) prevent it from recurring; and (c) remedy the effects of the harassment.

5. **Investigation Timelines.** The specific time frame for resolving a complaint of harassment will depend on the complexity of the facts and circumstances and the severity and extent of the harassment. Generally, however, it should not take more than twenty (20) business days to complete the investigation. At the conclusion of the investigation, the EO Coordinator shall prepare a written response to the complaint detailing any action to be taken in response to the complaint and the time frame in which such action will be taken and copies of the response shall be furnished to the victim, the accused individual, and the Superintendent. The response should be forwarded to the victim and the accused individual as soon as practicable after the investigation but generally not more than five (5) business days after the investigation is completed.

6. **Victim Notification.** If the EO Coordinator receives a complaint of harassment which is not made by the alleged victim, the EO Coordinator should promptly inform the alleged victim that the School District intends to initiate an investigation into the complaint. The alleged victim should be provided with copy of Board Policy GAEB. The EO Coordinator may, but is not required to, send written notification confirming receipt of the complaint to the alleged victim. The EO Coordinator should inform the Complainant of the status of the investigation on a periodic basis.

7. **Requests for Confidentiality.** If the victim requests that his or her name not be disclosed to the harasser or asks that nothing be done about the alleged harassment, the EO Coordinator will be responsible for determining the School District’s ability to honor this request. The EO Coordinator may consider the following factors when evaluating confidentiality requests by a victim:
   a. The source of the information and the seriousness of the alleged harassment;
   b. Whether the alleged harassment triggers mandatory reporting requirements under state law;
   c. Whether there have been other complaints or reports of harassment against the alleged harasser;
d. The rights of the accused individual to receive information about the accuser and the allegations in connection with any disciplinary action; and
e. The likelihood and potential impact of retaliation or reprisal against the Complainant.

The EO Coordinator should take all reasonable steps to investigate and respond to the complaint in a manner consistent with the request for confidentiality. The EO Coordinator should counsel the victim about the School District’s obligation to disclose investigatory records which are requested under the Georgia Open Records Act or in connection with pending or future litigation.

8. Evaluation of Need for Interim Measures. The EO Coordinator is responsible for evaluating whether it is necessary to implement interim measures to immediately stop and prevent any alleged harassing conduct while the complaint is being investigated. For example, it may be necessary to temporarily restructure work assignments to minimize interactions among the victim and the accused individual during the course of the investigation.

9. Investigation Procedures. The specific steps in an investigation will vary depending on the nature of the allegations, the source of the complaint, confidentiality concerns, and other factors. Unless circumstances dictate otherwise, the following guidelines should be followed:

a. The investigator should first conduct an initial interview with the person making the complaint and, if different, the alleged victim. During this interview, the investigator should discuss the facts which form the basis of the complaint and actions the victim is seeking in response to the harassment. Issues related to confidentiality, retaliation, and the need for interim measures to stop on-going harassment should be addressed during the initial meeting. The victim should be provided with a copy of Board Policy GAEB. The initial interview should be conducted promptly after receiving the complaint, generally no later than five (5) business days after the EO Coordinator receives the complaint.

b. The investigator should interview any witnesses who are reasonably expected to have relevant information. All witnesses should be informed of the confidential nature of the investigation and of the prohibition against retaliation for providing information in connection with a harassment investigation. Based on these interviews, the investigator should identify any additional witnesses or documentary evidence relevant to the investigation.

c. The investigator should interview the accused individual who should be informed that he or she is being interviewed as part of a harassment investigation. The alleged harasser should be informed of the confidential nature of the investigation and of the prohibition against retaliation. The accused individual should be given an opportunity to identify witnesses and other evidence in support of his or her version of events. It may be necessary to meet with the victim again after interviewing the accused individual, so that the victim has an opportunity to respond to conflicting claims or accounts.
d. The investigator should review any readily accessible documentary evidence which he or she determines may provide information relevant to the complaint of harassment, including e-mail communications between the victim and accused individual. However, an investigation should not be unnecessarily delayed or prolonged in order to gather or review documents. Any delay related to the gathering or review of evidence should be weighed against the potential evidentiary value of such documents.

e. Following the fact-finding stage of the investigation, if the investigator is someone other than the EO Coordinator, the investigator should consult with the EO Coordinator to discuss findings, preliminary recommendations, and the need for additional information or fact-finding. The EO Coordinator should inform the victim of the status of the investigation on a periodic basis.

10. Focus of the Investigation. The investigator should structure the investigation in order to identify facts necessary to answer the following questions:

a. If the conduct was sexual in nature, was it unwelcome? Except in cases of supervisor-subordinate or employee-student relationships, the sexually harassing conduct must be unwelcome. Conduct is unwelcome if the victim did not request or invite it and “regarded the conduct as undesirable or offensive.” Acquiescence in the conduct or the failure to complain does not necessarily mean that the conduct was welcomed by the victim.

b. Was the conduct directed toward an individual because of his or her race, color, national origin, sex, sexual orientation, pregnancy, age, religion, or disability? Harassing conduct on the basis of sex does not have to be sexual in nature. Any type of conduct that is intended to insult, humiliate, demean, or exclude an individual because of his or her protected status may constitute harassment. This includes non-sexual harassing conduct directed toward an individual because of his or her sex.

c. Does the victim subjectively believe that the conduct created a hostile environment? If a complaint is made by someone other than the victim, it will be important for the investigator to determine how the victim perceived the conduct which forms the basis for the complaint.

d. If so, would a reasonable person in the victim’s position find the conduct sufficiently severe, persistent, or pervasive to alter the terms and conditions of employment or deny participation in or benefits of the School District’s programs or activities? Not all inappropriate and subjectively offensive conduct constitutes harassment. In this connection, the following factors should be considered: (1) the frequency of the conduct; (2) the severity of the conduct; (3) whether the conduct was physically threatening and humiliating or just a mere utterance; and (4) whether the conduct unreasonably interferes with the employee’s work performance. Infrequent teasing, offhand comments, and isolated incidents, unless extremely serious, do not usually create a hostile environment. However, even in the absence of a hostile environment or adverse job action, the School District may need to implement preventative measures to eliminate such inappropriate conduct and prevent harassment from occurring.
e. Did the harassing conduct result in an adverse job action, or deny the individual participation in or the benefits of a program or activity operated by the School District? The EO Coordinator should consider whether an employee or applicant suffered a serious material change in the terms or conditions of employment, such as not being hired for a position, being suspended, or being terminated. An extreme cut in pay, humiliating demotion, or transfer to a position with significantly reduced responsibilities may be considered adverse job actions. A transfer or reassignment that does not result in a loss of responsibility, prestige, or pay will not usually constitute an adverse job action. However, it will still be necessary for the investigator to fully explore an employee’s claim that a job-related action was motivated by discrimination.

f. If harassing conduct occurred but did not, alone or in combination, create a hostile environment or result in an adverse job action, what steps should the School District take to prevent harassing conduct from escalating or recurring? An individual does not have to engage in harassing conduct which would impose liability under federal civil rights laws in order to be in violation of Board Policy GAEB. Corrective and remedial measures may still be imposed if the accused individual engages in harassing conduct because of another individual’s race, color, national origin, sex, sexual orientation, pregnancy, age, religion, or disability. The EO Coordinator must identify measures which are reasonably calculated to end the harassing conduct and prevent it from recurring. Some examples of preventative measures include: requiring mandatory harassment training; issuing a letter of reprimand and/or GTDRI deficiency notification; placing the harassing individual on a Professional Development Plan; transferring the harassing individual away from the victim; assigning another administrator to complete an evaluation or observation of the victim’s performance; limiting access to School District programs or activities; and suspending or terminating the harassing individual. All preventative measures should be designed to minimize the burden on the victim as much as possible.

g. If harassing conduct created resulted in an adverse job action or denied an individual participation in or a benefit of an educational program, what steps should the School District take to remedy the effects of such harassment and prevent it from recurring? The appropriate steps will vary depending on the circumstances and the nature of the impact of the harassment on the terms and conditions of the victim’s employment. Some examples of remedial measures include removing negative evaluations from the victim’s file; reinstating the victim to a previous position; crediting the victim with sick leave taken to avoid the harasser; and providing compensatory benefits.

11. Student and Employee Discipline. Where the accused individual is a student, the investigator may also find that the student has violated the Student Behavior Code. If so, the EO Coordinator will forward the findings from the investigation to the Title IX Coordinator and school principal for further action under the Student Behavior Code. Where the accused individual is an employee or non-student, the EO Coordinator will determine the level of due process protections which must be afforded to the employee prior to imposing any recommended
12. **Reporting to Law Enforcement.** In cases involving potential criminal conduct the EO Coordinator should determine whether appropriate law enforcement authorities should be notified. Although police investigations and reports may be useful in terms of fact-gathering, these reports are not determinative of whether harassment occurred in violation of Board Policy. Accordingly, the School District’s investigation will proceed even if there is an on-going criminal investigation. In no event shall the School District’s investigation be delayed by or postponed until the conclusion of a criminal investigation or adjudication.

13. **Request for Review.** If either party is dissatisfied with the recommended resolution of the complaint, the victim and the alleged harasser both have the right to have the matter reviewed by the Superintendent. The request for review must be submitted in writing to the Superintendent within five (5) business days of receiving a written response to the complaint from the EO Coordinator. This process may not be used to appeal the results of a student disciplinary hearing or the results of an employee disciplinary proceeding before the Board of Education.

14. **Superintendent’s Review.** The Superintendent shall have twenty (20) business days to review the complaint and the response of the coordinator and attempt to resolve the complaint. The Superintendent shall furnish to the complainant a written response setting forth either his approval of the action recommended by the coordinator or the action to be taken by the system in response to the complaint in lieu of that recommended by the coordinator and the time frame in which such action shall be taken.
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: GAEB-E(1) Employee Harassment Investigation Checklist

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a:
   - [x] New Policy/Regulation/Exhibit
   - [ ] Review of an Existing Policy/Regulation/Exhibit
   - [ ] Revision of an Existing Policy/Regulation/Exhibit
   - [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

Create form to ensure consistency adequacy of employee harassment investigations.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

New exhibit; provides user-friendly description of discrete steps to be taken in Title IX investigations.
EMPLOYEE HARASSMENT INVESTIGATION CHECKLIST

Step I. Act Immediately and Appropriately

_____ Call the Title IX Coordinator or designated representative to report the complaint.

_____ For cases involving physical harm, ensure proper medical attention is provided.

Step II. Gather the Facts

_____ Interview the charging party.

_____ Document what you are told (make notes).

_____ Ask them to complete the Employee Harassment Complaint Form. If they do not want to complete the form, do not force the issue, but complete the form yourself to document your involvement. State that the charging party chose not to complete the form.

_____ In interviewing the charging party, ask the following questions:

- What did he/she do? (Be specific.)
- What did he/she say? (Be specific.)
- When did this happen? (Be specific.)
- Where did this happen? (Be specific.)
- Were there any witnesses? (If so, who?)
- Has this happened before? (Be specific.)
- Has this happened to others? (Be specific.)

Remain objective; you have only heard one side of the story.

Step III. Interview All Identified Witnesses

_____ Ask the same questions you asked the charging party.

Step IV. Interview the Charged Party

_____ Make him/her aware of the complaint, but not the name of the charging party. Ask if he/she has done what was alleged. Ask if they have any witnesses (interview if provided). Remain objective.
Step V. Report to Agencies as Necessary
    _____ Notify CCSD Police Department.
    _____ Obtain copy of police report and any video files for review.

Step VI. Finding of Fact
    _____ After completion of the investigation, complete the Employee Harassment Complaint Investigation Report. Include evidence in support of the findings and a statement of action taken.

Step VII. Advise Against Retaliation and Notification of Closure
    _____ If the harassment is confirmed, administration must contact the perpetrator. Advise the individual that any form of retaliation will not be tolerated.
    _____ Inform the victim of the disposition of the case without revealing names. Include the following information: receipt of complaint, that a full investigation took place, finding of fact and resolution.
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: GAEB-E(2) Employee Harassment Complaint Form

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a:
   - [x] New Policy/Regulation/Exhibit
   - [ ] Review of an Existing Policy/Regulation/Exhibit
   - [ ] Revision of an Existing Policy/Regulation/Exhibit
   - [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

   Create form for documenting charges of harassment of employees.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

   New exhibit; provides form to facilitate reporting of sexual harassment.
CONFIDENTIAL

EMPLOYEE HARASSMENT COMPLAINT FORM

(PLEASE PRINT CLEARLY)

Name: ____________________________  School: ________________________________

Home Address: ____________________________________________________________________________

________________________________________________________________________________

Telephone Numbers, Home: ____________________________  Cell: _______________________________

Name of person to whom you are giving this form: ____________________________________________

I request an investigation into this complaint in accordance with the Clarke County School District's Policy prohibiting harassment.

STATEMENT OF COMPLAINT

Name of person(s) who you believe harassed you: ____________________________________________

Did anyone witness this incident? If so, list their names: ______________________________________

What happened? Be specific. List who, what, when, and where: __________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

What was your response to this situation? _____________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

How has this incident affected you at school? __________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Is there anything else we need to know regarding this incident? _________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_____________________________________ ___________________

Employee’s Signature  Date

_____________________________________ ___________________

Administrator’s Signature  Date

__ CHECK IF ADDITIONAL INFORMATION IS ATTACHED
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: GAEB-E(3) Employee Harassment Complaint Investigation Report

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a: New Policy/Regulation/Exhibit
   - Review of an Existing Policy/Regulation/Exhibit
   - Revision of an Existing Policy/Regulation/Exhibit
   - Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

   Create form for documenting the investigation and resolution for charges of harassment of employees.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

New exhibit: provides form to document completion of investigation and steps taken in response, as required by law.
CONFIDENTIAL

EMPLOYEE HARASSMENT COMPLAINT
INVESTIGATION REPORT

FILE NUMBER: ____________________________ SCHOOL: ________________________________

COMPLAINT: ________________________________________________________________________

_________________________________________________________________________________

CHARGED PERSON(S): ________________________________________________________________

INTERVIEWS/STATEMENTS ATTACHED (Attach copies of student’s complaint form, written statements by
charged party and witnesses, and all notes of interviews. List attachments here): ________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

FINDING OF FACT: _____________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

RECOMMENDED ACTION: ____________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

REPORTING ADMINISTRATOR: ________________________________________________________________

REPORTED TO: ____________________________ DATE REPORTED: _______________________________

_______________________________________________________________________________________

This investigation has been closed and recommended actions have been taken. Any required notification has been made.

__________________________________ ____________________________
Coordinator’s Signature (or designee) Date
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: JAA - Equal Educational Opportunities

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a:
   [ ] New Policy/Regulation/Exhibit
   [ ] Review of an Existing Policy/Regulation/Exhibit
   [x] Revision of an Existing Policy/Regulation/Exhibit
   [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

   Update Harassment policy to allow for same procedural steps for all types of harassment, including sexual harassment. Move definition and examples of sexual harassment from JCAC to JAA to be consistent.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

The revisions reflect recent guidance and training from the US DOJ on student sexual harassment, and as revised, this Policy largely mirrors Policy GAEB concerning sexual harassment in the employment context.
I. Purpose

The Clarke County Board of Education is committed to providing an educational environment free from all forms of discrimination and harassment. Discrimination or harassment on the basis of a student's race, color, national origin, sex, sexual orientation, gender identity, age, religion and disability status is prohibited in all School District programs or activities and at all times on School District property, on school buses, and at all school-sponsored activities and events.

The sexual harassment of students is prohibited under Policy JCAC “Sexual Harassment,” which governs all the complaint, investigation, and resolution process related to such complaints.

II. Compliance Coordinators

The Superintendent shall annually appoint a Section 504 Coordinator who shall be responsible for coordinating the School District's compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Section 504 Coordinator shall have adequate training in discrimination and harassment on the basis of disability and shall ensure that all complaints of disability-based discrimination and harassment are thoroughly and impartially investigated so that they may be resolved in a prompt and equitable manner. The Title IX Coordinator who is appointed in accordance with Policy JCAC shall be responsible for investigating all complaints of discrimination on the basis of sex, sexual orientation, and gender identity. The Superintendent shall also appoint a Equal Opportunity Coordinator to oversee investigations of all other forms of discrimination and harassment prohibited by this Policy.

III. Definitions and Examples of Prohibited Conduct

"Discrimination" means excluding an otherwise qualified student from participation in, or denying that student the benefits of, any program operated by the School District on the basis of that student's race, color, national origin, sex, sexual orientation, gender identity, age, religion, or disability. The following acts may constitute discrimination if based on the protected status of an otherwise qualified student:

- Denying a student any service, aid, or benefit provided by the School District;
- Providing a service, aid, or benefit to a student that is different, or is provided in a different manner, from what is provided to other similarly-situated students;
- Subjecting a student to segregation or separate treatment in any manner related to the student's receipt of any service, aid, or benefit provided by the School District;

- Restricting a student in the enjoyment of any advantage or privilege enjoyed by other students receiving any service, aid, or benefit provided by the School District; and

- Treating a student differently in determining whether the student satisfies any admission, enrollment, or eligibility criteria to receive a service, aid, or benefit provided by the School District.

"Harassment" means unwelcome or unlawful conduct, based on a student's protected status, that is sufficiently severe, persistent, or pervasive so as to limit or deny a student's ability to participate in or benefit from the School District's educational programs or activities.

All allegations of bullying that appear to be based on a student's race, color, national origin, sex, sexual orientation, gender identity, age, religion, or disability must be reported and investigated under this Policy if the underlying conduct limited or denied a student's ability to participate in or benefit from an educational program or activity. A student's ability to participate in or benefit from an educational program or activity may be limited or denied any time that student avoids coming to school all together, avoids certain areas of the school (e.g., the cafeteria or the library), or withdraws from participation in classroom or extracurricular activities.

### V. Definition and Examples of Sexual Harassment

"Sexual harassment" means unwelcome or unlawful conduct, usually of a sexual nature, that is sufficiently severe, persistent, or pervasive so as to limit or deny a student's ability to participate in or benefit from the School District's educational programs or activities.

By way of example and without limitation, the following acts may constitute sexual harassment in violation of this policy:

- Any act constituting a sexual assault or attempted sexual assault.

- Unwelcome, intentional contact with a student's intimate parts by another person for sexual gratification.

- Requests or demands for sexual involvement when accompanied by implied or overt promises or threats.

- Continued or repeated sexual advances, propositions, or pressure for
sexual activity, including the use of provocative gestures or sexual innuendo.

- Continued or repeated comments about a student's physical appearance or sexual activities.

- Non-sexual conduct that is intended to insult, humiliate, demean or exclude an individual because of his or her sex, and may include harassment based on an student's failure to conform to gender stereotypes.

- Romantic or sexual advances toward a student by a School District employee, even if consensual.

- Romantic or sexual relationships between a student and a School District employee, even if consensual.

IV. Filing a Complaint

All complaints of discrimination and harassment shall be promptly and thoroughly investigated and, if necessary, corrective action shall be taken in an effort to end any discrimination or harassment and prevent it from occurring again.

Any student who believes that he or she (or any other student) is a victim of discrimination or harassment should immediately make a complaint to the principal, assistant principal, or appropriate Coordinator. In no event will a student be required to report discrimination or harassment directly to the person who is alleged to have violated this Policy or the direct subordinates of such person.

The complaint may be written or oral and should include a description of the alleged discrimination or harassment, the time frame in which the conduct occurred, the name of the person or persons involved, and the names of any witnesses or other evidence relevant to the allegations. If the complaint is oral, the person receiving the complaint shall promptly prepare written statement of the complaint and submit it to the appropriate Coordinator.

Filing a complaint or otherwise reporting discrimination or harassment will not reflect upon the student's status nor will it affect future educational opportunities. Any teacher or other School District employee who receives a report of alleged discrimination or harassment or has reasonable cause to believe that a student is being or has been subject to discrimination or harassment shall immediately report such to the school principal or the appropriate Coordinator. The failure of the employee to do so may subject the employee to disciplinary action.
VI. Reporting Procedures

An administrator who receives a complaint of discrimination or harassment shall notify the appropriate Coordinator of the complaint as soon as practicable under the circumstances but in no event later than two (2) business days from the time the individual receives the complaint; provided, however, a complaint involving an alleged assault or attempted assault must be reported the same day. An administrator who fails to forward a complaint of discrimination or harassment under this Policy may be subject to disciplinary action.

VII. Confidentiality

The right to confidentiality, both of the alleged victim and the accused, will be respected consistent with the School District’s legal obligations, and with the necessity to investigate allegations of discrimination and harassment and take corrective action where prohibited conduct has occurred.

VIII. Retaliation Prohibited

Any act of retaliation against any person who opposes prohibited conduct, makes a complaint of alleging discrimination or harassment or participates in the investigation of alleged discrimination or harassment is strictly prohibited. Complaints of retaliation should be promptly reported and shall be investigated and resolved in the same manner as a complaint of discrimination or harassment.

IXVIII. Investigation and Resolution of Complaints

The School District shall promptly and thoroughly investigate all complaints of discrimination and harassment and of retaliation in violation of this Policy. The Superintendent or a designee thereof shall establish and publish procedures for the timely and equitable resolution of all complaints of harassment. At a minimum, the regulations must (1) include designated and reasonably prompt timeframes for each stage of the investigation and complaint process; (2) provide for notice to the parties of the investigation procedures, status, and outcome; and (3) establish a process for parties to appeal the findings or remedy or both.

IX. False Claims

Students or others who knowingly make false claims of discrimination and harassment may be subject to disciplinary action as well as any civil or criminal proceedings.
**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**Note:** The State of Georgia has moved the Georgia Code. This new environment no longer allows us to link directly to the Georgia Code. For example enter 20-02-0211 in the search window and the Georgia Code will appear.

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<tr>
<th><strong>State Reference</strong></th>
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<tr>
<td>O.C.G.A 20-02-0131</td>
<td>Objectives and purposes of QBE program</td>
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<tr>
<td>O.C.G.A 20-02-0133</td>
<td>Free public instruction; exceptions; eligibility; transfer and utilization; funding</td>
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<tr>
<td>O.C.G.A 45-01-0004</td>
<td>Complaints or information from public employees as to fraud, waste, and abuse in state programs and operations</td>
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<th><strong>Federal Reference</strong></th>
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<td>20 USC 1400</td>
<td>Individuals with Disabilities Education Act of 2004</td>
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<td>20 USC 1412</td>
<td>State eligibility</td>
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<td>20 USC 1681</td>
<td>Title IX of the Education Amendments of 1972</td>
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<td>20 USC 1701</td>
<td>Equal Educational Opportunities Act of 1974</td>
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<td>20 USC 1703</td>
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<td>Service animals</td>
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<td>29 CFR 1691.5</td>
<td>Agency processing of complaints of employment discrimination - ADA</td>
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<td>34 CFR 100.7(c)</td>
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<td>34 CFR 106.8</td>
<td>Title IX - Designation of responsible employee and adoption of grievance procedures for sex discrimination</td>
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<tr>
<td>42 USC 2000d</td>
<td>1964 Civil Rights Act</td>
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1. Policy/Regulation Reference and Title: JAA-R(1) - Equal Educational Opportunities

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a: [ ] New Policy/Regulation/Exhibit  
[ ] Review of an Existing Policy/Regulation/Exhibit  
[ ] Revision of an Existing Policy/Regulation/Exhibit  
[ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

Create JAA-R(1) to mimic GAEB-R(1) and lay out timeline for the investigations as required by policies JAA and JCAC and Title IX of the Education Amendments Act of 1972.

Part B - DISPOSITION  
(To be completed by Policy Office)

Policy changes:

This new Regulation largely mirrors Regulation GAEB-R(1) concerning sexual harassment in the employment context. It reflects recent guidance and training from the US DOJ on student sexual harassment.
The purpose of this regulation is to implement Board Policy JAA by establishing guidelines for the prompt and equitable resolution of complaints of discrimination against and harassment of students.

This regulation calls for the exercise of a considerable degree of personal deliberation, discretionary decision-making and professional judgment in its application. Consequently, these guidelines should be liberally construed by School District officials to carry out the purpose of the relevant Board Policy in an equitable manner.

1. **Responsibilities of Equal Opportunity Coordinator.** The EO Coordinator is responsible for coordinating the School District’s compliance with Board policies and federal civil rights laws which prohibit discrimination against employees and other non-students, including the relevant provisions Title IX of the Education Amendments of 1972. The Title IX Coordinator is responsible for coordinating the School District’s compliance with those provisions of Title IX of the Education Amendments Act of 1972 which prohibit discrimination against students on the basis of sex. The EO Coordinator shall work with the Title IX Coordinator to resolve complaints of sexual harassment against students where the victim is a student and the accused individual is not another student. If the Title IX coordinator receives a complaint which should be handled by the EO Coordinator, such Coordinator shall forward the complaint to the EO Coordinator.

2. **Written Complaint.** Any student, employee, applicant for employment, or other person who is a victim of or witness to harassment may make a complaint directly to the school principal, building supervisor, or EO Coordinator. The complainant should be encouraged to provide their complaint in written form, but this is not required. If the complaint is oral, the coordinator shall prepare a memorandum or written statement of the complaint as made to him or her by the complainant within five (5) business days of the oral complaint. The complainant shall be provided with an opportunity to review and sign the complaint but a signature shall not be required.

3. **Reporting Complaints to EO Coordinator.** An administrator who receives a complaint of discrimination or harassment shall notify the appropriate Coordinator of the complaint as soon as practicable under the circumstances but in no event later than two (2) business days from the time the individual receives the complaint; provided, however, a complaint involving an alleged assault or attempted assault must be reported the same day. An administrator who fails to forward a complaint
of discrimination or harassment under this Policy may be subject to disciplinary action.

4. **Complaint Investigation.** The EO Coordinator will be responsible for assigning an objective and impartial investigator to gather evidence, interview witnesses, resolve credibility issues, and make a determination as to whether harassment occurred. The EO Coordinator may also conduct the harassment investigation. The purpose of the investigation is to determine whether harassment has occurred, or whether harassing conduct, if allowed to continue, might create a hostile environment. If harassment has occurred, the investigator should recommend actions necessary to: (a) end the harassment; (b) prevent it from recurring; and (c) remedy the effects of the harassment.

5. **Investigation Timelines.** The specific time frame for resolving a complaint of harassment will depend on the complexity of the facts and circumstances and the severity and extent of the harassment. Generally, however, it should not take more than twenty (20) business days to complete the investigation. At the conclusion of the investigation, both parties will be notified, in writing, about the outcome of the complaint and any appeal. The EO Coordinator shall prepare a written response to the complainant as to whether or not it found that the alleged conduct occurred, any individual remedies offered or provided to the complainant, and other steps taken to eliminate the hostile environment, if one is found to exist, and prevent recurrence. The accused individual should not be notified of the individual remedies offered or provided to the complainant. The responses should be forwarded as soon as practicable after the investigation but generally not more than five (5) business days after the investigation is completed.

6. **Victim Notification.** If the EO Coordinator receives a complaint of harassment which is not made by the alleged victim, the EO Coordinator should promptly inform the alleged victim that the School District intends to initiate an investigation into the complaint. The alleged victim should be provided with copy of Board Policy JAA.

7. **Requests for Confidentiality.** If the victim requests that his or her name not be disclosed to the harasser or asks that nothing be done about the alleged harassment, the EO Coordinator will be responsible for determining the School District’s ability to honor this request. The EO Coordinator may consider the following factors when evaluating confidentiality requests by a victim:

   a. The source of the information and the seriousness of the alleged harassment;
   b. Whether the alleged harassment triggers mandatory reporting requirements under state law;
   c. Whether there have been other complaints or reports of harassment against the alleged harasser;
   d. The rights of the accused individual to receive information about the accuser and the allegations in connection with any disciplinary action; and
   e. The likelihood and potential impact of retaliation or reprisal against the Complainant.

The EO Coordinator should take all reasonable steps to investigate and respond to
the complaint in a manner consistent with the request for confidentiality. The EO Coordinator should counsel the victim about the School District’s obligation to disclose investigatory records which are requested under the Georgia Open Records Act or in connection with pending or future litigation.

8. **Evaluation of Need for Interim Measures.** The EO Coordinator is responsible for evaluating whether it is necessary to implement interim measures to immediately stop and prevent any alleged harassing conduct while the complaint is being investigated. For example, it may be necessary to temporarily restructure class schedules to minimize interactions among the victim and the accused individual during the course of the investigation.

9. **Investigation Procedures.** The specific steps in an investigation will vary depending on the nature of the allegations, the source of the complaint, confidentiality concerns, and other factors. Unless circumstances dictate otherwise, follow the steps outlined on the Student Harassment Investigation Checklist, JAA-E(1).

10. **Focus of the Investigation.** The investigator should structure the investigation in order to identify facts necessary to answer the following questions:

   a. *If the conduct was sexual in nature, was it unwelcome?* Except in cases of employee-student relationships or where consent cannot be legally granted, the sexually harassing conduct must be unwelcome. Conduct is unwelcome if the victim did not request or invite it and “regarded the conduct as undesirable or offensive.” Acquiescence in the conduct or the failure to complain does not necessarily mean that the conduct was welcomed by the victim.

   b. *Was the conduct directed toward an individual because of his or her race, color, national origin, sex, sexual orientation, pregnancy, age, religion, or disability?* Harassing conduct on the basis of sex does not have to be sexual in nature. Any type of conduct that is intended to insult, humiliate, demean, or exclude an individual because of his or her protected status may constitute harassment. This includes non-sexual harassing conduct directed toward an individual because of his or her sex.

   c. *Does the victim subjectively believe that the conduct created a hostile environment?* If a complaint is made by someone other than the victim, it will be important for the investigator to determine how the victim perceived the conduct which forms the basis for the complaint.

   d. *If so, would a reasonable person in the victim’s position find the conduct sufficiently severe, persistent, or pervasive to alter the terms and conditions of employment or deny participation in or benefits of the School District’s programs or activities?* Not all inappropriate and subjectively offensive conduct constitutes harassment. In this connection, the following factors should be considered: (1) the frequency of the conduct; (2) the severity of the conduct; (3) whether the conduct was physically threatening and humiliating or just a mere utterance; and (4) whether the conduct unreasonably interferes with the student’s ability to benefit from a school program. Infrequent teasing, offhand comments, and isolated incidents, unless extremely serious, do not usually create a hostile
environment. However, even in the absence of a hostile environment the School District may need to implement preventative measures to eliminate such inappropriate conduct and prevent harassment from occurring.

e. If harassing conduct occurred but did not, alone or in combination, create a hostile environment what steps should the School District take to prevent harassing conduct from escalating or recurring? An individual does not have to engage in harassing conduct which would impose liability under federal civil rights laws in order to be in violation of Board Policy JAA. Corrective and remedial measures may still be imposed if the accused individual engages in harassing conduct because of another individual’s race, color, national origin, sex, sexual orientation, pregnancy, age, religion, or disability. The EO Coordinator must identify measures which are reasonably calculated to end the harassing conduct and prevent it from recurring.

f. All preventative measures should be designed to minimize the burden on the victim as much as possible.

g. If harassing conduct denied an individual participation in or a benefit of an educational program, what steps should the School District take to remedy the effects of such harassment and prevent it from recurring? The appropriate steps will vary depending on the circumstances. Some examples of remedial measures include disciplinary measures against the accused, remedies for the complainant and others, providing escort to ensure the complainant can move safely between classes, and rearranging class schedules.

11. Student Discipline. Where the accused individual is a student, the investigator may also find that the student has violated the Student Behavior Code. If so, the EO Coordinator will forward the findings from the investigation to the Title IX Coordinator and school principal for further action under the Student Behavior Code. Where the accused individual is an employee or non-student, the EO Coordinator will determine the level of due process protections which must be afforded to the employee prior to imposing any recommended discipline.

12. Reporting to Law Enforcement. In cases involving potential criminal conduct the EO Coordinator should determine whether appropriate law enforcement authorities should be notified. Although police investigations and reports may be useful in terms of fact-gathering, these reports are not determinative of whether harassment occurred in violation of Board Policy. Accordingly, the School District’s investigation will proceed even if there is an on-going criminal investigation. In no event shall the School District’s investigation be delayed by or postponed until the conclusion of a criminal investigation or adjudication.

13. Request for Review. If either party is dissatisfied with the recommended resolution of the complaint, the victim and the alleged harasser both have the right to have the matter reviewed by the Superintendent. The request for review must be submitted in writing to the Superintendent within five (5) business days of receiving a written response to the complaint from the EO Coordinator. This process may not be used to appeal the results of a student disciplinary hearing or the results of an employee disciplinary proceeding before the Board of Education.
14. **Superintendent’s Review.** The Superintendent shall have twenty (20) business days to review the complaint and the response of the coordinator and attempt to resolve the complaint. The Superintendent shall furnish to the complainant a written response setting forth either his approval of the action recommended by the coordinator or the action to be taken by the system in response to the complaint in lieu of that recommended by the coordinator and the time frame in which such action shall be taken.
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: JAA-E(1) Student Harassment Investigation Checklist

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a:
   - [x] New Policy/Regulation/Exhibit
   - [ ] Review of an Existing Policy/Regulation/Exhibit
   - [ ] Revision of an Existing Policy/Regulation/Exhibit
   - [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

   Create form to ensure consistency adequacy of student harassment investigations.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

This new exhibit largely mirrors Exhibit GAEB-E(1) concerning sexual harassment in the employment context. It reflects recent guidance and training from the US DOJ on student sexual harassment.
CONFIDENTIAL

STUDENT HARASSMENT INVESTIGATION CHECKLIST

Step I. Act Immediately and Appropriately
_____ Call the Title IX Coordinator or designated representative to report the complaint.
_____ For cases involving physical harm, ensure proper medical attention is provided.
_____ Notify DFCS if necessary.

Step II. Gather the Facts
_____ Interview the charging party.
   _____ Document what you are told (make notes).
   _____ Ask them to complete the Student Harassment Complaint Form. If they do not want to complete the form, do not force the issue, but complete the form yourself to document your involvement. State that the charging party chose not to complete the form.
   _____ In interviewing the charging party, ask the following questions:
     ● What did he/she do? (Be specific.)
     ● What did he/she say? (Be specific.)
     ● When did this happen? (Be specific.)
     ● Where did this happen? (Be specific.)
     ● Were there any witnesses? (If so, who?)
     ● Has this happened before? (Be specific.)
     ● Has this happened to others? (Be specific.)
   Remain objective; you have only heard one side of the story.

Step III. Interview All Identified Witnesses
_____ Ask the same questions you asked the charging party.

Step IV. Interview the Charged Party
_____ Make him/her aware of the complaint, but not the name of the charging party. Ask if he/she has done what was alleged. Ask if they have any witnesses (interview if provided). Remain objective.
Step V.  Report to Agencies as Necessary
   _____ Notify CCSD Police Department.
   _____ Obtain copy of police report and any video files for review.

Step VI.  Finding of Fact
   _____ After completion of the investigation, complete the Student Harassment Complaint Investigation Report. Include evidence in support of the findings and a statement of action taken.

Step VII.  Advise Against Retaliation and Notification of Closure
   _____ If the harassment is confirmed, administration must contact the parents of the perpetrator. Advise the individual that any form of retaliation will not be tolerated.
   _____ Inform the parents of the victim of the disposition of the case without revealing names. Include the following information: receipt of complaint, that a full investigation took place, finding of fact and resolution.
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title:  JAA-E(2) Student Harassment Complaint Form

2. Submitted by:  Meridyth Padgett  Date:  11/08/2016

3. This is a:  
   [x] New Policy/Regulation/Exhibit
   [ ] Review of an Existing Policy/Regulation/Exhibit
   [ ] Revision of an Existing Policy/Regulation/Exhibit
   [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in developing the proposal.)

Create form for documenting charges of harassment of students.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

This new exhibit largely mirrors Exhibit GAEB-E(2) concerning sexual harassment in the employment context. It reflects recent guidance and training from the US DOJ on student sexual harassment.
CONFIDENTIAL

STUDENT HARASSMENT COMPLAINT FORM

(PLEASE PRINT CLEARLY)

Name: ____________________________________ School: _____________________________________________

Home Address: ________________________________________________________________________________

________________________________________________________________________________

Telephone Numbers, Home: _________________________ Cell: _______________________________

Name of person to whom you are giving this form: ___________________________________________________

I request an investigation into this complaint in accordance with the Clarke County School District's Policy
prohibiting harassment.

STATEMENT OF COMPLAINT

Name of person(s) who you believe harassed you: _________________________________________________

Did anyone witness this incident? If so, list their names: ____________________________________________

What happened? Be specific. List who, what, when, and where: ____________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

What was your response to this situation? __________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

How has this incident affected you at school? ______________________________________________________

___________________________________________________________________________________________

Is there anything else we need to know regarding this incident? ____________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

_____________________________________ ___________________
Student’s Signature    Date

_____________________________________ ___________________
Administrator’s Signature    Date

___ CHECK IF ADDITIONAL INFORMATION IS ATTACHED
Policy / Regulation / Exhibit Worksheet
Part A - BASIC INFORMATION
(To be completed by responsible staff element)

1. Policy/Regulation Reference and Title: JAA-E(3) Student Harassment Investigation Form

2. Submitted by: Meridyth Padgett Date: 11/08/2016

3. This is a:
   - [x] New Policy/Regulation/Exhibit
   - [ ] Review of an Existing Policy/Regulation/Exhibit
   - [ ] Revision of an Existing Policy/Regulation/Exhibit
   - [ ] Rescission of an Existing Policy/Regulation/Exhibit

4. Summary of Proposed Action: (Indicate why action is necessary and the event of coordination accomplished in the development of the proposal.)

   Create form to ensure consistency adequacy of student harassment investigations.

Part B - DISPOSITION
(To be completed by Policy Office)

Policy changes:

This new exhibit largely mirrors Exhibit GAEB-E(3) concerning sexual harassment in the employment context. It reflects recent guidance and training from the US DOJ on student sexual harassment.
CONFIDENTIAL

STUDENT HARASSMENT COMPLAINT INVESTIGATION REPORT

FILE NUMBER: ____________________________ SCHOOL: ____________________________

COMPLAINT: ____________________________________________________________________

______________________________________________________________________________

CHARGED PERSON(S): ____________________________________________________________________

INTERVIEWS/STATEMENTS ATTACHED (Attach copies of student’s complaint form, written statements by
charged party and witnesses, and all notes of interviews. List attachments here): ____________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

FINDING OF FACT: ______________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

RECOMMENDED ACTION: __________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

REPORTING ADMINISTRATOR: ____________________________

REPORTED TO: ____________________________ DATE REPORTED: ________________________

______________________________________________________________________________

This investigation has been closed and recommended actions have been taken. Any required notification has been made.

____________________________________  _______________________
Coordinator’s Signature (or designee)    Date
Update Harassment policy to allow for same procedural steps for all types of harassment, including sexual harassment, and located have these steps reside in procedure JAA. Move definition and examples of sexual harassment from JCAC to JAA to be consistent.

Details of investigation procedures are removed, as those are now addressed in Policy JAA, together with its accompanying Regulation and 3 exhibits.
I. Purpose

The Clarke County Board of Education is committed to providing an educational environment free from all forms of sexual harassment. Sexual harassment is prohibited in all School District programs or activities and at all times on School District property, on school buses, and at all school-sponsored activities and events.

II. Title IX Coordinator

The Superintendent shall annually appoint a Title IX Coordinator who shall be responsible for coordinating the School District’s compliance with this Policy. The Title IX Coordinator shall have adequate training in discrimination and harassment on the basis of sex and ensure that all complaints of sexual harassment are thoroughly and impartially investigated so that they may be resolved in a prompt and equitable manner.

III. Definition and Examples of Sexual Harassment

"Sexual harassment" means unwelcome or unlawful conduct, usually of a sexual nature, that is sufficiently severe, persistent, or pervasive so as to limit or deny a student’s ability to participate in or benefit from the School District’s educational programs or activities.

By way of example and without limitation, the following acts may constitute sexual harassment in violation of this policy:

- Any act constituting a sexual assault or attempted sexual assault.
- Unwelcome, intentional contact with a student’s intimate parts by another person for sexual gratification.
- Requests or demands for sexual involvement when accompanied by implied or overt promises or threats.
- Continued or repeated sexual advances, propositions, or pressure for sexual activity, including the use of provocative gestures or sexual innuendo.
- Continued or repeated comments about a student’s physical appearance or sexual activities.
- Non-sexual conduct that is intended to insult, humiliate, demean or exclude an individual because of his or her sex, and may include harassment based on an student’s failure to conform to gender
stereotypes—

• Romantic or sexual advances toward a student by a School District employee, even if consensual—

• Romantic or sexual relationships between a student and a School District employee, even if consensual.

IV. Filing a Complaint

All complaints of sexual harassment shall be promptly and thoroughly investigated and, if necessary, corrective action shall be taken in an effort to end any harassment and prevent it from occurring again—

Any student who believes that he or she (or any other student) is a victim of sexual harassment should immediately make a complaint to the principal, assistant principal, or Title IX Coordinator. In no event will a student be required to report sexual harassment directly to an alleged harasser or the direct subordinates of the alleged harasser—

The complaint may be written or oral and should include a description of the alleged harassment, the time frame in which the conduct occurred, the name of the person or persons involved, and the names of any witnesses or other evidence relevant to the sexual harassment allegations. If the complaint is oral, the person receiving the complaint shall promptly prepare written statement of the complaint and submit it to the Title IX Coordinator—

Filing a complaint or otherwise reporting sexual harassment will not reflect upon the student’s status nor will it affect future educational opportunities. Any teacher or other District employee who receives a report of alleged sexual harassment or has reasonable cause to believe that a student is being or has been subject to sexual harassment shall immediately report such to the school principal or Title IX Coordinator. Failure by the employee to do so may subject the employee to disciplinary action—

V. Reporting Procedures

An administrator who receives a complaint of sexual harassment shall notify the Title IX Coordinator of the complaint as soon as practicable under the circumstances—

but in no event later than two (2) business days from the time the individual receives the complaint; provided, however, a complaint involving an alleged sexual assault or attempted sexual assault must be reported the same day. An administrator who fails to forward a complaint of sexual harassment under this Policy may be subject to disciplinary action—
VI. Confidentiality

The right to confidentiality, both of the alleged victim and the accused, will be respected consistent with the School District's legal obligations, and with the necessity to investigate allegations of sexual harassment and take corrective action where sexual harassment has occurred.

VII. Retaliation Prohibited

Any act of retaliation against any person who opposes sexually harassing behavior, makes a complaint of sexual harassment or participates in the investigation of alleged sexual harassment is strictly prohibited. Complaints of retaliation should be promptly reported and shall be investigated and resolved in the same manner as a complaint of sexual harassment.

VIII. Investigation and Resolution of Complaints

The School District shall promptly and thoroughly investigate all complaints of sexual harassment and retaliation in violation of this Policy. The Superintendent or a designee thereof shall establish and publish procedures for the timely and equitable resolution of all complaints of harassment. At a minimum, the regulations must (1) include designated and reasonably prompt timeframes for each stage of the investigation and complaint process; (2) provide for notice to the parties of the investigation procedures, status, and outcome; and (3) establish a process for parties to appeal the findings or remedy or both.

All complaints for harassment shall be handled under Board Policy JAA (Equal Educational Opportunities), which establishes the Board’s Non-Discrimination Policy, defines prohibited conduct and sexual harassment, and establishes the complaint and appeal procedures.

IX. False Claims

Students or others who knowingly make false claims of sexual harassment may be subject to disciplinary action as well as any civil or criminal proceedings.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Note: The State of Georgia has moved the Georgia Code. This new environment no longer allows us to link directly to the Georgia Code. For example enter 20-02-0211 in
the search window and the Georgia Code will appear.

<table>
<thead>
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<th>State Reference</th>
<th>Description</th>
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<tr>
<td>O.C.G.A 45-01-0004</td>
<td>Complaints or information from public employees as to fraud, waste, and abuse in state programs and operations</td>
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<table>
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<tr>
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<tr>
<td>20 USC 1681</td>
<td>Title IX of the Education Amendments of 1972</td>
</tr>
<tr>
<td>42 USC 2000d</td>
<td>1964 Civil Rights Act</td>
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<tr>
<td>42 USC 2000e-2</td>
<td>Unlawful employment practices</td>
</tr>
</tbody>
</table>
TO: Board of Education Members  
FROM: Jack Parish, Ed.D.  
DATE: January 12, 2017  
SUBJECT: APPOINTMENT OF SECRETARY/TREASURER

The purpose of this memorandum is to request Board approval to appoint Dr. Jack Parish, Superintendent, to the position of Secretary/Treasurer of the Board of Education for the calendar year 2017.

SUPERINTENDENT’S RECOMMENDATION:

Approve the appointment of Dr. Jack Parish, Superintendent, to the position of Secretary/Treasurer of the Board of Education for the calendar year 2017.

Jack Parish, Ed.D.
TO: Board of Education Members

FROM: Jack Parish, Ed.D.

DATE: January 12, 2017

SUBJECT: APPROVE DATE, TIME, AND PLACE OF WORK SESSIONS OF THE BOARD OF EDUCATION FOR 2017

The purpose of this memorandum is to request Board approval to schedule the work sessions for the calendar year 2017 on the first Thursday of each month beginning at 6:00 p.m. at the H.T. Edwards Sr. Building, 440 Dearing Extension, Athens, Georgia with the exception of July.

Attachment

SUPERINTENDENT’S RECOMMENDATION:

Approve the date, time, and place of the work sessions of the Board of Education for the calendar year 2017 as presented.

Jack Parish, Ed.D.
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>5</td>
<td>6:00 p.m.</td>
<td>Work Session</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>6:00 p.m.</td>
<td>Regular Board Meeting</td>
</tr>
<tr>
<td>February</td>
<td>2</td>
<td>6:00 p.m.</td>
<td>Work Session</td>
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<tr>
<td></td>
<td>9</td>
<td>6:00 p.m.</td>
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<tr>
<td>March</td>
<td>2</td>
<td>6:00 p.m.</td>
<td>Work Session</td>
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<tr>
<td></td>
<td>9</td>
<td>6:00 p.m.</td>
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</tr>
<tr>
<td>April</td>
<td>6</td>
<td>6:00 p.m.</td>
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<tr>
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<td>13</td>
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<tr>
<td>May</td>
<td>4</td>
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<td>11</td>
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<td>Regular Board Meeting</td>
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<tr>
<td>June</td>
<td>1</td>
<td>6:00 p.m.</td>
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<td>6:00 p.m.</td>
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<td>July</td>
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<td>August</td>
<td>3</td>
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<tr>
<td>September</td>
<td>7</td>
<td>6:00 p.m.</td>
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<tr>
<td>October</td>
<td>5</td>
<td>6:00 p.m.</td>
<td>Work Session</td>
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<tr>
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<tr>
<td>November</td>
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<td>Regular Board Meeting</td>
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<td>December</td>
<td>7</td>
<td>6:00 p.m.</td>
<td>Work Session</td>
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<tr>
<td></td>
<td>14</td>
<td>6:00 p.m.</td>
<td>Regular Board Meeting</td>
</tr>
</tbody>
</table>

SCHEDULE OF WORK SESSIONS AND REGULAR BOARD OF EDUCATION MEETINGS FOR CALENDAR YEAR 2017
TO: Board of Education Members
FROM: Jack Parish, Ed.D.
DATE: January 12, 2017

SUBJECT: RESOLUTION AND SCHEDULE TO ESTABLISH DATE, TIME, AND PLACE OF REGULAR BOARD OF EDUCATION MEETINGS FOR 2017

The purpose of this memorandum is to request Board approval of a Resolution and Schedule establishing the regular monthly Board of Education meetings on the second Thursday of each month at 6:00p.m. to be held at the H.T. Edwards Sr. Building, 440 Dearing Extension, Athens, Georgia, with the exception of the month of July when no meetings are typically scheduled.

Attachment

SUPERINTENDENT’S RECOMMENDATION:

Approve the Resolution and Schedule establishing the date, time, and place of the regular Board of Education meetings for 2017 as presented.

Jack Parish, Ed.D.
RESOLUTION SETTING DATE, TIME, AND PLACE OF MEETINGS

BE IT RESOLVED by the Clarke County Board of Education that regular monthly meetings of this Board shall be held on the second Thursday in each month at 6:00 p.m. during the calendar year of 2017 at the H.T. Edwards Sr. Building, 440 Dearing Extension, Athens, Georgia, with the exception of July when no meetings are scheduled.

BE IT FURTHER RESOLVED that the Superintendent of Education be authorized and directed to have a notice to that effect published twice in the Athens Banner-Herald.

January 12, 2017
TO: Board of Education Members  
FROM: Jack Parish, Ed.D.  
DATE: January 12, 2017  

SUBJECT: OUT OF STATE/OVERNIGHT FIELD TRIP  

The purpose of this memorandum is to request Board approval for out-of-state and/or overnight field trips. The following trips have been reviewed for appropriateness as per the policy and regulations guiding field trips and excursions [IFCB]:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DESTINATION</th>
<th>OVERNIGHT/OUT-OF-STATE</th>
<th>DATE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarke Central High School</td>
<td>Macon, GA</td>
<td>Jan 12-Jan 14, 2017</td>
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</table>

*Purpose: State Dual Championship*

**SUPERINTENDENT'S RECOMMENDATION:**

Approval of the out-of-state, overnight field trips as listed.

Jack Parish, Ed.D.
TO: Board of Education Members

FROM: Jack Parish, Ed.D.

DATE: January 12, 2017

SUBJECT: PURCHASE OF ST MATH ANNUAL STUDENT LICENSES

The purpose of this memorandum is to request Board approval for the purchase of annual student subscriptions to ST Math software intervention licenses for kindergarten through second grade students at all of the elementary schools. The licenses and materials will be purchased with 2017 Title I, Part A Carryover funds and may be renewed in subsequent years.

Alps Road Elementary 205 Student licenses $5,125
Barnett Shoals Elementary 267 Student licenses $6,675
Chase Street Elementary 273 Student licenses $6,825
Cleveland Road Elementary 127 Student licenses $3,175
David C. Barrow Elementary 280 Student licenses $7,000
Fowler Drive Elementary 246 Student licenses $6,150
Gaines Elementary 242 Student licenses $6,050
HB Stroud Elementary 202 Student licenses $5,050
JJ Harris Elementary 243 Student licenses $6,075
Oglethorpe Avenue Elementary 264 Student licenses $6,600
Timothy Road Elementary 267 Student licenses $6,675
Whit Davis Elementary 264 Student licenses $6,600
Whitehead Road Elementary 383 Student licenses $9,575
Winterville Elementary 223 Student licenses $5,575

Total - $87,150

The licenses will be used to provide math interventions for kindergarten through second students. These annual licenses will be purchased from MIND Research Institute and may be renewed in subsequent years.

SUPERINTENDENT’S RECOMMENDATION:

Approve the purchase of ST Math software intervention licenses from MIND Research Institute (Total $87,150.) These items will be funded by 2017 Title I, Part A Carryover funds and may be renewed in subsequent years.

Jack Parish, Ed.D.
TO: Board of Education Members

FROM: Jack Parish, Ed.D.

DATE: January 12, 2017

SUBJECT: NETWORK DATA CABLING OGLETHORPE AVENUE ELEMENTARY (SPLOST TECHNOLOGY) - REVISED

The purpose of this memorandum is to request Board approval of the award for data cabling for the new Oglethorpe Avenue Elementary School. A RFP was issued and the following proposals were received:

- C3 Communications $ 81,277.00
- Diversified $ 75,807.87
- GA Technical Services, Inc. $108,600.31
- LMI Systems, Inc. $ 76,270.55
- Summit Systems $ 69,855.00
- Transcend Communications, Inc. $ 60,995.00
- Venture NetComm, Inc. $ 72,796.00

Proposals were evaluated and scored based on evaluation criteria in the RFP. Transcend Communications, Inc. scored the highest and provided the lowest total cost of $63,520.00. Funding will be provided from the SPLOST 4 Technology budget.

SUPERINTENDENT’S RECOMMENDATION:

Approve the award to install network data cabling for the new structure at Oglethorpe Avenue Elementary from Transcend Communications, Inc. in the amount of $60,995.00. Funding is from the SPLOST 4 Technology budget.

Jack Parish, Ed.D.
TO: Board of Education Members  
FROM: Jack Parish, Ed.D.  
DATE: January 12, 2017  
SUBJECT: CLOUD SECURITY SOFTWARE (TECHNOLOGY)

The purpose of this memorandum is to request Board approval for the purchase of cloud security software, OpenDNS. This software is a service that adds security features to traditional DNS to help increase the safety of our staff and students when online. CDWG was chosen to provide this software utilizing State of Georgia Contract Pricing (Contract number 99999-SPD-T20120501-0006) for the annual cost of $34,325.18.

Funding will be provided from the FY2017 Technology budget.

SUPERINTENDENT’S RECOMMENDATION:

Approve the annual purchase of OpenDNS from CDWG utilizing State of Georgia Contract Pricing for the amount of $34,325.18. Funding is from the FY2017 Technology budget.

Jack Parish, Ed.D.
TO: Board of Education Members  
FROM: Jack Parish, Ed.D.  
DATE: January 12, 2017  
SUBJECT: FURNITURE PURCHASE WHITEHEAD ROAD ELEMENTARY (SPLOST)  

The purpose of this memorandum is to request Board approval for the purchase and installation of additional furniture for the grade level commons room and exterior classroom furniture for the Whitehead Road Elementary School project.

This furniture is being purchased through Nu Idea, which is the Board approved furniture consultant for this project. The purchase is being made under cooperative contract pricing through the TCPN Contract #07-08 and NCPA Contracts #11-12 and R#4983.

The furniture quote from Nu Idea dated December 20, 2016 is attached. The cost for this furniture is $21,243.96. Funding for this purchase will be from the SPLOST 4 furniture budget designated for the Whitehead Road Elementary School project.

SUPERINTENDENT’S RECOMMENDATION:

Approve the purchase and installation of additional furniture for the grade level commons room and exterior classroom furniture from Nu-Idea for the sum of $21,243.96 for Whitehead Road Elementary School. Funding is from the SPLOST 4 furniture budget for the Whitehead Road Elementary School project.

Jack Parish, Ed.D.
Nu-Idea School Supply Co.
PO Box 1248
Sumter, SC 29150
800-922-0424

Customer: Clarke County SD - Whitehead Elem
Date: 12/20/2016

<table>
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<tr>
<th>Qty</th>
<th>Description</th>
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<th>Unit Price</th>
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<td>Collaboration Tables and Chairs</td>
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<td>Smith System #01153</td>
<td>$239.70</td>
<td>$2,876.40</td>
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<tr>
<td></td>
<td>Half Moon shaped activity table 36 x 72</td>
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<tr>
<td></td>
<td>Platinum Metal / Platinum Edge / Wilson Art #4943-38 Classic Linen laminate</td>
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<tr>
<td>16</td>
<td>Schoolcraft #3114</td>
<td>$36.41</td>
<td>$582.56</td>
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<tr>
<td></td>
<td>Student chair - 14&quot; - Light Grey Seat - Platinum frame</td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>Schoolcraft #3116</td>
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<td>Student chair - 16&quot; - Light Grey Seat - Platinum frame</td>
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<td>16</td>
<td>Schoolcraft #3118</td>
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<td>Student chair - 18&quot; - Light Grey Seat - Platinum frame</td>
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<td>5</td>
<td>Screenflex #FSL689</td>
<td>$1,439.00</td>
<td>$7,195.00</td>
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<tr>
<td></td>
<td>Portable partition - 6'8&quot;H x 16'9&quot;L</td>
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<tr>
<td>10</td>
<td>Best Rite #202AH-25</td>
<td>$405.00</td>
<td>$4,050.00</td>
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<td></td>
<td>8'W x 4'H POS magnetic white board - aluminum frame</td>
<td></td>
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<tr>
<td></td>
<td>Includes marker tray</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>Best Rite #301AH</td>
<td>$169.00</td>
<td>$1,690.00</td>
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</tr>
<tr>
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<td>8'W x 4'H tack board - aluminum frame</td>
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<tr>
<td></td>
<td><strong>Outdoor Furniture</strong></td>
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<tr>
<td>3</td>
<td>46&quot;Round Perforated Table #T46ROP-PERF in Blue color</td>
<td>$823.00</td>
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<td>3</td>
<td>102&quot; Octagabal Pop-Up Umbrella #UM102A in blue color</td>
<td>$218.00</td>
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<td>3</td>
<td>Umbrella base #UMB</td>
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<td>Pricing includes delivery and installation</td>
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</tr>
</tbody>
</table>

**Sub Total** $21,243.36

**Total** $21,243.36

The above Quotation is Accepted
Please Ship (when)__________________________________________
Signed: ____________________________________________

By: Jason Carver
TO: Board of Education Members  
FROM: Jack Parish, Ed.D.  
DATE: January 12, 2017  
SUBJECT: EMERGENCY WATER HEATER REPLACEMENT – CLARKE CENTRAL HIGH (SPLOST)

The purpose of this memorandum is to request Board ratification of the award and payment to Athens Plumbing for the kitchen water heater replacement required for the Clarke Central High School project. This work was performed at a cost of $23,839.00.

The work included two new water heaters and re-circulating pumps to service the kitchen area of Clarke Central High School. Given the time constraints to complete the work and the need to maintain kitchen operations, advertised requests for bids could not be accomplished. Three quotes from local vendors were obtained as follows (attached):

- Athens Plumbing $23,839.00  
- Kings Plumbing $27,360.00  
- McLeroy Plumbing $28,485.00

Funding for this work is from the Georgia Power energy rebate received for the Clarke Central High School Project.

SUPERINTENDENT’S RECOMMENDATION:

Ratify the award and payment to Athens Plumbing as outlined above for the total cost of $23,839.00. Funding is from the Georgia Power energy rebate received for the Clarke Central High School Project.

Jack Parish, Ed.D.
VIA EMAIL: dunaganj@clarke.k12.ga.us

December 1, 2016

Joe Dunagan
Clarke Co. School District
Clarke Central High School
350 S. Milledge Ave.
Athens, GA 30605

RE: QUOTE TO REPLACE WATER HEATER – REVISED

Joe,

We wish to quote you on replacing the commercial gas water heater located in the mechanical room at Clarke Central High School. Our price includes removing the very large water heater that you have now. We will run new 3” PVC vents through the outside wall of this room.

The specs are attached to this quote. Your price includes two A.O. Smith 199,000 BTU, 95% efficient, commercial water heaters, along with the labor and parts to install both new water heaters; installing a B&G brass circulator pump; and the required performance bond. $23,839.00.

- Water heater installation ........................................... $22,179.00
- B&G brass circulator pump installation ......................... $995.00
- Performance bond ...................................................... $665.00

The water heaters are in stock in Atlanta. We can begin this work as soon as we receive a signed copy of this quote in our office. If you approve, please sign below and either fax or email the signed quote back to our office.

Fax: 706-549-2837
Email: jason@athensplumbing.com

Sincerely,

Donald A. Bennett
President

We also offer the following residential and commercial services:
OTHER FEATURES:
SPACE-SAVING DESIGN FOR INSTALLATION FLEXIBILITY
- Easy-to-remove top cover for convenient access to serviceable parts
- 0" installation clearances on sides and rear, 1-1/2" installation clearance on top
- Handhole cleanout allows easy access to tank interior for cleaning
- 0" clearance to combustibles, approved for installation on combustible floors

CODES AND STANDARDS
- CSA certified and ASME rated T&P relief valve
- Maximum hydrostatic working pressure: 160 psi
- All models are design certified by Underwriters Laboratories (UL), Inc., to ANSI Z21.10.3 - CSA 4.3 Standards
- Meets the thermal efficiency and standby loss requirements of the U.S. Department of Energy and current edition ASHRAE/IES 90.1
- Design Certified by Underwriters Laboratories to NSF standard 5 for 180°F (82°C) water
- Compiles with SCAQMD Rule 1146.2 and other Air Quality Management Districts with similar requirements for low-NOx emissions
- ASME tank construction optional on 120-500 model sizes

<table>
<thead>
<tr>
<th>Number of Appliances</th>
<th>Vent Length (ft)</th>
<th>Minimum Supply Pressure</th>
<th>Maximum Supply Pressure</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Natural Gas</td>
<td>8.5&quot;WC. (2.12 kPa)</td>
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<tr>
<td></td>
<td></td>
<td>Liquid Propane</td>
<td>8.5&quot;WC. (2.12 kPa)</td>
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VENT REQUIREMENTS FOR BTH 120(A) - 250(A)

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<th>Minimum Supply Pressure</th>
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</thead>
<tbody>
<tr>
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<td>8.5&quot;WC. (2.12 kPa)</td>
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<tr>
<td></td>
<td></td>
<td>Liquid Propane</td>
<td>8.5&quot;WC. (2.12 kPa)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Appliances</th>
<th>Vent Length (ft)</th>
<th>Minimum Supply Pressure</th>
<th>Maximum Supply Pressure</th>
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GAS PRESSURE REQUIREMENTS

VENT REQUIREMENTS FOR BTH 300(A) - 500(A)

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<th>Maximum Supply Pressure</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Natural Gas</td>
<td>8.5&quot;WC. (2.12 kPa)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liquid Propane</td>
<td>8.5&quot;WC. (2.12 kPa)</td>
</tr>
</tbody>
</table>

Depending on the installed equivalent length, make the number of appliances connected, the supply gas line size may need to be increased beyond the minimum required size.
To: Joe Dunagan
Clarke County BOE

Date: November 30, 2016

1101 Old Creek Road, Suite A2
Athens, GA 30607
(706) 224-4414

RE: Clarke Central High School Kitchen Water Heater Replacement

Please review the following Scope of Work for the above project.

- Remove the existing PVI water heater and dispose of the unit.
- Provide and install two A O Smith BTH 100-199 BTU water heaters with neutralization kits. These units do not require permits.
- Provide and install required venting, thermal expansion tank, valves, fittings and pipe as required.
- Provide and install gas piping as required.
- Provide and install insulation on new water piping.

Our price for this work is $27,360.00.00.

Exclusions Include:

- No plumbing permits.

Please feel free to contact us if you have any questions or concerns.

Sincerely,
Dennis Adams

Vice-President
706-202-8885 cell
December 2, 2016

Clarke County School District

Re: Clarke Central High School Water Heater Replacement

We are pleased to submit the following proposal for the plumbing as follows:

Scope of Work:
1. Provide and install two AO Smith BTH 199 water heaters with expansion tank.
2. Provide and install new circulating pump.
3. Provide water piping with copper pipe w/ insulation; connected to existing as necessary.
4. Provide gas pipe as necessary.
5. Provide new vent pipe.
6. Remove and dispose of existing water heater.
7. Patch concrete trenching.

Exceptions:

Our price for the above work is: $28,485.00

If we may be of assistance, please contact me at 706-543-8407.

Sincerely

Henry McLeroy, III
President

Established in 1948
TO: Board of Education Members

FROM: Jack Parish, Ed.D.

DATE: January 12, 2017

SUBJECT: SCHOOL RESOURCE OFFICER CONTRACT 2017-2018 (SECURITY)

The purpose of this memorandum is to request Board approval of the 2017-2018 School Resource Officer (SRO) contract with the Unified Government of Athens-Clarke County, Georgia. The proposed contract is attached.

The contract amount of $325,000.00 for the 2017-2018 school year has increased by $10,000.00 from the previous year. Funding is from the FY 2018 Security Department budget.

SUPERINTENDENT’S RECOMMENDATION:

Approve the 2017-2018 School Resource Officer contract with the Unified Government of Athens-Clarke County, Georgia as presented with a maximum expenditure of $325,000.00. Funding is from the FY 2018 Security Department budget.

Jack Parish, Ed.D.
AGREEMENT BETWEEN
THE UNIFIED GOVERNMENT OF
ATHENS-CLARKE COUNTY, GEORGIA
AND CLARKE COUNTY SCHOOL DISTRICT

THIS AGREEMENT, made and entered into this _____ day of
____________________, 2017, by and between the Unified Government of Athens-Clarke
County, Georgia, hereinafter referred to as “Government” and the Clarke County School
District, hereinafter referred to as “School District.”

WITNESSETH

WHEREAS, the School District desires to promote a safe school environment in
all of the schools within the school district; and
WHEREAS, the School District has requested a joint program, known as the
School Resource Officer Program, with the Government assigning police officers of the
Athens-Clarke County Police Department in middle schools and high schools.
NOW THEREFORE, for and in consideration of the mutual covenants and
promises hereinafter contained and other valuable considerations, the Government and
School District agree as follows:

1. TERM

The terms of this agreement shall commence on the first student reporting day of
the 2017-2018 school year and shall terminate at midnight on the last day of school for
the 2017-2018 school year. Prior to January 2, 2018, the Government and School District
will confer to evaluate this agreement and determine if it is to be renewed for the 2018-
2019 school year, and if any modifications, additions, or omissions shall be made. A new
contract proposal shall be forwarded to the Commission no later than January 15, 2018.
If this agreement is not renewed in writing by mutual agreement, said agreement shall
expire at midnight of the last student reporting day of the 2017-2018 school year.

2. RESPONSIBILITIES OF GOVERNMENT

The Government will assign six (6) veteran police officers of the Athens-Clarke
County Police Department to the School District to perform duties of a School Resource
Officer (SRO) at two high schools and four middle schools. The ACCPD Chief of
Police, or his designee, in collaboration with designated School District personnel, and
the administration of the affected school, will select the officers for assignment. These
police officers will provide the needed law enforcement services to the assigned schools
and serve as role models to create an atmosphere of trust and credibility with the students, staff, faculty and parents of the School District. The Government will pay the salaries and fringe benefits of selected police officers as well as the cost of uniforms and related police equipment.

3. RESPONSIBILITIES OF SCHOOL DISTRICT

The School District shall reimburse the Government for all expenses (salaries, fringe benefits, uniforms, and related police equipment) of the assigned police officers for all work performed during the one hundred seventy six (176) day school year as designated by the School District. This also includes compensation at the officers’ hourly and overtime rates for approved extended work days at the officers’ assigned schools. Additionally, it is agreed that the School District shall reimburse the Government for twenty (20) percent of a police sergeant’s salary for daily supervision of assigned SROs during the one hundred seventy six (176) day school year. It is agreed between the Government and the School District that the maximum expenditure required under this contract will not exceed three hundred twenty-five thousand dollars, ($325,000.00). Costs exceeding $325,000.00 will not be paid unless and until this agreement is amended by the respective parties.

4. OPERATING REQUIREMENTS OF THE SCHOOL RESOURCE OFFICER PROGRAM

The School District and the Athens-Clarke County Police Department will jointly develop written operating requirements. The officers assigned to each school shall be governed by a written operating policy in existence that has been developed by the School District Secondary Principals, the Clarke County School District Police Department, and the Athens-Clarke County Police Department, and such officers shall follow the procedures with respect to the day-to-day activities of the program.

5. PAYMENT

The School District shall reimburse the Government for the assigned officers within fifteen (15) calendar days of the receipt of an itemized invoice from the Government.
6. **MODIFICATION**

This agreement may be modified only by the mutual written consent of the Government and the School District.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first above written.

---

**UNIFIED GOVERNMENT OF ATHENS-CLARKE COUNTY**

By: 

Nancy Denson, 
Mayor 

____________________________

Date

Attest:

____________________________

Clerk

---

**CLARKE COUNTY SCHOOL DISTRICT**

By: 

Charles Worthy, 
President, CCSD Board of Education 

____________________________

Date

Attest:

____________________________

Jack Parish, Ed.D. 
Superintendent 
Secretary, CCSD Board of Education 

____________________________

Date
TO: Board of Education Members

FROM: Jack Parish, Ed.D.

DATE: January 12, 2017

SUBJECT: AT&T ADDENDUM (TECHNOLOGY)

The purpose of this recommendation is to obtain Board approval of the addendum to the existing AT&T contract for district-wide Ethernet service that consolidates the expiration dates for all sites to June 30, 2018. The addendum has been reviewed and approved by the Board attorney; a copy is attached.

Funding for the service is from the Technology budget. There are no additional costs.

SUPERINTENDENT’S RECOMMENDATION:

Approve the attached addendum to the existing AT&T contract for district-wide Ethernet service that consolidates the expiration dates for all sites to June 30, 2018.

Jack Parish, Ed.D.
AMENDMENT TO PRICING SCHEDULE FOR
AT&T SWITCHED ETHERNET SERVICE
PROVIDED PURSUANT TO CUSTOM TERMS

AT&T MA Reference No.
Pricing Schedule being amended (Contract ID No.): ASEGRUDE3
AT&T Amendment Ref. No. ASEK843NR

<table>
<thead>
<tr>
<th>Customer (“Customer”)</th>
<th>AT&amp;T (“AT&amp;T”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarke County School District</td>
<td>The applicable AT&amp;T Service-Providing Affiliate</td>
</tr>
</tbody>
</table>

This is an Amendment to the above referenced Pricing Schedule, last signed on November 4, 2014, and is effective on the date on which the last party signs this Amendment. The parties agree to modify the terms and conditions of the Pricing Schedule as specified herein.

Except as modified herein, all rates, terms and conditions of the Pricing Schedule remain in full force and effect.

This Amendment is valid only if executed by both parties prior to expiration of the existing Pricing Schedule Term.

<table>
<thead>
<tr>
<th>Customer (by its authorized representative)</th>
<th>AT&amp;T (by its authorized representative)</th>
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</thead>
<tbody>
<tr>
<td>By:</td>
<td>By:</td>
</tr>
<tr>
<td>Printed or Typed Name:</td>
<td>Printed or Typed Name:</td>
</tr>
<tr>
<td>Title:</td>
<td>Title:</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Amendment to Pricing Schedule for AT&T Switched Ethernet Service Provided Pursuant To Custom Terms

1. **SERVICE, SERVICE PROVIDER(S) and SERVICE PUBLICATION(S).** Section 1 of the Pricing Schedule is modified by deleting the information (if any) relating to AT&T Switched Ethernet Service provided by any of the Service Providers identified below and inserting the following:

<table>
<thead>
<tr>
<th>Service</th>
<th>Service Publication (incorporated by reference)</th>
<th>Service Publication location</th>
</tr>
</thead>
</table>

The applicable AT&T Service-Providing Affiliate(s) from the list below:

<table>
<thead>
<tr>
<th>AT&amp;T Alabama</th>
<th>AT&amp;T Indiana</th>
<th>AT&amp;T Missouri</th>
<th>AT&amp;T Tennessee</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT&amp;T Arkansas</td>
<td>AT&amp;T Kansas</td>
<td>AT&amp;T Nevada</td>
<td>AT&amp;T Texas</td>
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<td>AT&amp;T Kentucky</td>
<td>AT&amp;T North Carolina</td>
<td>AT&amp;T Wisconsin</td>
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<td>AT&amp;T Louisiana</td>
<td>AT&amp;T Ohio</td>
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</tr>
<tr>
<td>AT&amp;T Georgia</td>
<td>AT&amp;T Michigan</td>
<td>AT&amp;T Oklahoma</td>
<td></td>
</tr>
<tr>
<td>AT&amp;T Illinois</td>
<td>AT&amp;T Mississippi</td>
<td>AT&amp;T South Carolina</td>
<td></td>
</tr>
</tbody>
</table>

2. **MINIMUM PAYMENT PERIOD.** The Minimum Payment Period for Service Components at the following locations will end on June 30, 2018:

- 555 QUAILWOOD DR, ATHENS, GA
- 1235 BAXTER ST, ATHENS, GA
- 1600 TALLASSEE RD, ATHENS, GA
- 1150 OGLETHORPE AV, ATHENS, GA
- 1300 CEDAR SHOALS DR, ATHENS, GA
- 110 OLD ELBERTON RD, ATHENS, GA
- 2300 DANIELSVILLE RD, ATHENS, GA
- 1900 TIMOTHY RD, ATHENS, GA
- 1450 WHIT DAVIS RD, ATHENS, GA
- 205 ALPS RD, ATHENS, GA
- 870 GAINES SCHOOL RD, ATHENS, GA
- 440 DEARING EXT, ATHENS, GA
- 280 GAINES SCHOOL RD, ATHENS, GA
- 715 FOURTH ST, ATHENS, GA
- 350 S MILLEDGE AV, ATHENS, GA
- 1700 CLEVELAND RD, BOGART, GA
- 757 N CHASE ST, ATHENS, GA
- 900 GAINES SCHOOL RD, ATHENS, GA
- 100 PINECREST DR, ATHENS, GA
- 400 FOWLER DR, ATHENS, GA
- 3220 BARNETT SHOALS RD, ATHENS, GA
- 145 PARADISE BLVD, ATHENS, GA
- 145 PARADISE BLVD, ATHENS, GA
- 305 CHEROKEE RD, WINTERVILLE, GA
TO:        Board of Education Members  
FROM:      Jack Parish, Ed.D.  
DATE:      January 12, 2017  
SUBJECT:   Website Design and Development (Office of Public Relations and Communications)  

The purpose of this memorandum is to request Board approval for the award of the contract for Website Design and Development. A Request for Proposals was issued October 7, 2016 and was publicly advertised in the Athens Banner-Herald, Georgia Procurement and the CCSD websites. The purpose is to update the website to be optimized for mobile use and maintain consistency with current branding.

A total of seventeen (17) companies attended the Pre-Proposal Conference either face-to-face or phone conference; a total of nine (9) vendors completed proposals. Evaluations were conducted in two phases and were based on RFP specifications, which included a scoring matrix. The three firms with the highest phase one scores were invited to phase two interviews. The three firms interviewed were:

- Blackboard Inc.
- Mediacurrent
- School Messenger (West Interactive)

Blackboard Inc. received the highest overall score. The first year cost will be $37,750.00 (this cost includes planning & discovery, design, design implementation, custom graphic images, content management and web hosting). Each subsequent year will be $21,850.00; this annual cost includes content management and web hosting. The proposed contract is for a term of 12 months beginning January 13, 2017. In accordance with OCGA 20-2-506, the contract will terminate at the end of each calendar year of the term, but will automatically renew for two additional one-year terms (24 months) unless the District takes affirmative action to nonrenew.

Funding is from the Office of Public Relations and Communications budget.

SUPERINTENDENT’S RECOMMENDATION:
Approve the award for the Website Design and Development to the highest ranked proposer, Blackboard Inc., for a first year cost of $37,750.00 and $21,850.00 for each subsequent year. The contract is for a term of 12 months beginning January 13, 2017. In accordance with OCGA 20-2-506, the contract will terminate at the end of each calendar year of the term, but will automatically renew for two additional one-year terms (24 months) unless the District takes affirmative action to non-renew. Funding is from the Office of Public Relations and Communications budget.

Jack Parish, Ed.D.
## REQUEST FOR PROPOSAL

**RFP# 16-1026, WEBSITE REDESIGN AND DEVELOPMENT**

**PROPOSAL OPENING DATE / TIME: OCTOBER 28, 2016 - 11:00 AM (EST)** *(Original Due Date Extended)*

**OPENING LOCATION: ADMINISTRATIVE OFFICE (WHITEHEAD ROAD ANNEX)*

### SEALED BIDS FROM:

<table>
<thead>
<tr>
<th></th>
<th>ALINDUS, INC</th>
<th>APPLIED IMAGINATION</th>
<th>BLACKBOARD, INC.</th>
<th>DESIGNS CREATED</th>
<th>EESCHOOL VIEW</th>
<th>EYESORE INC.</th>
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<tr>
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<td>$2,000.00</td>
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<td>$15,000.00</td>
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<tr>
<td><strong>DESIGN COST</strong></td>
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<td>$15,000.00</td>
<td>$14,250.00</td>
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<td>$10,000.00</td>
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<td><strong>DESIGN IMPLEMENTATION</strong></td>
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<td><strong>IMAGERY COST (STOCK OR CUSTOM GRAPHIC CREATION)</strong></td>
<td>$3,000.00</td>
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<td><strong>HOSTING/ONGOING MAINTENANCE FEES &amp; SUPPORT YEAR 2 &amp; BEYOND</strong></td>
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<td><strong>INTRODUCTION</strong></td>
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### SUMMARY OF PROPOSAL TABULATIONS

#### REQUEST FOR PROPOSAL

**RFP# 16-1026, WEBSITE REDESIGN AND DEVELOPMENT**

**PROPOSAL OPENING DATE / TIME:** OCTOBER 28, 2016 - 11:00 AM (EST) *(Original Due Date Extended)*

**OPENING LOCATION:** ADMINISTRATIVE OFFICE (WHITEHEAD ROAD ANNEX)

**SEALED BIDS FROM:**

<table>
<thead>
<tr>
<th></th>
<th>LANIN TECHNOLOGIES</th>
<th>MEDIACURRENT</th>
<th>SCHOOL MESSENGER (WEST)</th>
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<tr>
<td>PLANNING &amp; DISCOVERY COST</td>
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<td>DESIGN COST</td>
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<td>DESIGN IMPLEMENTATION</td>
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<tr>
<td>IMAGERY COST (STOCK OR CUSTOM GRAPHIC CREATION)</td>
<td>INCLUDED</td>
<td>INCLUDED</td>
<td>NOT INCLUDED</td>
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<tr>
<td>YEAR 1 DEVELOPMENT EXPENSES (&amp; DOCUMENT/TRAINING)</td>
<td>$79,800.00</td>
<td>$90,000 - $120,000.00</td>
<td>$74,000/SITE + $3,000.00 = $20,976.00</td>
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<tr>
<td>HOSTING/ONGOING MAINTENANCE FEES &amp; SUPPORT YEAR 2 &amp; BEYOND</td>
<td>-</td>
<td>$29,000.00 - $37,000.00/ANNUAL</td>
<td>$749.00/SITE = $17,976.00/ANNUAL</td>
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#### MANDATORY DOCUMENT CHECKLIST:

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<tr>
<th>Document</th>
<th>Lanin Technologies</th>
<th>Mediacurrent</th>
<th>School Messenger (West)</th>
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**OFFICE OF PURCHASING & CONTRACTS**
Proposed Solution and Pricing for Clarke County School District

The following section is a pricing overview that includes the items that are appropriate for your district based on our discussions and my understanding of the scope of your project. The chart below shows you the summary of the costs during the initial period, as well as the recurring annual costs. Please review the proposed solution and contact me, Joshua Montemayor, at 210-870-9527 or joshua.montemayor@blackboard.com with questions.

Your total costs in Year 1, including start-up costs, are **$37,750.00**.

Your total costs on an annual basis are **$21,850.00**.

<table>
<thead>
<tr>
<th>One-Time Fees</th>
<th>Description</th>
<th>Qty/Sites</th>
<th>Year 1 12 months</th>
<th>Annual Costs</th>
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<tbody>
<tr>
<td>Activation: MyWay Premium Single Template</td>
<td></td>
<td>1</td>
<td>$0.00</td>
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<tr>
<td>Activation: Web Community Manager Essential</td>
<td>• Service to set up your district’s implementation of the CMS software, including the activation of those features you have purchased.</td>
<td>23</td>
<td>$450.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Creative: Sapphire Custom Template (Responsive)</td>
<td>• Custom Responsive Web Design template with optimal viewing on any device • A unique, made-to-order design by Blackboard designer based on your specifications • One template, your logos, and multiple color schemes applied to one or more of your sites</td>
<td>1</td>
<td>$14,250.00</td>
<td>$0.00</td>
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<tr>
<td>Web Community Manager Section Workspace Online Training</td>
<td>• Initial training for district staff with a focus on everyday aspects of managing content, including editing, best practices, and a general introduction to common features and functions • Instructor-led; one (1) session delivered online</td>
<td>1</td>
<td>$400.00</td>
<td></td>
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<tr>
<td>Web Community Manager Site Administrator Online Training</td>
<td>• Initial training for Site Administrators and other district personnel who will have global access to the management interface • Instructor-led; two (2) sessions delivered online</td>
<td>2</td>
<td>$800.00</td>
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<thead>
<tr>
<th>Annual Fees</th>
<th>Description</th>
<th>Qty/Sites</th>
<th>Year 1 12 months</th>
<th>Annual Costs</th>
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<tr>
<td>Blackboard Web Community Manager Essential</td>
<td>• Content Management System software and web hosting • Provides all of the community engagement tools needed to publish and maintain content through a beautifully designed website, personal dashboard and communication tools • Annual Subscription purchase</td>
<td>23</td>
<td>$21,850.00</td>
<td>$21,850.00</td>
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**Total Costs**  
$37,750.00  
$21,850.00