



**Bartow County Board of Education  
65 Gilreath Road  
Cartersville, Georgia 30121  
Business Meeting Agenda  
Monday, March 20, 2017  
Immediately Following the Work Session at 6:00pm**

- A. CALL TO ORDER Mr. John Howard
- B. APPROVAL OF MINUTES
- February 27, 2017 – Work Session
  - February 27, 2017 – Business Meeting
- C. APPROVAL OF AGENDA
- D. CONSENT AGENDA
1. Approval to surplus/sell two school buses and one service vehicle from current fleet.
  2. Approval of Parking Lot Lighting at the new Adairsville Elementary
  3. Approval of KACE Endpoint Systems Management Appliances
  4. Approval of Microsoft Office365 Campus Agreement Subscription
  5. Approval of Technology Specialist Summer Imaging
  6. Approval of System Strategic Plan
  7. Approval of Taxation Resolution
  8. Approval of GSBA Legislative Positions
- E. ACTION ITEM
1. Appointment of GSBA Delegate and Alternate
- F. EXECUTIVE SESSION
- Personnel
  - Attorney Client
  - Property/Real Estate
- G. APPROVAL OF PERSONNEL
- H. ADJOURN

February 27, 2017  
Cartersville, Georgia

The Bartow County Board of Education met for the Work Session on February 27, 2017 at 6:00pm at the Board of Education Central Office, 65 Gilreath Road, Cartersville, Georgia with the following member present: Mr. John Howard, Chair; Mr. Derek Keeney, Vice Chair, Mr. Fred Kittle, Dr. Davis Nelson and Mrs. Anna Sullivan.

Call to Order	Mr. John Howard called the meeting to order.
Character Education	Clear Creek Elementary and Cloverleaf Elementary presented Perseverance and Cooperation as the January and February character words of the month.
Recognitions	Ms. Dot Frasier presented several student awards and Employee of the Month.
Superintendent's Report	Dr. Harper made a presentation regarding SPLOST IV and SPLOST V funds and recognized a student working toward his Eagle Scout.
Department Reports	Department Reports were presented for Construction and Maintenance, Curriculum, Finance and Public Relations.
Regular Board Agenda	The Consent Agenda for the Board Business Meeting was discussed.
Public Participation	None
Adjourn Work Session	Upon motion duly made by Mrs. Anna Sullivan and seconded by Mr. Fred Kittle, the following resolution was passed by a vote of 5-0 (Mr. John Howard, Mr. Derek Keeney, Mr. Fred Kittle, Dr. Davis Nelson and Mrs. Anna Sullivan voted yes and no member opposing).

BE IT RESOLVED by the Board of Education of Bartow County, Georgia, that the Work Session be adjourned.

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Chairperson

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Secretary

February 27, 2017  
Cartersville, Georgia

The Bartow County Board of Education met for the Regular Board Business Meeting on Monday, February 27, 2017 immediately following the Work Session at 6pm at 65 Gilreath Road, Cartersville, Georgia, with the following members present: Mr. John Howard, Chair, Mr. Derek Keeney, Vice Chair, Mr. Fred Kittle, Dr. Davis Nelson and Mrs. Anna Sullivan.

Call to Order            Mr. John Howard called the meeting to order.

Approval  
of Minutes            Upon motion duly made by Mr. Fred Kittle and seconded by Mr. Derek Keeney, the following resolution passed by a vote of 5-0 (Mr. John Howard, Mr. Derek Keeney, Mr. Fred Kittle, Dr. Davis Nelson and Mrs. Anna Sullivan voting yes and no member opposing) to wit:

BE IT RESOLVED by the Board of Education of Bartow County, Georgia, that the January 3, 2017 Called Meeting, January 9, 2017 Work Session and January 9, 2017 Business Meeting minutes be approved as presented by Superintendent.

Approval  
of Agenda            Dr. Harper requested the Resolution be removed from the agenda. Upon motion duly made by Mrs. Anna Sullivan and seconded by Mr. Fred Kittle, the following resolution was passed by a vote of 5-0 (Mr. John Howard, Mr. Derek Keeney, Mr. Fred Kittle, Dr. Davis Nelson and Mrs. Anna Sullivan voting yes and no member opposing) to wit:

BE IT RESOLVED by the Board of Education of Bartow County, Georgia that the agenda be approved as presented by the Superintendent.

Approval of  
Consent  
Agenda            Upon motion duly made by Mr. Fred Kittle and seconded by Mr. Derek Keeney, the following resolution was passed by a vote of 5-0 (Mr. John Howard, Mr. Derek Keeney, Mr. Fred Kittle, Dr. Davis Nelson and Mrs. Anna Sullivan voting yes and no member opposing) to wit:

BE IT RESOLVED by the Board of Education of Bartow County, Georgia that the Consent Agenda be approved as presented by the Superintendent.

Executive Session

Upon motion duly made by Mrs. Anna Sullivan and seconded by Mr. Derek Keeney, that the following resolution be passed by a vote of 5-0 (Mr. John Howard, Mr. Derek Keeney, Mr. Fred Kittle, Dr. Davis Nelson and Mrs. Anna Sullivan voting yes and no member opposing) to wit:

BE IT RESOLVED by the Board of Education of Bartow County, Georgia, that the Board go into Executive Session to discuss Personnel, Attorney Client, Student Discipline and Property/Real Estate.

Approval of Personnel

No decisions were made or votes taken in Executive Session. Upon motion duly made by Mr. Derek Keeney and seconded by Mr. Fred Kittle, the following resolution was passed by a vote of 5- 0 (Mr. John Howard, Mr. Derek Keeney, Mr. Fred Kittle, Dr. Davis Nelson and Mrs. Anna Sullivan voting yes and no member opposing) to wit:

BE IT RESOLVED by the Board of Education of Bartow County, Georgia that the Personnel Report be approved as presented by the Superintendent.

Adjourn

Upon motion duly made by Dr. Davis Nelson and seconded by Mr. Derek Keeney, the following resolution was passed by a vote of 5-0 (Mr. John Howard, Mr. Derek Keeney, Mr. Fred Kittle, Dr. Davis Nelson and Mrs. Anna Sullivan voting yes and no member opposing) to wit:

BE IT RESOLVED by the Board of Education of Bartow County, Georgia that the Business Meeting is adjourned.

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Chairperson

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Secretary



**Board Agenda Item D.1  
March 20, 2017**

**TOPIC:**

Approval to surplus/sell two school buses and one service vehicle from current fleet.

**BACKGROUND:**

It has become necessary to surplus 1996 model buses numbered 123 & 133 and 1996 model Ford Ranger BOE # 3322. They have reached their usable lifespan. These vehicles will be listed on Govdeals.com which specializes in the advertisement and sale of Government surplus to the public.

Bus # 123- 1996 Model- VIN # 1HVBBAAN8TH389652 (Internal Engine Issues)

Bus# 133- 1996 Model- VIN # 1HVBBAANOTH440187 (Internal Engine Issues)

Vehicle # 3322 Ford Ranger-1996 Model- VIN # 1FTCR10A9TUD04801 (Transmission)

**COST:**

N/A

Budgeted:

Budgeted:  Yes

Fund Source:  No (Board Approval is authorization to establish funding for this item in the Budget.)

Other Source: SPLOST/Bond

Additional Revenue

N/A

**DATA SOURCES:**

Dr. John Harper, Superintendent

Mr. Jody Elrod, Director of Transportation

Mr. Albert Zielke, Purchasing Specialist

**SUPERINTENDENT'S RECOMMENDATION:**

Approval to proceed with surplus sale through GovDeals.com



**Board Agenda Item D.2  
March 20, 2017**

**TOPIC:**

Approval of the parking lot lights for the new Adairsville Elementary School.

**BACKGROUND:**

Georgia Power has submitted a proposal for site lighting at the new Adairsville Elementary School which would include installing 22 LED Navion 335 watt fixtures, 19 bronze aluminum 35 ft. poles, underground wiring and photocell controls.

**COST: \$61,241.00**

Account: Account:

Budgeted:  Yes  
 No (Board Approval is authorization to establish funding for this item in the Budget.)

Fund

Source:  Other Source: SPLOST  
 Additional Revenue  
 N/A

**DATA SOURCES:**

Dr. John Harper, Superintendent

Mr. Pankaj Daiya, Executive Director of Construction and Maintenance

**SUPERINTENDENT'S RECOMMENDATION:**

Recommend approval of the parking lots lights for the new Adairsville Elementary School.



A SOUTHERN COMPANY

10 Massell Drive  
Cartersville, GA 30121

December 27, 2016

Bartow Board of Education  
Adairsville Elementary School  
100 College St  
Adairsville, GA 30103

Thank you for the opportunity for Georgia Power Company to provide a site lighting proposal for the new Adairsville Elementary School.

**Georgia Power Company proposes the following:**

- **Install twenty-two (22) 335 watt LED Navion Area fixtures**
- **Install nineteen (19) 35' bronze, direct-buried aluminum poles**
- **Install approximately 4,500' underground secondary conductor by trenching/boring**
- **All lights will be photocell controlled**

**The monthly fee for this lighting system will be \$1,237.00. This fee includes all installation, maintenance and electricity used by this lighting. There is a one-time construction payment of \$61,241.00 due for this system.**

There is a minimum 1 month contract period for the lighting. At the end of the initial 1 month period the lighting contract is month to month with no change in pricing. The proposal is valid for 30 days from the above date. Any questions or changes to the installation, please give me a call. Thank you for the opportunity to serve your lighting needs.

Please inform me of your decision and I will prepare the appropriate paperwork.

Please call if you should have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Lennon Brown, III".

Lennon Brown, III  
Outdoor Lighting  
770-387-5355



**Board Agenda Item D.3  
March 20, 2017**

**TOPIC:**

KACE Endpoint Systems Management Appliances

**BACKGROUND:**

The KACE Endpoint Systems Management Appliances includes two management solutions, K1000 and K2000, as described below.

The K1000 Systems Management Appliance will allow us to manage, secure, and service all of our network-connected devices. K1000 also assists with inventory of all hardware and software, patching mission-critical applications and operating systems, and software license compliance.

The K2000 Systems Deployment Appliance assists with the initial provisioning and ongoing administration of system images and driver updates.

In addition to our belief that this is a more fitted solution, Kace will save the District approximately half the cost of our current solution over a three-year period.

**COST: \$113,199.53 SPLOST  
\$22,622.00  
General Fund - Technology**

Budgeted:  Yes  
 No (Board Approval is authorization to establish funding for this item in the Budget.)  
Fund Source:  Other Source: SPLOST  
 Additional Revenue  
 N/A

**DATA SOURCES:**

Dr. John Harper, Superintendent  
Dr. Kimberly Fraker, Chief Academic Officer  
Mrs. Chris Forsyth, Lead Technology Specialist  
Mr. Michael Guthrie, Network Specialist

**SUPERINTENDENT'S RECOMMENDATION:**

Approval for KACE Endpoint Systems Management Appliances



<b>For</b> BARTOW COUNTY SCHOOL SYSTEM  <b>Attn:</b> Chris Forsyth Phone # +1(770) 606-5800 Email: chris.forsyth@bartow.k12.ga.us	<b>Date</b>	3/06/2017		
	<b>Quote #</b>	1-3EOZ2TE	<b>Rev #</b>	1
	<b>Valid From</b>	12/19/2016	<b>Through</b>	3/31/2017
	<b>Sales Rep</b>	Will Beck		
	<b>Phone #</b>	<b>Fax #</b>		

<b>Bill To</b> BARTOW COUNTY SCHOOL SYSTEM  Chris Forsyth 65 Gilreath Rd NW CARTERSVILLE, GA 30121 United States	<b>Ship To</b> BARTOW COUNTY SCHOOL SYSTEM  Chris Forsyth 65 Gilreath Rd NW CARTERSVILLE, GA 30121 United States	<b>End User</b> BARTOW COUNTY SCHOOL SYSTEM  Chris Forsyth 65 Gilreath Rd NW CARTERSVILLE, GA 30121 United States chris.forsyth@bartow.k12.ga.us
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Line	Part #	Product	Qty	Unit Price	H/W & # of CPU's	Extended Price
1	FPC-KCE-PP	KACE ONSITE IMPLEMENTATION (5 DAYS) PREPAID CONSULTING	1	\$12,500.00	Net Price: \$12,500.00	\$12,500.00

Payment Terms: Net 30

<b>Subtotal</b>	<b>\$12,500.00</b>
<b>Estimated Tax</b>	<b>\$0.00</b>
<b>Total</b>	<b>\$12,500.00</b>

<b>For</b> BARTOW COUNTY SCHOOL SYSTEM  <b>Attn:</b> Chris Forsyth Phone # +1(770) 606-5800 Email: chris.forsyth@bartow.k12.ga.us	<b>Date</b>	3/06/2017		
	<b>Quote #</b>	1-3EOZ2TE	<b>Rev #</b>	1
	<b>Valid From</b>	12/19/2016	<b>Through</b>	3/31/2017
	<b>Sales Rep</b>	Will Beck		
	<b>Phone #</b>	<b>Fax #</b>		

A copy of the Product Guide located at <https://www.quest.com/assets/22090/> is incorporated by reference.

CUSTOMER'S SIGNATURE ON THIS QUOTATION CONSTITUTES CUSTOMER'S COMMITMENT TO PURCHASE THE PRODUCTS SET FORTH ABOVE PURSUANT TO THE TERMS AND CONDITIONS OF THE AGREEMENT LOCATED AT [HTTPS://WWW.QUEST.COM/LEGAL/LICENSE-AGREEMENTS.ASPX](https://www.quest.com/legal/license-agreements.aspx) OR OTHERWISE (THE "SOFTWARE TRANSACTION AGREEMENT"), WHICH IS INCORPORATED HEREIN BY REFERENCE. THIS QUOTATION AND THE AGREEMENT(S) REFERENCED HEREIN CONTAIN THE ENTIRE AGREEMENT BETWEEN THE PARTIES WITH RESPECT TO THE SUBJECT MATTER HEREOF AND SUPERSEDE ANY AND ALL OTHER AGREEMENTS AND COMMUNICATIONS, WRITTEN OR ORAL, EXPRESS OR IMPLIED WITH RESPECT THERETO. IF THE SOFTWARE TRANSACTION AGREEMENT USES THE TERM "LICENSEE," FOR PURPOSES OF THIS TRANSACTION THE TERM "LICENSEE" SHALL BE DEEMED TO MEAN "CUSTOMER."

Any amounts payable by Customer that remain unpaid after the due date shall be subject to a late charge equal to 1.5% of the invoice amount per month from the due date until such amount is paid, or the maximum rate permitted by law if less.

If Customer issues a purchase order for the items on this Quotation to an Affiliate of Quest Software Inc., (i) the fees shall be as agreed to by Customer and the Affiliate and (ii) the invoices for these items will be issued by and payable to the Affiliate.

All applicable state and local taxes, shipping and handling charges, and out of pocket expenses shall be indicated on the invoice.

FOB Shipping Point.

All prices are in U.S. dollars.

For BARTOW COUNTY SCHOOL SYSTEM

Date 3/06/2017

Attn:

Chris Forsyth  
Phone # +1(770) 606-5800  
Email: chris.forsyth@bartow.k12.ga.us

Quote # 1-3EOZ2TE Rev # 1

Valid From 12/19/2016 Through 3/31/2017

Sales Rep Will Beck

Phone # Fax #

Accepted By BARTOW COUNTY SCHOOL SYSTEM

Accepted By Quest Software Inc.

Authorized Signature \_\_\_\_\_

Authorized Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Printed Name \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## Here's the quote you requested!

Please review your quote details below, then contact your sales rep when you're ready to place your order.

**Total:\$123,321.53**

**Quote number:**  
1015117892965.1

**Quote date:**  
Mar. 3, 2017

**Quote expiration:**  
Mar. 31, 2017

**Company name:**  
BARTOW CNTY BOARD OF  
EDUCATION

**Customer number:**  
108848075

**Phone:**  
(770) 606-5800

**Sales rep information:**  
Lisa Winter  
Lisa\_Winter@Dell.com  
(800) 456-3355  
Ext: 5130406

**Bill to:**  
BARTOW CNTY BOARD OF EDUCATION  
P O BOX 200007  
65 GILREATH RD NW  
CARTERSVILLE  
GA 30121-5016  
US  
(770) 606-5800

### Pricing Summary

Item	Qty	Unit price	Subtotal
BARTOW CO SCHOOL SYSTEM QUEST KACE JUMPSTART ENT PREPAID TRAIN REM SUPP	1	\$3,877.34	\$3,877.34
BARTOW CO SCHOOL SYSTEM QUEST KACE SYS MGMT APL 15000 COMP 24X7 LIC 3YR EDU	1	\$79,754.12	\$79,754.12
BARTOW CO SCHOOL SYSTEM QUEST KACE 4HR PREPAID CONSULTING REM SUPP	1	\$1,183.66	\$1,183.66
BARTOW CO SCHOOL SYSTEM QUEST KACE JUMPSTART ENT PREPAID TRAIN REM SUPP	1	\$3,877.34	\$3,877.34
BARTOW CO SCHOOL SYSTEM QUEST KACE SYS DEPL APL 15000 COMP 24X7 LIC 3YR EDU	1	\$33,445.41	\$33,445.41
BARTOW CO SCHOOL SYSTEM QUEST KACE 4HR PREPAID CONSULTING REM SUPP	1	\$1,183.66	\$1,183.66

<b>Subtotal:</b>	\$123,321.53
<b>Shipping:</b>	\$0.00
<b>Environmental Fees:</b>	\$0.00
<b>Non-Taxable Amount:</b>	\$0.00
<b>Taxable Amount:</b>	\$0.00
<b>Estimated Tax:</b>	\$0.00
<b>Total:</b>	<b>\$123,321.53</b>



**Board Agenda Item D.4  
March 20, 2017**

**TOPIC:**

Microsoft Office365 Campus Agreement Subscription

**BACKGROUND:**

In August 2014 we converted to Microsoft Office365. Microsoft Office 365 provides us with the most current version of the Microsoft Office software for both PCs and Macs. It also provides access to the following:

- Cloud versions of the Microsoft Office suite
- 5 additional licenses of the full version software per user for both staff and students
- 1 TB of cloud storage space (OneDrive) per user for both staff and students
- 1 TB of email storage space per user for both staff and students

**COST: \$76,115.20**

The cost to be taken from account: Technology

Budgeted:  Yes  
 No (Board Approval is authorization to establish funding for this item in the Budget.)

Fund Source:  Other Source: General  
 Additional Revenue  
 N/A

**DATA SOURCES:**

Dr. John Harper, Superintendent  
Mrs. Kimberly Fraker, Chief Academic Officer  
Mrs. Chris Forsyth, Lead Technology Specialist  
Mr. Michael Guthrie, Network Specialist

**SUPERINTENDENT'S RECOMMENDATION:**

Approval for an annual renewal of Microsoft Office 365.

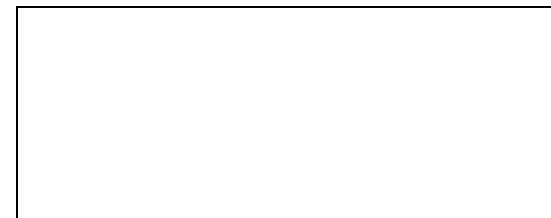


### Quotation

Lisa Winter  
[lisa\\_winter@dell.com](mailto:lisa_winter@dell.com)

**Quote Expires: March 31, 2017**

Customer: GA-Bartow County School System  
Contact: Chris Forsyth  
Customer #: 108848075  
chris.forsyth@BARTOW.K12.GA.US



Dell Contact Code: **25AFO**  
Date of Issue: March 7, 2017  
Current EES agr#8809014 expires 2017-04-30

Product Description	Notes	Mfr #	Quantity	Unit Price	Ext. Price
DsktpEdu ALNG LicSAPk MVL	Level B fac/staff	2UJ-00001	1699	\$ 44.80	\$76,115.20
O365ProPlusEdu ShrdSvr ALNG SubsVL MVL PerUsr w/Faculty	student	5XS-00002	16000	\$ -	\$0.00
O365Edu ShrdSvr ALNG SubsVL MVL PerUsr	Fac/staff	M6K-00001	1800	\$ -	\$0.00
O365Edu ShrdSvr ALNG SubsVL MVL PerUsr	Student	M6K-00001	16000	\$ -	\$0.00
O365ProPlusEdu ALNG SubsVL MVL AddOn toOPP	fac/staff	5XS-00003	1800	\$ -	\$0.00
					\$0.00
					\$0.00
					\$0.00
<b>Notes:</b> affiliate enrollment required under the GA Master EES 01C35809 (using GA state contract code contract 25AFO)				<b>Budgetary Product Subtotal</b>	\$76,115.20
				<b>Tax</b>	0.00%

**Quote Prepared By:** Lisa Winter

"1) Customer's purchase is subject to Dell's Terms and Conditions of Sale found at [www.dell.com](http://www.dell.com), unless Customer has a separate purchase agreement withDell.

2) Sales/use tax is based on the "ship to" address on your invoice. Please indicate your taxability status on your purchase order.If exempt, Customer must have an Exemption Certificate on file.

3) If you have a question re: your tax status, please contact your Dell Software sales representative listed above. Shipments to California: for certain products, a State Environmental Fee of up to \$10 per item may be applied to your invoice. Prices do not reflect this fee unless noted. For more information, refer to [ww.dell.com/environmentalfee](http://ww.dell.com/environmentalfee)."

4) All product descriptions and prices are based on latest information available and are subject to change without notice or obligation.

5) All prices are based on Net 30 Terms. If not shown, shipping, handling, taxes, and other fees will be added at the time of order, where applicable.

6) Customer understands and acknowledges that all warranties, representations and returns are subject to the manufacturer, publisher or distributor guidelines.



**Board Agenda Item D.5  
March 20, 2017**

**TOPIC:**

Technology Specialist Summer Imaging Work

**BACKGROUND:**

Student 1:1 laptops need to be reimaged to refresh them for the 2017-2018 school year as well as upgrade them to the latest OS.

**COST: \$66,417.81**

The cost to be taken from account: Technology

Budgeted:  Yes  
 No (Board Approval is authorization to establish funding for this item in the Budget.)  
Fund Source:  Other Source: General  
 Additional Revenue  
 N/A

**DATA SOURCES:**

Dr. John Harper, Superintendent  
Mrs. Kimberly Fraker, Chief Academic Officer  
Mrs. Chris Forsyth, Lead Technology Specialist

**SUPERINTENDENT'S RECOMMENDATION:**

Approval for Technology Specialist to work 31 days during May, June and July 2017 for the purpose of reimaging and preparing student 1:1 laptops for the 2017-2018 school year.





# Bartow County School System

Ford Next Generation Learning Master Plan  
Five-Year Strategic Plan

2017-2022



The importance of education is deeply woven into the fabric of Bartow County. Our community understands that through education a foundation is laid on which generations of success can be achieved. We also know education fuels the economy by acting as a conduit to deliver a vitally important skilled workforce. Our community's commitment to local education has been evident throughout the process of developing our five-year strategic plan with Ford Next Generation Learning.

Bartow County educators, members of the business community, post-secondary education partners and local government officials collaborated to create a plan that we believe will guide our school system to even greater effectiveness. The strength of this plan is found in the many voices that joined to create it. Stakeholders offered their insights on the skills needed in local workforce and educational institutions and how Bartow County School System could provide solutions through specific educational strategies.

While we are proud of the previous accomplishments denoted within the plan, we understand that we must continue forward to offer our students the most relevant education possible. During the planning process, we did not overlook our weaknesses, but instead created ambitious goals to guide our efforts during the next five years. We are dedicated to producing students who are prepared with the skills and knowledge necessary to be successful, whether in post-secondary education or within the workforce.

Throughout the long history of Bartow County School System, our students have benefited greatly from community support. We believe this strategic plan and the cooperation involved during its creation are examples of our community's determination to produce an environment conducive to prosperity and success.

Sincerely,  
Dr. John Harper  
Superintendent  
Bartow County School System



Dear Reader,

I believe that a truly great school system only thrives with firm roots in a strong community. We only flourish with the continuous interest and involvement of that community. This strategic plan demonstrates that involvement with this community.

It has been a great joy these past months to work with our community members to develop this plan. Our families, friends, interested individuals, and business leaders, along with our teachers and staff members, devoted countless hours in cultivating a unique view of our school system. Together, you gave thoughtful consideration to key areas for improvement. You offered creative participation in recognizing future opportunities. Your ideas grew into a living, practical plan for our school system that truly reflects who we are as a community. Most importantly, it provides clear evidence of our shared commitment in continuing to create a vision and a hope for the future of education in Bartow County.

On behalf of the Bartow County Board of Education, I offer sincere thanks to every individual who continues to work with us for the success of our children. We cannot do it alone. We need and welcome your continued participation in our future!

Kindest regards,  
Anna V. Shaw Sullivan  
Chairman, Bartow County Board of Education



3861 Hwy 411 NE  
Rydal, Georgia 30171  
(678) 721-2535

October 4, 2016

Dr. John Harper - Superintendent  
Bartow County Board Of Education

RE: BCSS 5 Year Strategic plan  
Ford Next Generation Learning

Dr. Harper,

As a business owner in Bartow County, I was honored and excited to have an opportunity to work with Ford and the BCSS on a new 5 year strategic plan. I own an Industrial mechanical contracting company that employs approximately 30 skilled craftsmen who go out and work at local industries. I have a first hand knowledge of the work force needed and desired at both my business and businesses in our community. I believe that in order for my company to hire skilled and properly trained employees, it is in my best interest to work with the local school system. Being involved in this new strategic plan allows me to communicate what I believe to be important skills and attributes for graduating seniors, whether it be directly into the workforce or post secondary education.

As the team went through the strategic plan process, I was very impressed at the amount of individuals that were outside of the school system in the planning process. The collaboration between all those who were present comprised of individuals with different backgrounds, different positions, and community leaders made it evident to me that Ford Next Generation Learning's focus was all about getting everyone to the table. In the process, true positives and negatives came from the discussions. And with those desires, came a master strategic plan that addresses the wants of the school system and the needs of the community.

Thank you for allowing me to have a role in this important new chapter of the Bartow County School System. The process was very well vented, easily tackled, and with Ford Next Generation Learning's help, I believe a success for this community.

With kindest and best regards, I am very truly yours

A handwritten signature in blue ink, appearing to read 'John Howard', is written over a horizontal line.

John Howard  
Director of Engineering

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## Executive Summary

Forty-six years ago, Alvin Toffler wrote the book *Future Shock* that described society's reaction to too much change in too little time. In the years to follow, the world's changes have been even more extensive and at an ever-quickening pace. All organizations, whether businesses, governments or schools, need to continually reevaluate their goals and direction and how to adapt to the ever-shifting needs of their customers and community. For precisely this reason, the Bartow County School System (BCSS) has updated its five-year strategic plan. It identifies the future needs of both the community and students so everyone can best meet the demands of the 21<sup>st</sup> century.

The Bartow County School Board (BCSB) received a grant through the College and Career Academy initiative, spearheaded by Lt. Governor Casey Cagle and supported by Ford Next Generation Learning, to guide the strategic plan development process. Eighty-six volunteers from business, government and education came together in a series of planning and work sessions to determine needs, craft the plan and submit it to the school board for approval. The framework of the Ford NGL methodology evaluates essential practices within three researched-based strands:

(1) Transforming Teaching and Learning; (2) Transforming the Secondary School Experience; and (3) Transforming Business and Civic Engagement.

The volunteers formed sub-committees to address the essential practices in each of the three strands. They focused on the few critical practices that provided the most impact and benefit. The mission, vision, and beliefs statements were also updated to focus and communicate the direction and actions of the school district. The sub-committees continued to follow the Ford Next Generation Learning process and developed specific strategies with action plans, measurements and timelines that would drive the decisions of the school board and the actions of the administration going forward.

The plan, divided into three broad areas, reflects several of the categories identified in the community meetings as well as the Southern Association of Colleges and Schools (SACS) report for school improvement.

The areas are:

- Increase College and Career Readiness of All Students
- Develop Professional Development Opportunities for Teachers and Staff
- Increase the Level of Parent and Community Involvement

## Executive Summary (cont.)

The plan contains seven essential practices considered high impact actions. These practices are just the beginning of a continuous improvement process that will be used going forward. What follows (not in order of importance or preference) is a summary of the seven practices:

1. All teachers will integrate rigorous academic and career-relevant learning into units of study.
2. Students will have opportunities to work with real-world problems and issues to strengthen and improve problem solving.
3. Each student will develop a college/career plan with the assistance of staff and parents.
4. The District will build partnerships with parents, communities, and colleges to provide student support for postsecondary opportunities.
5. School and system leaders will design and implement professional learning opportunities that are researched-based and support system and school level goals.
6. The District will create a program of ongoing, high-quality professional development.
7. The District will increase the involvement of business/industry and community partners through efficient and ongoing communication.

Each of these practices contains details that include, but are not limited to, Measurements, Start Dates, Evidences of Completion, Resources Needed and Action Steps. In summary, this report is a plan, which if executed, will drive the Bartow County School System to:

“Empower Our Children to Succeed”



# **Bartow County School System Vision, Mission, Commitment and Beliefs**

## **Vision**

The Bartow County School System will graduate all children career and college ready, prepared to contribute to their community.

## **Mission**

The Bartow County School System engages all children in relevant learning experiences and empowers each to succeed in the 21<sup>st</sup> century through the collaborative investment of faculty, staff, parents, and the community.

## **Commitment Statement**

Empowering our children to succeed

## **Beliefs**

1. We believe that the quality of our children's education is essential to the prosperity of our community.
2. We believe we have the responsibility to educate each child academically, physically, socially and emotionally.
3. We believe we have the responsibility to provide a safe, secure and supportive learning environment.
4. We believe that hiring, developing and supporting high quality educators is vital to our children's success.
5. We believe that we must empower each child to succeed in the 21<sup>st</sup> century.
6. We believe we must hold high expectations that promote excellence.
7. We believe the education of the child is most successful through the collaborative investment of faculty, staff, parents and the community.

**Bartow County School System**  
**Overarching Goals**  
**2016-2017**

- 1. The System will communicate effectively, internally and externally.**
  - a. Collect System and Community perception data to assist in the decision-making process.
  - b. Monitor other information sources (i.e. social media) pertaining to the System.
  - c. Improve the System website and outgoing communications.
  - d. Share System information through activities and/or documents such as:
    - System profile information
    - Community meetings
    - Parent nights
    - Surveys
    - Publications
  
- 2. The System will maintain safe and clean learning environments.**
  - a. Maintain a continuous cycle of improvement for building and grounds.
  - b. Complete regular building and grounds maintenance.
  - c. Ensure daily cleaning and upkeep meets State requirements and System expectations.
  - d. Provide annual training of campus police force, central office and building level personnel on school and workplace safety.
  
- 3. The System will increase the quality of K-12 classroom instruction preparing all students for graduation and beyond.**
  - a. Continue collaboratively-developed standards-based curriculum alignment, vertical and horizontal.
  - b. Maintain a K-12 focus with consistent classroom expectations and a defined instructional framework.
  - c. Implement a focused professional development program that builds teacher and leader capacity through mentoring, coaching and increased opportunities for growth.
  - d. Increase instructional support at the school level through coaching, mentoring, and job-embedded professional development.
  - e. Expand integration of technology with the LMS and common digital resources.
  - f. Expand and diversify the learning opportunities available to all students.
  - g. Organize the recruitment, hiring, and retention of qualified personnel to support the instructional goals of the System.

## **BCSS Overarching Goals (cont.)**

- 4. The System will achieve and maintain financial stability and integrity while providing quality programs that meet or exceed the needs of all students.**
  - a. Increase the System fund balance.
  - b. Maintain a balanced budget.
  - c. Operate in an effective, efficient manner maintaining successful compliance reviews.
  
- 5. Specific Academic Goals will be developed through the Strategic Planning process.**
  - a. Collaborate with the Board in the preparation of long and short-term operational and instructional goals.
  - b. Report to the school board the status of goals and implementation of instructional programs' effectiveness.

## Our Community



Cartersville and Bartow County have a diverse and dynamic population. Since the 2010 Census, the county's population increased by 1.58% while Cartersville's population grew by 2.24%. This growth will only continue as Metro Atlanta expands into surrounding counties.

### Population\*

- Cartersville – 20,173
- Bartow County – 101,740

2020 Projected Population – 106,602  
Growth Rate – 1.58%  
Median Age – 37.3 years

\*Based on ESRI forecasts for 2015 and 2020

### Education\*

#### 2015 Population 25+ by Education Attainment

- High School and GED – 38.6%
- Some College/Associate/Bachelor's – 36.5%
- Graduate/Professional Degree – 6.6%

\*Source: 2015 ESRI Forecast



## Income\*



Per Capita Income (2015)	
Bartow County	United States
\$21,055	\$28,597

Per Capita Income – Surrounding Counties (2015)	
Gordon County	\$19,387
Pickens County	\$23,260
Cherokee County	\$32,046
Cobb County	\$33,525
Paulding County	\$24,652
Polk County	\$17,233
Floyd County	\$19,943

- Based on ESRI Forecasts for 2015

## **Our Staff**

The Bartow County School System employs a combined staff of 1,678 people: 1,066 certificated, and 612 classified employees.

Almost 68% of our teachers hold advanced degrees.

- Master's: 388
- Specialist's: 294
- Doctoral: 39

Almost 30%, or 313 of our educators have been teaching for 20 years or more.



## **Our Students**

Bartow County Schools is a district of more than 13,700 students in 20 facilities: 12 elementary schools, 4 middle schools, 3 high schools, and the College and Career Academy.

In the 2014-2015 school year, 894 students received diplomas -- a 78.6% graduation rate.



## **Career Technical Agricultural Education Pathways**

The Bartow County School System offers a wide variety of CTAE Pathways in high school. This ensures our students are prepared to enter their next phase of life with real-world employability skills and training.

- Agriculture Mechanics Systems
- AgriScience Systems
- Audio/Video Technology & Film
- Business & Technology
- Carpentry
- Cosmetology
- Culinary Arts
- Diagnostics/ Pharmacy
- Diagnostics/ Phlebotomy
- Early Childhood Care & Education
- Engineering & Technology
- Entrepreneurship
- Fashion Retail
- Graphic Communication
- JROTC
- Law Enforcement Services/ Criminal Investigations
- Mechatronics
- Nutrition & Food Services
- Plant Science & Landscape Systems
- Sports & Entertainment Marketing
- Therapeutic Services/ Allied Health & Medicine
- Therapeutic Services/ Patient Care
- Therapeutic Services/ Sports Medicine
- Vet Science
- Web & Digital Design
- Welding
- HVAC

### **Industry Recognized Certifications Available to Students**

- Certified Nursing Assistant
- Child Development Associate
- Fork Lift
- Microsoft Officer User Specialist
- Occupational Safety and Health Administration
- Patient Care Technician
- Phlebotomy
- ServSafe
- HVAC

## Dual Enrollment

Almost 150 students in the Bartow County School System are also enrolled at Georgia Highlands and Chattahoochee Technical Colleges.

- Students: 148
- Credit Hours Earned: 753
- College Tuition Saved: \$95,129 (Based on cost for 15 credit hours)

## 1:1 Conversion

Since 2012, the Bartow County School System has been working toward the goal of giving every 4<sup>th</sup> through 12<sup>th</sup> grader daily access to a laptop. We have reached our goal. All our targeted students will be provided a laptop to use throughout the 2016-2017 school year. The integration of technology allows our students to learn in an environment that more accurately depicts the world in which we live. Educators now have access to the most up-to-date resources and information to enhance teaching and learning.



## **Business Partners**

The Bartow County School System has business partners who are involved in all aspects of teaching and learning. Our partnerships involve, but are not limited to, apprenticeship programs, internships, career explorations, certification programs, financial contributions, post-secondary education opportunities, and workforce capacity development. The number of business and education partners, as well as the types of partnerships, continues to expand.

Bartow County and the surrounding area continue to see growth in all business sectors. Many of these existing and expanding businesses currently partner with the school system. Some examples include, but are not limited to, the following:

### **Small Business:**

Fleetwood Security  
New Dimension Graphic Designs  
Ashton Staffing  
Lara J Designs  
The Daily Tribune  
Bartow Neighbor  
Mary Kay Cosmetics

### **Manufacturing:**

Chemical Products  
Gerdau  
Anheuser-Busch Inc.  
Georgia Power – Plant Bowen  
Industrial Construction Services, Inc.  
Toyo Tire North America Manufacturing  
Shaw Industry  
Aquafil USA  
Beauflor USA  
Heatco, Inc.  
Vista Metals  
Constellium Automotive  
Trinity Rail  
Vest Alpine Automotive  
ZEP  
Yanmar America

### **Retail:**

Taylor Farm  
Georgia Bank and Trust  
United Community Bank  
Chick-fil-A

## **Business Partners (cont.)**

### **Sports and Entertainment:**

LakePoint Sports  
Barnsley Resort  
Bartow History Museum  
Hilton Garden Inn  
Tellus Science Museum  
WBHF Radio  
Avatron USA Development

### **Local Government:**

Goodwill of North Georgia  
Cartersville County Government  
Bartow County Government  
Bartow County Recreation  
GA Department of Labor

### **Healthcare:**

Cartersville Medical Center  
Holt's Pharmacy  
Georgia Bone and Joint  
Floyd Urgent Care  
Townsend Park

With the help of Economic Development and The Cartersville-Bartow County Chamber of Commerce, new and existing companies have easy access to the schools and future workforce. It is through this partnership that K-12 education, the business community and post-secondary training can prepare the 21<sup>st</sup> century workforce.

## Plan Overview

### The Purpose

The primary purpose of the Bartow County Schools PreK-12 Ford Next Generation Learning (NGL) Community Master Plan is to provide students with the skills and abilities to make a successful transition among various levels of the educational foundation they received within our system and prepare them for college and a career, whenever that transition might occur.

### The Plan

The Bartow County School System's Ford NGL Community Master Plan incorporates the District's regional economy and employment by industry sector and occupation, and describes an alignment of the District's programs with the state standards and the District's career-focused program structures. Bartow County College and Career Academy serves as a dynamic resource in the Bartow County school system's overall career-focused program. Current initiatives within the framework of career preparation include:

- Career focused lessons for all elementary school students
- Middle school career discovery courses and career portfolios
- High school graduation pathway completion requirement
- Industry certifications for CTAE programs, where available
- Advisory Councils for CTAE programs
- Assessment of student growth annually in all areas, including elective and career programs
- Universal student access to pathway opportunities; and
- Differentiated learning opportunities for students that include additional assistance and enrichment

The Bartow County School System is committed to preparing students to transition successfully from school to life. A significant part of that transition is the realization that ultimately every person needs to earn a living. A student that is prepared for work is prepared for life.

In the past, career education has catered to those students whose primary goal was to transition directly from school to work. While the education and training provided met the needs at that time, the focus on very specific jobs was narrow. Today, Bartow County Schools provides broader education and training in career pathways to include multiple disciplines and career goals, as opposed to specific jobs. The goal of the College and Career Academy is to continuously evolve to meet the needs of potential employers. Employers view skills such as communication, critical thinking, problem solving, and teamwork as essential prerequisites for work. The work of all teachers within our district is crucial in ensuring these skills are inherent in all of our graduates.

## **The Process**

Our Ford Next Generation Learning (NGL) Community is a community that is actively working together to implement the essential practices of the three strands. The following process was utilized to develop the contents of this document and garner support and input from all stakeholders:

On March 17, 2016, an Executive Stakeholder Team Meeting was held at the College and Career Academy in Cartersville, Georgia. The objectives for this meeting were as follows:

- To develop strong familiarity with Bartow County's education vision, current assets and initiatives, and challenges.
- To develop understanding of the Ford Next Generation Learning (NGL) Community model.
- To identify the community's strengths, weaknesses, opportunities, and threats (SWOT Analysis).
- To develop a roster of community stakeholders who would be valuable to the overall process.

On April 12, 2016, a meeting of the broader Community Stakeholder Team was held at the College and Career Academy. The audience for this group included the larger stakeholder group identified by the Executive Stakeholder Team in its inaugural meeting. The objectives for this meeting were as follows:

- To introduce the broader group to the Ford NGL framework and how Bartow County Schools will benefit from the community's involvement in transforming teaching and learning.
- To reiterate the findings of the Executive Stakeholder Team and to initiate the process of developing the Ford NGL Master Plan for the Bartow County community.
- To determine the makeup of individual strand teams and any additional members to be included in the Community Stakeholder Team.

On April 25, 2016, a Master Plan Writing Institute was held at the College and Career Academy. The objectives for this meeting were as follows:

- To deepen the understanding of the three strands of the Ford NGL framework and how it can support the transformation of teaching and learning.
- To develop an understanding of how to begin the writing of the master plan.
- To work in strand team groups to begin writing the master plan.

## The Process (cont.)

Numerous strand meetings were held over the next several weeks to review the essential practices, goals, and action steps to develop this five-year NGL Community Master Plan that will act as the Bartow County Schools' district-wide strategic plan for 2016 to 2019. Following the work of the individual strand teams, the entire Community Stakeholder Team was brought back together to discuss finding, develop a timeline for implementation, and assign persons or groups responsible for the tactics developed in the tactical plan.

The writing group, including all strand teams, met on June 20, 2016 at the College and Career Academy to select goals and begin the writing process for the action plans. Subsequently, each of the strand teams wrote detailed action plans and uploaded to project management site Basecamp for review.

The first draft of the Bartow County Schools strategic plan was presented on August 23, 2016.



## **The Platform**

Ford Next Generation Learning has as its foundational belief that community involvement in a school district is vital to the transformation of the educational experience for students and vital to increasing student engagement. Therefore, having the community involved in developing the strategic plan for Bartow County Schools is a way for all stakeholders to have a voice in the direction of the plan. When stakeholders include employers, government agencies, post-secondary partners, parents and school district members, the resulting plan is one that reflects all the varied interests of those stakeholders and the shared vision and strategic direction that can be endorsed and supported by all.

The plan was developed during a series of meetings that began with an Executive Team workshop in April 2016. This meeting was to immerse the core team into the planning process by looking at specific accomplishments in the community over the past five years as well as participating in a SWOT (Strengths, Weaknesses, Opportunities and Threats). The team also was exposed to the foundation of Ford Next Generation Learning and three strands of the foundation: Transforming Teaching and Learning, Transforming the School Experience and Transforming Community Engagement. This meeting led to a larger stakeholder meeting two weeks later in which nearly 90 community members participated.

The stakeholder meeting led to a deeper dive into the Ford NGL model as well as an examination of the Ford NGL Essential Practices, which are the success indicators embedded in the strands. The larger group was divided into three smaller groups to assess the Bartow County School District relative to those success indicators.

## **The Focus Areas**

Developing the strategic plan required the three teams to look back at the work that was done in the previous meetings. During the initial stakeholder meeting, there were broad categories developed through a consensus workshop that included the following:

- Increasing Graduation Rates
- College and Career Ready Students
- Parent and Community Investment
- Funding The Mission
- Student Support Services
- Information Technology Services
- Professional Learning Opportunities
- Innovative Instruction

These areas of focus served as one set of data points that the teams used to determine the areas of emphasis while writing the specifics of the plan. Another data set came from the 2015 SACS (AdvancED) report that indicated areas from the evaluation needing attention. The third sets of data points were the Ford NGL Essential Practices.

## **The Focus Areas (cont.)**

The three teams with three areas of focus began the work of developing a picture of where the school district should direct the most attention over the next three years and to develop action plans to reflect that focus. Each team cross-walked the Ford NGL Self-Assessment with the SACS recommendations and the community areas of concern to develop action plans that were designed to address the highest areas of need and to provide a road map for achieving improvement in specific areas.

## **The Categories**

The plan is divided into three broad areas. They reflect several of the categories identified in the community meetings as well as the SACS report for school improvement. The areas are:

- Increase College and Career Readiness of All Students
- Develop Professional Development Opportunities for Teachers and Staff
- Increase the Level of Parent and Community Involvement

Each of the categories contains one or more action plans on the following pages that reference the specific SACS standard being addressed as well as the Ford NGL essential practice.



## **Strategies of Action Plans**

### **College and Career Readiness Strategies**

1.1.1 – All teachers will integrate rigorous academic and career-relevant learning into units of study.

1.2.2 – Students will have opportunities to work with real-world problems and issues to strengthen and improve problem solving.

2.1.2 - Each student will develop a college/career plan with the assistance of staff and parents.

2.6.5 - Build partnerships with parents, communities, and colleges to provide student support for post-secondary opportunities

### **Professional Development Strategies**

1.3.2 - School and system leaders will design and implement professional learning opportunities that are researched based and support system and school level goals.

2.2.5 - All academy leadership team members, administrative staff, and teachers participate in ongoing professional development. This professional development is directly linked to the teachers' and staff's daily responsibilities and is included in their personalized professional learning growth plan.

## **Action Plans**

### **College and Career Readiness**

**Strand ( x )1 ( )2 ( )3 Strand Title:** Transforming Teaching and Learning

**Essential Practice:** 1.1 **Description:** Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.

**Aligns with SACS recommendation:** Standard 3, Indicator 3.3 – Teaching and Assessing for Learning

**Target school year for implementation:** Beginning 2016-2017 School Year

### **Strategy**

1.1.1 – All teachers will integrate rigorous academic and career-relevant learning into units of study.

### **EP Feature**

Both academic and technical teachers ensure that students acquire and apply the knowledge and skills required to meet rigorous state and national academic and technical standards and that they are prepared for college and career success. Teachers facilitate students' learning of ways of thinking particular to the core academic disciplines, build their technical knowledge and skills, and develop their expertise in problem-solving, critical thinking, teamwork, technology, and communication. Teachers structure learning so that students understand the education and training requirements for a broad range of career paths. Community members provide opportunities for students to explore careers and connect their learning to the real world.

### **Desired Outcome(s)**

- Increase student achievement 2 % annually as measured by Distinguished and Proficient Learners on all Georgia Milestones Assessments 3-12.
- Decrease number of students requiring Tier 3 interventions in each school by 2% annually.

### **Population Focus**

K-12 teachers

### **Anticipated Start and Completion Dates**

SY 2017-2019

## **Evaluation/Evidence of Completion**

- Survey
- Classroom observations
- Georgia Milestones Assessment Data
- RTI and SST data
- Review of lesson/unit plans

## **What is needed from community**

- Volunteers and participation in events
- Career Speakers pertaining to units of study
- Mentors

## **Action Steps to Implement Strategy**

System-wide curriculum review by core subjects will rotate annually Math/ELA and Science/Social Studies. Review team comprised of selected teachers representing each school and Central Office academic support personnel and as conducted by Teacher Leaders when available.

Community and industry partners recruited by CTAE teachers and system leadership will assist teachers in reviewing curriculum as determined by the system-wide rotating basis and as required for industry recertification for career relevance as appropriate.

System and School-based cross-curricular and vertical planning of unit development will occur in academic areas.

## **Professional Development Potentially Required**

- Integrated unit design
- Approaching community partners
- Accessing career relevant resources

## **College and Career Readiness**

**Strand ( x )1 ( )2 ( )3 Strand Title:** Transforming Teaching and Learning

**Essential Practice:** 1.2 **Description:** Students develop essential knowledge and skills for college and career readiness.

**Aligns with SACS recommendation:** Standard 3, Indicator 3.3 – Teaching and Assessing for Learning

**Target school year for implementation:** Beginning 2016-2017 School Year

### **Strategy**

1.2.2 – Students will have opportunities to work with real-world problems and issues to strengthen and improve problem solving.

### **EP Feature**

Students work with open-ended problems and issues that require them to identify problems, clarify and analyze situations, explore solutions, and evaluate their results.

### **Desired Outcome(s)**

- Increase student achievement 2% annually as measured by Distinguished and Proficient Learners on all Georgia Milestones Assessments 3-12.
- Increase student achievement 2% annually as measured by the CCRPI for on-grade level reading/Lexile score.
- Increase graduation rate by 2% annually throughout the county.

### **Population Focus**

K-12 students

### **Anticipated Start and Completion Dates**

SY 2017-2019

### **Evaluation/Evidence of Completion**

- Survey
- Classroom observations
- Review of lesson/unit plans for activities requiring problem-solving with real world scenarios
- Student work
- System-wide Professional Learning Plan (see appendices)

## **What is needed from community**

- Volunteers and participation in events
- Career Speakers pertaining to units of study
- Mentors

## **Action Steps to Implement Strategy**

During the 2016-2017 school year, each school is responsible for the creation and implementation of PLCs within their buildings for the purpose of unit planning and teacher collaboration by using system-provided resources, information, and professional learning.

Within the PLCs each school will require teachers to develop units that will result in student work with open-ended tasks to be fully implemented by SY 2018-2019.

Teachers facilitate student use of digital resources to problem solve.

School-level contacts (i.e. CTAE partnerships, Parent Involvement contacts, counselors, etc.) provide information and resources for teachers to utilize community volunteers to offer real-world experiences at the classroom level.

Administrators and teachers implement the district instructional framework (BCSS Classroom Commitments) to focus on teaching innovatively.

Administrators provide classroom feedback on instruction and practices (i.e. observations, content walks, evaluations, etc.).

Senior English teachers implement Senior Capstone projects.

## **Professional Development Potentially Required**

- Problem-Solving, Problem-Based Learning resources and instruction
- Approaching community partners
- Community outreach

## **College and Career Readiness**

**Strand ( )1 ( X )2 ( )3 Strand Title:** 2.1.2

**Essential Practice:** \_2\_. \_1\_. Description: Each student, with input from his or her family, develops a personalized plan for selecting a career pathway, identify post-secondary options, and update this plan on a regular basis.

**Aligns with SACS recommendation:** Standard 3, indicator 3.8

**Target school year for implementation:** Beginning 2016-2017 School Year

### **Strategy**

2.1.2 - Each student will develop a college/career plan with the assistance of staff and parents.

### **EP Feature**

Collaboration of parents, students, and school on college and career plan

### **Desired Outcome(s)**

- All graduating seniors will have an executed career plan based on Bridge Bill requirements.
- Improved CCRPI performance based on Post-Middle School Readiness indicator eight (completing state defined career interest assessment/inventories and state defined Individual Graduation Plan).
- Improved CCRPI performance based on Post-High School Readiness indicators nine (CTAE/Academic Pathways) and eleven (percentage of graduates entering TCSG/USG not requiring learning support or remediation).
- 100% of fourth year high school students will complete a Senior Capstone Project.

### **Population Focus**

K-12 students

### **Anticipated Start and Completion Dates**

SY 2017-2019

### **Evaluation/Evidence of Completion**

- Percent of graduating seniors – post-graduation goals – Audit sheet
- CCRPI Indicators
- Bridge Bill (K-12)
- Senior Capstone Project (see Capstone Project Portfolio Outline)

### **What is needed from community**

- Stakeholder engagement
- Scholarship opportunities available through the community.
- A variety of community participation in the teacher externship program.

### **Action Steps to Implement Strategy**

- Write procedures to implement Bridge Bill action steps through school counselors and advisors at each school – addition to audit sheet
- Implement career aptitude and interest inventory for all students prior to their senior year
- Set up meetings and increase communication with parents and school staff about college and career planning
- Develop student schedule based on student plan/audit sheet
- Review student career plan during scheduling
- Expand school pathways' advisor groups

### **Responsible parties**

- Counselors and Administrators

### **Professional Development Potentially Required**

- Provide annual school-based training to teachers regarding Teachers as Advisors program
- Provide counselors with ongoing system wide training regarding post-secondary options and career opportunities
- Provide system and schoolwide training to increase parent involvement

## **College and Career Readiness**

**Strand ( )1 ( X )2 ( )3 Strand Title:** 2.6.5

**Essential Practice:** \_2\_. \_1\_. **Description:** Collaboration of Post-secondary and secondary partners in building community support for college going.

**Aligns with SACS recommendation:** Standard 3, Indicator 3.1

**Target school year for implementation:** Beginning 2016-2017 School Year

### **Strategy**

2.6.5 - Build partnerships with parents, communities, and colleges to provide student support for post-secondary opportunities

### **EP Feature**

Collaboration of post-secondary and secondary partners in building community-wide support for college going. Together, these partners work together to attract scholarship funding, improve parent awareness, and build a college-going culture.

### **Desired Outcome(s)**

- Provide students/parents with post-secondary resources to assist students choosing a career path and post-secondary options
- Increase in scholarships applied for/ received by students prior to graduation
- Increase work-based internships, teacher externships, Move On When Ready, and scholarships by 2% annually

### **Population Focus**

- Parents
- Students grades 6-12
- School Staff
- Community members

### **Anticipated Start and Completion Dates**

SY 2017 - 2019

### **Evaluation/Evidence of Completion**

- Sign in sheets for activities related to post-secondary opportunities i.e. Student Parent Information Night (SPIN)
- Registration forms related to advisors, counselors and others attending relevant training meetings
- Enrollment in work-based internships, teacher externships, and Move On when Ready
- Scholarship data

### **What is needed from community**

- Stakeholder engagement
- Scholarship opportunities available through community
- A variety of community participation in the teacher externship program

### **Action Steps to Implement Strategy**

- Increase number of parent resource nights (from 1 to 2) to provide post-secondary information to parents
- Make career-related activities more available to all students
- Scholarship information seminars/writing workshops (October, November, and February)

### **Professional Development Potentially Required**

- Approaching community partners regarding scholarships
- Scholarship and Grant writing
- Updates regarding MOWR

## **Professional Development**

### **Strand (X)1 (X)2 ()3**

**Strand Titles:** Transforming Teaching and Learning and Transforming the School Environment

**Essential Practices: 1.3 and 2.2**

**Descriptions:** Professional development is dedicated to supporting implementation of the Ford NGL Teaching and Learning Pillars (1.3.1); All academy leadership, tam members, administrative staff, and teachers participate in ongoing professional development (2.2.5)

**Aligns with SACS recommendation:** Standard 3, Indicator 3.3 – Teaching and Assessing for Learning

**Target school year for implementation:** Beginning 2016-2017 School Year

### **Strategies**

1.3.2 - School and system leaders will design and implement professional learning opportunities that are researched based and support system and school level goals.

2.2.5 - All academy leadership team members, administrative staff, and teachers participate in ongoing professional development. This professional development is directly linked to the teachers' and staff's daily responsibilities and is included in their personalized professional learning growth plan.

### **EP Features**

School and system leaders are familiar with research on adult learning and effective professional development practices, and use their knowledge to design the professional learning experiences. Professional development enables teachers to learn about and apply research findings that can directly inform their practice.

### **Desired Outcome(s)**

- Increase student achievement 2% annually as measured by Distinguished and Proficient Learners on all Georgia Milestones Assessments 3-12.
- Improve teacher proficiency by 2% annually on TKES Standard 2 – Planning and Standard 3 – Instructional Practices as measured by the percentage of teachers rating a 3 or 4 on the TKES Summative Assessment (baseline year 2016-2017)
- Increase student engagement by 2% annually using a system wide observation instrument.
- Increase student attendance by 2% annually as measured by the CCRPI indicator, which reflects the percentage of students missing fewer than 6 days of school per year.

### **Population Focus**

K-12 Instructional Staff and School/District Leadership

## **Anticipated Start and Completion Dates**

SY 2017-2019

## **Evaluation/Evidence of Completion**

- Teacher Survey
- Classroom observations
- Professional Learning Agendas, Minutes and Attendance
- Student Attendance
- Teacher proficiency data from TLE platform
- Georgia Milestones Assessment data
- CCRPI data

## **What is needed from community**

- Feedback
- Externships for Staff
- Opportunities for real-life experiences for staff

## **Action Steps to Implement Strategies**

- Administrators and teachers implement the school system's instructional framework/Classroom Commitments
- Central Office personnel will develop a system-level professional learning plan to support system and school goals as well as specify professional learning days on the system calendar
- System and school level administrators implement PL sessions as outlined in system-level and school improvement plans
- Central Office personnel will work collaboratively to develop a comprehensive Needs Assessment each spring to direct improvement plans and needed professional learning opportunities

## **Professional Development Potentially Required**

- System level leadership training
- NWGA RESA Principal Center
- Principal and teacher training on PLCs
- Presenter training as needed
- NWGA RESA Aspiring Leaders Program
- Teacher Leadership
- Coaching

## **Parent and Community Involvement**

**Strand ( )1 ( )2 ( X )3 Strand Title:** Transformation through Business and Civic Engagement  
**Essential Practice: 3.6 Description:** The broader community is aware and actively engaged in the transformational process.

**Aligns with SACS recommendation:** Standard 2, Indicator 2.5 – Governance and Leadership

**Target school year for implementation:** 2016-2017 School Year

### **Strategy**

3.6.1 - To increase the involvement of business/industry and community partners through efficient and ongoing communication.

### **EP Feature**

Bartow County Schools will form a Community Engagement Team to develop a business and community partnership plan/framework in order to build awareness, support, and active participation among family members, students, and the business and education communities.

### **Desired Outcome(s)**

To form a Community Engagement Team with well-defined roles and responsibilities for the purpose of developing a Community and Business Partner Framework.

### **Population Focus**

Business/Industry and Community Partners to include non-profits, Chamber of Commerce, and civic organizations

### **Anticipated Start and Completion Dates**

SY 2017-2019

### **Evaluation/Evidence of Completion**

- The Community Engagement Executive Team will develop criteria for a common definition of “community/business partner” to be used by all schools in the evaluation process.
- Evidence to include copies of agendas and minutes, along with other applicable electronic correspondence, from meetings of the Community Engagement Team.

## **What is needed from community**

Volunteers and Community Representatives to serve as mentors, classroom teachers, guest speakers, judges, advisors and other roles based on the events, programs, and initiatives within schools and across the district.

## **Action Steps to Implement Strategy (Year 1 – Engagement)**

1. Create a Community Engagement Team comprised of representatives from the system, schools, and community.
2. Determine and identify team member roles and responsibilities
3. Use the Community Engagement Team to develop a partnership framework for the district
4. Share the partnership framework with business partners/stakeholders. In addition, create two-way communication channels between system/school and businesses that are effective and reliable to ensure partners know about school programs and student progress (**COMMUNICATION**)

## **Additional Future Action Steps**

1. Improve recruitment and training to involve businesses/stakeholder as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling (**VOLUNTEERING**)
2. Include business/stakeholders as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations (**DECISION MAKING**)
3. Coordinate resources and services for students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities (**COMMUNITY COLLABORATION**)

## **Professional Development Potentially Required**

- Best practices in establishing community partnership support for long term stability
- “How to” (tools/techniques) for approaching community partners in seeking support via partnerships
- Visits and tours (statewide exemplary district models of business/industry and community partnerships)
- In-depth research on national models of successful business and education partnerships

## **Strand Team 1**

Led by: Jason Daily/ BCSS

Rick Kollhoff/ BCCCA Board Member

Claudia Adams/ BCSS  
Phoebie Atkins/ BCSS  
James Bishop/ BCSS  
Gwynn Brookshire/ BCSS  
John Broussard/ Business Partner  
Amber Bunce/ BCSS  
Paula Camp/ BCSS  
Jason Daily/ BCSS  
Macy Defnall / BCSS  
Bunny DiPetta/ BCSS  
Leigha Ellis/ BCSS  
Summer Erickson/ BCSS  
Shane Evans/ Postsecondary Partner  
Melanie Flournoy/ BCSS  
Kimberly Fraker/ BCSS  
Amy Goff/ BCSS  
Ashley Kelsey/ BCSS  
Lamont Kiser/ Community Partner  
Suzi Lance/ BCSS  
Barbara Neslin/ BCSS  
Greg Patton/ Business Partner  
Anna Sullivan/ BCSS/Board Member  
George White/ Postsecondary Partner  
Anna Maria Wiseman/ BCSS

## **Strand Team 2**

Led by: Kevin Muldoon/ BCSS

Cindy Williams/ Community Partner

Jennifer Appling/ BCSS  
Doug Belisle/ Community Partner  
Pam Blakeney/ BCSS  
Paul Cuprowski/ Community Partner  
Wes Dickey/ BCSS  
Beth Hammond/ BCSS  
Gregg Hedden/ BCSS  
Joy Hill/ Community Partner  
John Howard/ BCSS Board Member/Business Partner  
Derek Keeney/ BCSS Board Member/Business Partner  
Joseph Kirk/ Community Partner  
Mike Mitchell/ BCSS

## **Strand Team 2 (cont.)**

Suzanne Morse/ BCSS  
Bruce Mulkey/ BCSS  
Amy Nation/ Community Partner  
Davis Nelson/ BCSS Board Member  
John Parton/ Postsecondary Partner  
Eva Phillips/ Community Partner  
KT Phillips/ Community Partner  
Kalin Prevatt/ BCSS  
Janet Queen/ BCCCA Board Member  
Paul Sabin/ BCSS  
Tom Sills/ Business Partner  
Chris Taylor/ BCSS  
Eric Willoughby/ BCSS  
Zac Wilson/ BCSS

## **Strand Team 3**

Led by: Melinda Lemmon/ Community Partner  
Djon McNair/ BCSS

Deanna Boughton/ BCSS  
Matt Bowen/ BCSS  
Megan Brown/ BCSS  
Kim Chester/ BCSS  
Lisa DiPrima/ BCSS  
Greg Doss/ BCSS  
Cheree Dye/ BCSS  
Tine Huyhe/ Business Partner  
Kristen Martin/ BCSS  
Jessica Mitcham/ Community Partner  
Simon Moon/ BCSS  
Cathy Myers/ Community Partner  
Lenora Nyeste/ BCSS  
Kalin Prevall/ BCSS  
Scott Smith/ BCSS  
Jennifer Stanfield/ BCSS  
Kate Taylor/ BCSS  
Amanda Ward/ BCSS  
Anita Webb/ BCSS  
Shannon Boatfield/ Community Partner  
Brad Cothran/ Community Partner  
Gregory Ford/ Postsecondary Partner  
Mandy Frenier/ Community Partner  
Josh Gayton/ BCSS

### **Strand Team 3 (cont.)**

Kary Gilkeson/ Business Partner

Michael Helsin/ BCSS

Fred Kittle/ BCSS Board Member

Pam Madison/ Community Partner

Larry Pratt/ Business Partner

Jerry Striplin/ Business Partner

R. Watterson/ Postsecondary Partner

Gary Wilson/ Business Partner

**System Wide Professional Learning Plan  
Bartow County School System  
2016-2017**

**Goal: The system will increase the quality of classroom instruction K-12 preparing all students for graduation and beyond.**

Action	Activities	Participants	Dates	Funding Source	Monitored
Participate in teaching and learning initiatives through NWGA RESA.	<ul style="list-style-type: none"> <li>• Literacy Design Collaborative – Teachers will meet 5 times throughout the year to work with a trainer on how to incorporate tasks into lessons to address the content area literacy standards and raise the rigor of instructional activities. Focus this year is with middle and high school science and social studies teachers.</li> <li>• Math Design Collaborative – Middle and high school teachers will meet 5 times throughout the school year to work with a trainer on Formative Assessment Lessons (FALs). The emphasis is on utilizing formative assessments to</li> </ul>	Select Teachers and Administrators	July 2016-June 2017	Title II  State Professional Learning Budget	Sign-In Sheets  Agendas  Observations

	<p>scaffold instruction and increase the rigor of lessons.</p> <ul style="list-style-type: none"> <li>• Math Science Partnership Grants – We have partnered with NWGA RESA as well as KSU to offer math and science teachers (K-12) the opportunity to participate in this program which extends over a two-year period.</li> <li>• Rigor Redefined for math and science – Teachers have the opportunity to attend additional trainings to learn more strategies for raising the level of rigor in math and science classes.</li> <li>• Principals Center – All building level administrators as well as some system level leaders have access to the courses offered through the NWGA RESA Principals Center. Sessions are offered throughout the year in the standards reflected in the Leader Keys Effectiveness System. This year there is an emphasis on Professional</li> </ul>				
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	<p>Learning Communities as well.</p> <ul style="list-style-type: none"> <li>• Aspiring Leaders Program – Teachers who are aspiring leaders are encouraged to apply to participate in this program which is hosted in Bartow County. There is a small fee covered by the teacher to participate. It includes sessions on HR, legal issues, climate, and data as well as a mock job fair.</li> <li>• Endorsements – Teachers are encouraged to pursue teaching endorsements in the areas of ESOL, Gifted education, Reading, Math and Coaching. Instructional lead teachers at the local schools and the central office participate in the coaching sessions.</li> </ul>				
Increase the use of Instructional Technology	<ul style="list-style-type: none"> <li>• Train teachers and administrators on the use of the new LMS, Schoology for delivery of digital content and lessons as well as grade</li> </ul>	Instructional Technology Support Specialists, vendor trainers, teachers, media	July 2016 – May 2017	State Professional Learning Budget  Title II	Sign-In Sheets  Agendas  Observations

	<p>book, collaboration, and assessment.</p> <ul style="list-style-type: none"> <li>• Media Specialist to be trained in the use of a new Library Management System, Follett.</li> <li>• Train math teachers K-5 in the use of iReady Math diagnostic assessment and reports.</li> <li>• Support faculty and staff in the increased use of technology to engage students.</li> </ul>	specialists, and administrators			
Focus on Literacy	<ul style="list-style-type: none"> <li>• Improve literacy instruction in Pre – K with targeted training in Talkies for oral language development and LIPs, Lindamood phonological awareness, reading, and writing.</li> <li>• Support the implementation of school based SRG (Striving Readers Grant) plans including the continuation grant.</li> </ul>	Literacy Specialist, School-based contacts, Pre-K teachers, Select teachers K-12	July 2016 – June 2017	Striving Readers Grant	<p>Sign-In Sheets</p> <p>Agendas</p> <p>Observations</p> <p>SRG Documentation</p>

Data Teams/ Professional Learning Communities	<ul style="list-style-type: none"> <li>• Summer training offered to all schools regarding Data teams.</li> <li>• Follow up Data Teams training for all schools in March.</li> <li>• Leadership training on establishing PLCs.</li> </ul>	School teams including administrators and teachers, Chief Academic Officer	Summer, July, March, follow up through principal meetings/school visits (ongoing)	Title II  State Professional Learning Budget	Sign-In Sheets  Agendas  Observations
PBIS – Positive Behavior Interventions and Supports	<ul style="list-style-type: none"> <li>• Begin Implementation with 7 schools – plan is to add a feeder pattern each year with full system implementation within three years. Identify schools and provide training.</li> <li>• Create a system level team.</li> <li>• Designate a system level PBIS coordinator to facilitate the implementation.</li> <li>• Provide a system update regarding the implementation at the end of the school year.</li> <li>• Determine next set of schools to begin implementation 2017-2018.</li> </ul>	Select System Level Personnel from all departments, School based teams, system level PBIS coordinator	June 2016 – June 2017	State Professional Learning Budget  General Fund	Sign-In Sheets  Agendas  Observations

New Teacher Mentor Program	<ul style="list-style-type: none"> <li>Identify Teacher Mentors and provide a supplement and training.</li> <li>Kick off the year with New Teacher Orientation and match teachers with mentors.</li> <li>Provide topic specific support sessions for new teachers and their mentors.</li> </ul>	Chief of HR and Operations, teacher mentors, new teachers	July 2016 – May 2017	Title II State Professional Learning Budget	Sign-In Sheets Agendas Observations
Targeted Classroom Support	<ul style="list-style-type: none"> <li>Provide specialized training for ESOL, Gifted, and AP teachers.</li> <li>ESOL training to emphasize math support strategies.</li> <li>Provide monitoring and support in the schools in these areas.</li> <li>Provide an Instructional Support Specialist to work with Title I schools only on increasing the quality of classroom instruction overall.</li> </ul>	ESOL/Gifted Coordinator, ESOL/Gifted/AP teachers, Title I Instructional Support Specialist, Curriculum Administrators, and select teachers	July 2016 – June 2017	General Fund State Professional Learning Budget Title III Title I	Sign-In Sheets Agendas Observations
Targeted Instructional Leadership Support	<ul style="list-style-type: none"> <li>Hold principal meetings that are focused on instruction.</li> <li>Topics to address to be generated from administrator feedback: ex.</li> </ul>	Superintendent, CAO, Executive Director of Federal Programs and School	July 2016 – June 2017	General Fund	Sign-In Sheets Agendas Observations

	<p>Differentiation, Rigor, and Use of Data.</p> <ul style="list-style-type: none"> <li>• Conduct principal meetings in a manner that models different strategies that can be used with teachers upon the leaders' return to their buildings.</li> <li>• Hold individual meetings throughout the year to offer additional support for their school improvement plans.</li> <li>• Facilitate leader focus groups regarding instruction, waivers, etc.</li> </ul>	<p>Improvement, Administrators</p>			
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<p>Support instruction that includes college and career readiness components</p>	<ul style="list-style-type: none"> <li>• Work with CTAE to fund supplements for Teacher Externships</li> <li>• Facilitate the development of a career related senior capstone project for high school seniors</li> <li>• Provide sessions for K-12 curriculum development: 2016-17 focus Science Social Studies as new standards arrive with follow up meetings for ELA and Math regarding their 2016 summer work.</li> </ul>	<p>Select Teachers K-12</p> <p>System Level CTAE Personnel</p> <p>Instructional Support Specialist</p> <p>Literacy Specialist</p>	<p>July 2016 – June 2017</p>	<p>State Professional Learning Budget</p> <p>Title I</p>	<p>Sign-In Sheets</p> <p>Agendas</p> <p>Observations</p>
<p><b>Evaluation:</b> Evaluation of program effectiveness completed by each area, surveys, TKES/LKES information, feedback sessions</p>					


# Continuing Our Journey in Educational Excellence: Becoming a Ford Next Generation Learning (NGL) Community

Over the past two decades, the Ford Motor Company Fund has developed and tested several educational initiatives to support education transformation. Both business and educational institutions throughout the United States have embraced these initiatives.


Bartow County Schools received a grant to support efforts to become a Next Generation Learning Community. The grant was made possible through funds raised by Lt. Governor Casey Cagle to support college and career academies across the state. Bartow County Schools realized the importance of scaling the process to include K-12 education within the greater community; hence, the opportunity was opened to schools district-wide. The plan was embraced by the Board of Education, and the work began to complete the process to develop Bartow County Schools' strategic plan.

## Ford Next Generation Learning

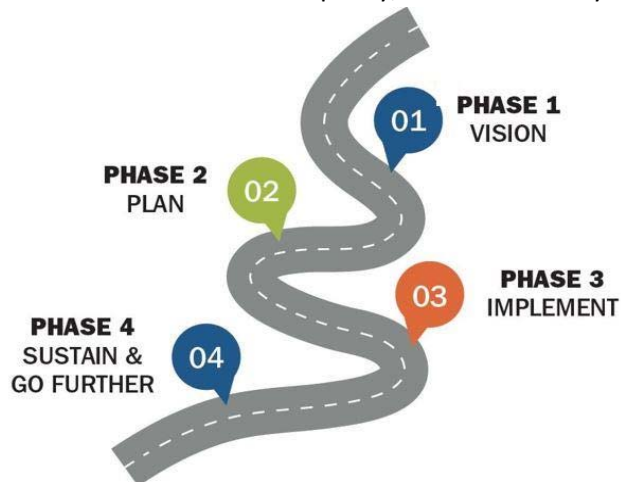
Becoming a Ford Next Generation Learning (NGL) Community allows local employers, educators, civic and community leaders to engage in conversations about collaborating, promoting, and sustaining educational programs that prepare the future workforce for Bartow County. Ford NGL blends the expertise of stakeholders within and across communities. There are four ongoing phases of the Ford NGL experience.

Phase 1 – Vision: Communities conduct a community assessment and deepen their understanding of Ford NGL. 

Phase 2 – Plan: Communities develop three- to five-year Master Plans, using the Ford NGL framework and Essential Practices as their foundation.

Phase 3 – Implement: Communities develop their capacity across all three strands of the Ford NGL framework and implement their Master Plans. 

Phase 4 – Sustain and Go Further: Communities continue to build capacity, collect and analyze data, and update their Master Plans. Communities take on an intentional mentoring role, and they support and are supported by other network communities.



## Ford NGL Framework

Three distinct but interconnected strands comprise the Ford NGL framework, which enables whole communities to design and carry out a long-term plan for revitalizing education.

Strand 1: Transforming Teaching and Learning: Creating meaningful learning experiences that enable students to apply academic knowledge to real-world challenges; ☐

Strand 2: Transforming the Secondary School Experience: Creating and maintaining the career academies (and similar career-and interest-based programs) and the collaborative culture, structures, and practices necessary to transform teaching and learning and to facilitate community engagement; and ☐

Strand 3: Transforming Business and Civic Engagement: Engaging employers, educators, and community leaders to collaborate in building and sustaining educational programs that promote community growth and prosperity by preparing students for future work and citizenship. ☐



Career and interest-themed academies serve as the Ford NGL practice model for transforming the secondary school experience. As a strong advocate on behalf of academies, Ford NGL recognizes that most skilled employment now requires a foundation of academic, 21st century, and technical knowledge and skills that must be mastered in high school, as well as additional education beyond high school. We believe that the most successful approach for high schools is one that infuses the high expectations and academic rigor of college preparatory academic programs with the real- world relevance and rigor of CTE. Such an integrated approach also promotes, supports, and accelerates a smooth transition to postsecondary education.

## What Ford NGL Values

Ford NGL comprises a network of mutually supportive communities that encourage one another to continuously improve. They seek opportunities to innovate and go further in their quest to increase student achievement, improve workforce and economic development outcomes, and ultimately achieve community prosperity.

The Ford NGL communities share a set of common values, which guide the communities' work and their contributions to the network. Our guiding principles include the following:

- Igniting passion: Ford NGL communities are committed to preparing all students for success in college, careers, and life, as well as helping students ignite their passion as lifelong learners. ☐
- Cultivating trust: Ford NGL communities foster a culture of collaboration in which everyone—students, teachers, administrators, families, employers, postsecondary educators, and nonprofit and civic leaders—works together to build a climate of trust that welcomes all perspectives. The community stakeholders understand that in order to scale and sustain a successful career academy network, all stakeholders must be part of visioning, planning, implementing, sustaining, and going further.☐
- Demonstrating leadership: Ford NGL communities are committed to modeling the practices we seek to see in transformed classrooms. They don't take this role lightly— they understand the importance of cultivating student success and their obligation to demonstrate quality leadership. ☐
- Encouraging innovation: Ford NGL communities are always learning and adapting, demonstrating flexibility, and promoting innovation.

## Essential Practices

A set of Essential Practices for each strand provide specific guidance to help Ford NGL communities implement the model, addressing such questions as the following:

- What teaching strategies not only engage students in developing essential knowledge, skills, and dispositions but also spark a passion for lifelong learning?☐
- How should high schools be organized to create and sustain high-quality career and interest-themed academies that put students on pathways to productive and exciting futures?
- What are the elements of successful collaborations among educators, employers, and community leaders that support the scaling and sustaining of highly effective academies?

The Essential Practices for each strand are drawn from the strategies shown to be effective by successful Ford NGL communities. They offer a foundation for a Ford NGL master plan for other communities to follow in scaling and sustaining their own career and interest-themed academy networks. This approach can be carried out through academies, which may take several forms, including multiple career academies and other themed programs within a large high school,

## **Essential Practices (cont.)**

single-themed small or large high schools, and early-college high schools (which typically blend high school with two years of college). Regardless of their specific structure, all effective programs share three key characteristics:

- The career or thematic program of study selected by the student leverages an area of personal interest and integrates it with core academic knowledge. This integrated program of study is offered within a small learning community.☒
- The academies are not stand-alone “boutique” programs but are part of a district strategy to offer a portfolio of approaches (“multiple pathways”) so that every student has the opportunity to choose a program that fits a personal interest.
- The programs offer extensive real-world contact with adults currently working in the field or area of interest, and they enable students to earn dual enrollment and/or articulated college-level credits while still in high school.

## **Benefits of the Ford NGL Network**

Communities benefit from access to the Ford NGL network, which cultivates a spirit of innovation aimed at improving the practices used across our communities. Each Ford NGL community has a dedicated Ford NGL Coach, who supports and guides communities as they develop and implement a Ford NGL Master Plan to scale and sustain a career academy network and prepare students for high-skill, high-wage careers. Ongoing access to innovative approaches that emerge from the network help communities develop the local capacity to sustain community engagement and continue to transform the high school experience. Specific support includes the following:

- Seminars and workshops that introduce the Ford NGL framework and Essential Practices.
- A proven strategic planning process that provides a roadmap for phasing in the Essential Practices over three to five years.☒
- A dedicated Ford NGL Coach to guide and support the community through the strategic planning process.☒
- A guide to the process that includes examples of successful implementation and innovation.☒
- Access to innovative approaches and ongoing opportunities to collaborate with and learn from colleagues throughout the national Ford NGL network.☒
- The Leading Source ([www.theleadingsource.org](http://www.theleadingsource.org)), an online learning center that provides an inside look at and access to the valuable tools and resources used by communities that have been successful in planning and implementing Ford NGL.☒
- Peer-to-peer mentoring support on specific Essential Practices.☒
- Professional development opportunities to build the capacity of community leaders and educators.



## RESOLUTION A

**WHEREAS**, The Bartow County Board of Education acknowledges the Constitution of the State of Georgia Article 8, Section 1 requires the State to provide free public education prior to college or post-secondary level supported by taxation; and,

**WHEREAS**, the Bartow County Board of Education believes the free public education provided by taxation should be provided by the state from State tax revenue rather than from local property taxation; and,

**WHEREAS**, the Bartow County Board of Education understands that local property taxes are, unfortunately, required to support local free public education; and

**WHEREAS**, the Bartow County Board of Education understands that all homeowners who are 65 years of age by January 1 may receive a \$40,000 School Tax Exemption; and,

**WHEREAS**, the Bartow County Board of Education understands that homeowners who are 62 years of age by January 1 may receive a \$10,000 School Tax exemption if the combined net income of the applicant and spouse (excluding Social Security or retirement) is less than \$10,000 per year.

**WHEREAS**, the Bartow County Board of Education understands the current law in Georgia has a 20 mill cap on taxation of local homeowners; and,

**WHEREAS**, the Bartow County Board of Education General Fund Balance should be maintained as recommended at no less than two months of General Fund Operating Expenditures.

**THEREFORE, BE IT RESOLVED** that the Bartow County Board of Education does not support an increase in the current School Tax Exemptions; and,

**BE IT FURTHER RESOLVED** that the Bartow County Board of Education requires the Superintendent of Schools to transmit this resolution to the local delegation to the General Assembly consisting of State Representative Christian Coomer, State Representative Paul Battles, State Representative Trey Kelley, State Senator Bruce Thompson and State Senator Chuck Hufstetler.

\_\_\_\_\_  
Mr. John Howard, Chair  
Bartow Board of Education

\_\_\_\_\_  
Dr. John F. Harper  
Superintendent of Schools

\_\_\_\_\_  
Mr. Derek Keeney, Vice Chair  
Bartow Board of Education

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Mr. Fred Kittle, Board Member  
Bartow Board of Education

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Dr. Davis Nelson, Board Member  
Bartow Board of Education

\_\_\_\_\_  
Mrs. Anna Sullivan, Board Member  
Bartow Board of Education

March 20, 2017



**Board Agenda Item D.8  
March 20, 2017**

**TOPIC:**

Approval of GSBA Legislative Positions

**BACKGROUND:**

Annually the Georgia School Boards Association request that each Local Board of Education review, amend, delete or add to the GSBA Legislative Positions. The Bartow County Board of Education has reviewed the GSBA Legislative priorities and supports the organization's effort to promote local school districts at the state level. **Even though we have individual concerns with some of the priorities, as a Board, we desire to encourage the overall direction of GSBA.**

**COST: \$**

The cost to be taken from account: N/A

Budgeted:  Yes  
 No (Board Approval is authorization to establish funding for this item in the Budget.)  
Fund Source:  Other Source  
 Additional Revenue  
 N/A

**DATA SOURCES:**

Dr. John Harper, Superintendent  
Board of Education Members  
Georgia School Boards Association

**SUPERINTENDENT'S RECOMMENDATION:**

Approval of GSBA Legislative Positions

**2017 Legislative Positions Adopted by the  
Delegate Assembly  
In Savannah, Georgia, on June 10, 2016**

GSBA represents the collective resolve of our members, the 180 elected boards of education. These legislative positions determine whether GSBA supports legislation, opposes it, or remains neutral. They are not necessarily issues for which we are seeking immediate legislation.

*Members have two opportunities each year to propose additions, deletions, or amendments to the GSBA legislative positions. The Governmental Operations Committee, a large group appointed by the GSBA President, reviews the positions and proposals from local boards and makes its recommendations to the Delegate Assembly. Local boards may also propose changes to the positions directly to the Delegate Assembly. Each school board is asked to select a delegate to represent them at the annual business meeting of GSBA. In this Delegate Assembly, the positions are adopted each June.*

**I. GOVERNANCE OF EDUCATION**

**A. Local Board Authority**

**1.A.1 Statutes Limiting School Board Constitutional Authority**

GSBA supports the constitutional authority vesting exclusive control over public schools to local boards of education as the level of government closest and most responsive to the taxpayers and parents of the children being educated. GSBA opposes any legislative measures infringing on that authority.

**1.A.2 Sovereign Immunity**

GSBA strongly urges the General Assembly not to pass legislation which would waive sovereign immunity of local school systems.

**B. Elections and Appointments**

**1.B.1 Selection of the Georgia Board of Education and State School Superintendent**

GSBA supports the non-partisan election by popular vote of State Board of Education members by Congressional District to serve a 4-year staggered term. GSBA further supports the appointment of the State School Superintendent by the elected State Board of Education

**1.B.2 Non-Partisan Elections for School Board Members**

GSBA supports legislation calling for the non-partisan election of local school board members.

### **1.B.3 School Board Member Qualifications**

GSBA opposes legislation that imposes qualifications to run for a position on the School Board that are greater than those qualifications imposed on other elected officials.

### **1.B.4 Written Notification of Local Legislation**

GSBA supports general legislation requiring written notification is made directly to any impacted local boards of education on local legislation altering the terms, make-up, compensation, qualifications, or organization of the elected local boards of education.

## **C. Choice**

### **1.C.1 Public School Choice**

GSBA believes that public school choice plans at the local school district level may under specified conditions promote equity, innovation, accountability, increased parental involvement and overall school improvement. Furthermore, GSBA believes that any choice option should include the same accountability requirements for the uniform education of all students. However, GSBA opposes state or federal legislation mandating choice, and feels that decisions regarding choice or alternative school programs involving public schools should be the responsibility of local boards of education.

### **1.C.2 Vouchers**

GSBA is opposed to vouchers, tuition tax credits, k-12 education savings plans, or scholarships whose purpose is to allocate public funds to private schools or home study.

## **D. Personnel**

### **1.D.1 State Leadership and Teacher Initiative**

GSBA supports the creation of a state-wide initiative to identify and recruit talented candidates into teacher and education leadership preparation programs and provide comprehensive recruitment, induction and retention strategies for all local school districts.

### **1.D.2 Teacher Preparation**

GSBA supports providing strategies for success designed to better prepare individuals for the teaching profession.

### **1.D.3 Pilot Compensation Programs**

GSBA urges the state to pilot new teacher and leader compensation programs prior to adoption to evaluate the effectiveness and viability of selected compensation scenarios.

### **1.D.4 Board Member Benefits**

GSBA supports the revision of the Georgia Code such that local boards of education can provide group medical insurance coverage for a member of the Board and the spouse and dependents of a member leaving office on or after December 31, 2006 provided that such Board member has served as a local board of education member for at least 12 years and such board member pays the entire cost of such coverage.

## **II. THE STATE/LOCAL FUNDING PARTNERSHIP**

### **A. Taxation**

#### **2.A.1 Tax Reform**

The Georgia School Boards Association supports tax reform based upon sound data and research that will bring about a tax system that yields adequate funding, is fair, is stable, and is transparent.

#### **2.A.2 Alternative Revenue Sources**

GSBA supports an amendment to the Georgia Constitution to authorize the General Assembly to enact legislation that would allow local school systems to receive revenues from tax sources other than local property taxes, including but not limited to, a 1% local option sales tax (LOST) for general operations. Funds from this source should not supplant appropriations by the General Assembly for general operations.

#### **2.A.3 Equalization Formula**

GSBA urges the General Assembly to consider the average real estate property values, the average per capita income, percentage of students on free and reduced meals and the number of taxpayers who live near or below poverty income in determining the “wealth” of school districts for equalization purposes.

#### **2.A.4 Development Impact Fees**

GSBA urges the General Assembly to propose a constitutional amendment allowing for school board authority to levy and collect impact fees for school purposes and to pass enabling legislation.

#### **2.A.5 Road and Sales Tax Removal**

GSBA urges the General Assembly to exempt local boards of education from paying taxes on motor fuel.

#### **2.A.6 Tax Commissioners or Tax Collectors Fee**

GSBA urges the General Assembly to amend current statutes to ensure the fee paid to the county for collecting school taxes is no more than 2.5% of the taxes actually collected.

#### **2.A.7 Study Committee on Local Five Mill Share**

GSBA urges an examination of the impact of the five-mill share on local school system funding.

#### **2.A.8 State Tax Policy**

The GSBA urges the General Assembly to develop a state tax policy which addresses the continued erosion of the State Revenue Base through passage annually of tax exemptions from the sales and use of tax, income tax and other revenue producing state taxes.

GSBA further urges the General Assembly to place a moratorium upon subsequent introduction and passage of tax legislation which reduces the state revenue base until a tax policy can be adopted which responsibly considers the state’s revenue production potential and the state’s ability to adequately meet its funding obligations to each department of government.

#### **2.A.9 Impact of Tax Legislation**

GSBA urges the General Assembly to recognize the impact of proposed tax legislation and/or Constitutional amendments on the state and local revenue base and to defeat any which may undermine state government services and public education.

### **2.A.10 SPLOST Autonomy**

GSBA supports passage of a Constitutional Amendment changing current law requiring joint participation by county and independent school districts within a county for SPLOST authority and collection.

### **2.A.11 Capital Outlay for Educational Purposes**

GSBA opposes legislation which would redefine "capital outlay projects for educational purposes" to include SPLOST expenditures for non-educationally related projects such as street, bridge, utility and similar improvements.

### **2.A.12 Exclusion of Local Sales Tax from State Sales Tax Exemptions**

GSBA supports the exclusion of local sales tax from state sales tax exemptions and urges the General Assembly to enact legislation that would modify current law and prevent future law from including local sales taxes in state sales tax exemptions.

### **2.A.13 Local Legislation to Add Use of ESPLOST**

GSBA supports a Constitutional amendment to allow local legislation to include maintenance and operations as an allowable use of the Education Special Purpose Local Option Sales Tax in that school district.

## **B. Capital Outlay**

### **2.B.1 Capital Program Flexibility/Funding**

GSBA urges maximum funding of capital outlay programs to accommodate student growth and diverse facility needs of local systems.

### **2.B.2 Facility Guidelines**

GSBA urges the State Department of Education to revise facility guidelines/regulations to include additional classroom space to accommodate appropriate teacher/pupil ratio, instructional needs, technology needs and Pre-K classrooms. GSBA also urges the Georgia Department of Education to revise facility guidelines to more accurately reflect current building cost per square foot.

### **2.B.3 Community Housing Planning and Zoning Impact on Community Education Capabilities/Goals**

GSBA supports legislation requiring that the impact of planning and zoning decisions on the school district be a factor in the decision.

## **C. Personnel Funding**

### **2.C.1 Funding Level**

GSBA supports the allotment and funding of local school and school district personnel at a ratio which ensures quality educational opportunities for all Georgia students.

### **2.C.2 Professional and Staff Development**

GSBA urges the General Assembly to fund professional and staff development at a level which will enable certified personnel to participate in approved professional development activities every five years in order to acquire needed job-related skills.

### **2.C.3 Sick and Personal Leave**

GSBA supports increased funding of sick and personal leave by the state to fully fund the cost of substitute teachers.

### **2.C.4 Unemployment Compensation**

GSBA supports state funding of unemployment compensation for local school system employees.

### **2.C.5 Professional Development for State Mandated Instructional Initiatives**

GSBA urges the state to fully fund the training and professional development needs associated with implementation of any state mandated instructional initiatives.

## **D. Program Funding**

### **2.D.1 Weighted FTE Funding Basis**

GSBA supports legislative proposals which appropriate funds needed for a quality basic education on a weighted FTE student cost-basis.

### **2.D.2 State Lottery**

GSBA opposes use of lottery proceeds to supplant funds for education that historically have been provided by the General Assembly.

### **2.D.3 At Risk and Remedial Summer School Programs**

GSBA urges the General Assembly to fund at risk and remedial summer school programs commensurate with the number of students scoring below grade level as defined by the Office of Student Achievement.

### **2.D.4 Funding of Non-Vocational Labs**

GSBA supports restoration of the funding for the high school non-vocational lab program.

### **2.D.5 Appropriation of Funds For Educational Resources**

GSBA urges that state funds be appropriated in the QBE formula to cover actual costs for consumable materials and supplies, replacement of instructional equipment, textbooks, and media materials, including electronic formats.

### **2.D.6 Training and Experience - Mid-Term Adjustment**

GSBA urges the General Assembly to enact legislation that would allow for mid-term adjustment on the training and experience factor for calculation of system earnings for the most current year for which data is available.

### **2.D.7 Georgia Network for Educational and Therapeutic Support Services (G-NETS)**

GSBA urges that funding for the Georgia Network for Educational and Therapeutic Support Services (G-NETS) network be changed from a state grant to a per FTE earning formula basis.

### **2.D.8 Maintenance and Operation Funding**

GSBA supports increased funding for maintenance and operation as part of the total cost of education.

### **2.D.9 Legislative Impact Statements**

GSBA urges that any legislator or legislative committee proposing a bill in the General Assembly be required to attach a fiscal note detailing how consideration has been given to the bill's possible budgetary impact on local school districts and other governmental entities.

### **2.D.10 Unfunded State Requirements**

GSBA believes that any program, project or requirement mandated by state government should be funded by the state in such a manner that operation or implementation of the mandate does not impose financial or other burdens on local school districts. Any such unfunded mandate proposed by legislation should not become law.

### **2.D.11 Instructional Expenditure Control**

GSBA supports flexibility and controls at the system level which permit transfer of funds among QBE programs.

### **2.D.12 Transportation Reimbursement**

GSBA urges the General Assembly to fund transportation costs for all students.

### **2.D.13 Withholding Proportional Local Share**

GSBA opposes withholding QBE funds from school districts to support state approved Charter Schools.

### **2.D.14 Fund QBE**

GSBA supports the full funding of the QBE funding formula.

## **E. Retirement**

### **2.E.1 Health Insurance and Retirement for Non-Certified Employees**

GSBA supports state funding for employer's cost of health insurance and retirement funding for non-certified personnel with the QBE FTE formula.

### **2.E.2 Public School Employees Retirement**

GSBA urges the General Assembly to increase Public School Employee Retirement benefits so that they are comparable to the benefits paid by TRS.

### **2.E.3 Teacher Retirement System**

GSBA opposes legislation directing the TRS Board of Directors to adopt high-risk investments in their portfolio that may endanger the actuarial soundness of the retirement fund.

## ***III. IMPROVING STUDENT ACHIEVEMENT***

### **A. Attendance**

#### **3.A.1 Compulsory Attendance**

GSBA supports compulsory enrollment in educational programs for persons ages six years to 17 years who have not graduated from high school.

## **B. Curriculum/Achievement**

### **3.B.1 Academic Achievement**

GSBA supports legislative initiatives to make improving student academic achievement the top priority of state education policy.

### **3.B.2. State-Local Collaboration**

GSBA supports efforts to improve student achievement through a collaborative effort between the Department of Education and local school districts in the development of a challenging and dynamic curriculum that allows for flexible instructional models to meet the needs of all students.

### **3.B.3 Authority Over Curriculum**

GSBA supports the concept that curriculum determination is the domain of state and local boards of education. GSBA thus encourages the General Assembly to resist legislative attempts to mandate curriculum.

### **3.B.4. Early Learning Initiative**

GSBA supports the creation of a statewide initiative to formalize an early learning collaborative in each county of the state.

### **3.B.5 PreK through Grade 3 Initiative**

GSBA supports the adoption of a prekindergarten through grade 3 integrated educational model for all children ages four through eight.

### **3.B.6 Dropout Prevention**

GSBA supports the development of local dropout prevention programs with state and federal assistance based on a uniform definition of dropout. GSBA further supports providing a mechanism for students to be considered graduates who earn both a GED and a workforce development skills certificate (such students are currently considered dropouts.)

### **3.B.7 Special Education Students and Graduation Rate**

GSBA encourages the Governor, Legislature and State Department of Education to adjust graduation criteria so that special education students who receive a certificate of completion will not count against Georgia's graduation rate.

### **3.B.8 High School Diplomas**

GSBA encourages the Georgia Department of Education to consider offering three high school diploma options: college prep, CTAE and special education.

### **3.B.9 Assessments Aligned to Standards**

GSBA encourages the Georgia Department of Education (GaDOE) to develop assessments aligned to standards, as opposed to a grade-level or state defined course, and provide systems the flexibility to administer those assessments if students are ready prior to the spring of each school year.

### **3.B.10 Limit Number of Assessments**

GSBA urges the state to review current student assessment requirements and to limit the number of assessments to those that are essential to monitor student learning and inform instruction.

### **3.B.11 Align Assessments with Move On When Ready**

GSBA supports the concept of giving school districts the choice of assessing students at the grade level, content area, or course for which they are taught. Middle school students taking high school courses could be assessed solely on the high school courses to eliminate double testing. Elementary and middle school students working above grade level in a content area could take the content test for the grade level they are taught to eliminate double testing.

### **3.B.12 Multiple Administrations of Assessments**

GSBA encourages the Georgia Department of Education (GaDOE) to allow school systems the flexibility to administer the Georgia Milestones End of Grade tests multiple times during the school year in addition to the traditional spring and retest opportunities. The practice currently exists with Georgia Milestones End of Course tests. This flexibility allows students to take the tests as they complete the course content.

## **C. Non-traditional Schools**

### **3.C.1 Charter Schools**

The Georgia School Boards Association supports the concept of publicly funded charter schools that provide innovative, quality programming provided they are formed with the approval of local boards of education and are under the governance of those local school boards.

### **3.C.2 Non Public School Students - Access to Activities**

GSBA opposes legislation or any State Board of Education rule which mandates access to a public school program, activity, facility, or funding by students not enrolled in that school.

### **3.C.3 Alternative School Programs**

GSBA supports the continuing emphasis on and support for program improvement for students needing alternative schools. GSBA support for program involvement for students needing alternative schools needs to expand to include elementary programs to provide behavioral modification for students exhibiting disruptive behavior tendencies.

## ***IV. FEDERAL ISSUES***

### **4.1 Educational Program Funding**

GSBA supports efforts of the Georgia Board of Education and the State Department of Education in maintaining a strong working relationship with the U.S. Department of Education

### **4.2 Flexibility in the Use of Federal Funds**

GSBA recommends that state statutes and the Georgia Department of Education's rules and regulations governing the use of federal funds, not be stricter than federal guidelines.

### **4.3 Special Education Funding**

Fully fund Special Education at the 40% level as mandated by federal law, the Individuals with Disabilities Education Act.

### **4.4 Eliminate Unnecessary Mandates and Regulations**

GSBA urges Congress to reduce unnecessary mandates and regulations on schools.

#### **4.5 Support Public Education, Not Tax-Funded Vouchers**

GSBA urges Congress to reject vouchers and support legislation that improves public schools.

#### **4.6 Fair Share from Federal Government In Place of Ad Valorem Taxes**

GSBA supports legislation that will require the federal government to pay its fair share in the place of ad valorem taxes for land owned by the government.



**Board Agenda Item E.1**  
**March 20, 2017**

**TOPIC:**

Appointment of Georgia School Boards Association Legislative Liaison, Delegate and Alternate to Represent the Bartow Board of Education at the Delegate Assembly in June 2017

**BACKGROUND:**

Annually the Local Board of Education nominates a board member to be the legislative liaison, system delegate and nominates an alternate board member to attend the GSBA Delegate Assembly in June 2017. This recommendation gives voting rights at the Delegate Assembly in Savannah, Georgia.

**COST: \$**

The cost to be taken from account: N/A

Budgeted:     \_\_\_ Yes  
                  \_\_\_ No (Board Approval is authorization to establish funding for this item  
                  \_\_\_ in the Budget.)  
Fund Source: \_\_\_ Other Source  
                  \_\_\_ Additional Revenue  
                  \_\_\_ N/A

**DATA SOURCES:**

Dr. John Harper, Superintendent  
Board of Education Members  
Georgia School Boards Association

**PERSONNEL  
RECOMMENDATIONS**

**PART A**

**March 20, 2017**

**“The administration recommends employment of the individuals listed below with such employment being initially temporary until such time as their criminal record check is completed and the report is satisfactory to the administration and at such time the employment is extended for the full contract period.”**

**CLASSIFIED RECOMMENDATIONS FOR 2016-2017 School Year**

Jason Spann, Maintenance Technician – HVAC, Central Office, Effective April 10, 2017

**CLASSIFIED RESIGNATIONS FOR 2016-2017 School Year**

Mark Abernathy, Food Service Warehouse Delivery, Central Office, Effective March 31, 2017

Aleisha Ellen, Food Service Assistant, South Central Middle School, Effective February 1, 2017

Scott Ingram, Bus Driver, Transportation Department, Effective March 10, 2017

**CERTIFIED TRANSFERS FOR 2016-2017 School Year**

Matt Gibson, Principal, Woodland Middle School, to Executive Director of Professional Learning and Federal Programs, Central Office, Effective April 10, 2017

Ryan Satterfield, Assistant Principal, Woodland Middle School, to Interim Principal, Woodland Middle School, Effective April 10, 2017

**CLASSIFIED TRANSFERS FOR 2016-2017 School Year**

Melissa Adams, Café Manager, Allatoona Elementary School, to Food Service Assistant, South Central Middle School, Effective March 21, 2017

Missi Etheridge, Technology Paraprofessional, Kingston Elementary School, to Administrative Assistant/Receptionist, Kingston Elementary School, Effective March 21, 2017

Sharon Holt, School Nutrition Manager-in-Training, Central Office, to Café Manager, Euharlee Elementary School, Effective April 10, 2017

**CERTIFIED RETIREMENTS FOR 2017-2018 School Year**

Raenelle Riaz, Teacher, Kingston Elementary School, Effective June 1, 2017

**CERTIFIED RESIGNATIONS FOR 2017-2018 School Year**

Kimberly Kummell, Teacher, Adairsville High School, Effective End of 2016-2017 School Year

Megan Precord Mealer, Teacher, Pine Log Elementary School, Effective End of 2016-2017 School Year

Nadine McMillan, Speech Language Pathologist, Kingston Elementary School, Effective End of 2016-2017 School Year

Shannon Pollitz, Assistant Principal, Cass High School, Effective End of 2016-2017 School Year

Meagan Teems, Teacher, Clear Creek Elementary School, Effective End of 2016-2017 School Year

Reggie Wilkes, Teacher, Adairsville High School, Effective End of 2016-2017 School Year

**CERTIFIED TRANSFERS FOR 2017-2018 School Year**

Joshua Cowart, Special Education Teacher, Cass High School, to Regular Education Teacher, South Central Middle School, Effective 2017-2018 School Year

Cicily Hardin, 50% Teacher, Bartow County College & Career Academy, to 100% Teacher, Bartow County College & Career Academy, Effective 2017-2018 School Year

Darryl Jones, 100% Teacher, Bartow County College & Career Academy, to 50% Teacher, Woodland High School, Effective 2017-2018 School Year

Kathleen Landolt, 75% Teacher, Adairsville Middle School and 25% Teacher, Adairsville High School, to 100% Teacher, Adairsville Middle School, Effective 2017-2018 School Year

Suzanne Morse, 75% Teacher and 25% Administrator, Adairsville High School, to 100% Teacher, Bartow County College & Career Academy, Effective 2017-2018 School Year

Brian Jarred Summey, 100% Teacher, Cass High School, to 75% Teacher, Cass High School and 25% Teacher, Adairsville High School, Effective 2017-2018 School Year

**CERTIFIED LIMITED CONTRACTS ISSUED FOR THE 2016-2017 School Year**

The following individuals were issued a Limited Contract during the 2016-2017 school year. At this time they will not be offered a contract for the 2017-2018 school year.

Michael Adcock, Woodland Middle School

Annie Davidson, Cloverleaf Elementary School

Brittany Henderson, Allatoona Elementary School

Rebecca Hruby, Kingston Elementary School

Brandi Gulow Langley, Adairsville High School

Brant Martin, White Elementary School

Lee Ann Orange, Hamilton Crossing Elementary School

Stephanie Randolph, Woodland Middle School

**CERTIFIED RENEWALS FOR THE 2017-2018 School Year**

The administration recommends renewal for the 2017-2018 school year for the following professional employees certified by the Professional Standards Commission.

**CERTIFIED ADMINISTRATIVE RECOMMENDATIONS FOR THE 2017-2018 SCHOOL YEAR**

ALFORD, TRACY WELCHEL  
ARNOLD, KRISTY R.  
BARGE, EVIE W.  
BISHOP, JAMES M.  
BLAKENEY, PAMELA  
BROWN, TAMMY SUMLER  
BRUTON, VENITA  
CHAMPION, REBECCA LYNN  
COLLUM, SHARON P.  
DEFNALL, MACY M.  
DICKEY, WESLEY F.  
DIPETTA, BERNADETTE  
FRAKER, KIMBERLY MANN  
GIBSON, JAMES MATTHEW  
GOFF, AMY HEIBER  
GOTTWALD, JAMES R.  
HARRISS, KIMBERLY GRIZZLE  
HAUSKINS, THOMAS JAMESON  
HEATER, AMY  
HEDDEN, GREGG D.  
HOWARD, JOHN R.  
HUGHES, SHERRIE T.  
JOHNSON, PHILENA CHILDRESS  
LANCE, KAREN SUZANNE  
LANEY, KRISTY M.  
MARLEY, TERI JOY  
MARTIN, KRISTEN L.  
MCCAULEY, HOPE GOODE  
MCNAIR, DJON M.  
MOORE, NORTHERN C.  
MULDOON, KEVIN NICHOLAS  
MULKEY, BRUCE  
MULKEY, TRACY

NELSON, MICHAEL E.  
NYESTE, LENORA JANE  
PETHEL, JOSEPH C.  
REECE, DAVID RAY  
ROBERTSON, LYNN C.  
ROOD, BRUCE JASON  
SABIN, PAUL  
SATTEFIELD, RYAN W.  
SCIFERS, LORI  
SMITH, SCOTT RIVES  
STANFILL, ANTHONY M.  
WADE, KELLY STUART  
WILSON, ZACHARY J.  
WINDSOR, TIA DENISE  
ZAREFOSS, MELISSA D.

**CERTIFIED RENEWALS FOR THE 2017-2018 SCHOOL YEAR**

***Adairsville Elementary School***

BLACKBURN, TIFFANY BROOKE  
BOZEMAN, KIMBERLY ANN  
BROOKSHIRE, NANCY GWENNDOLYN  
BRUNO, KANDACE M  
BURDGE, STEPHANIE A.  
BURTON, SERENA C.  
CARTER, AMANDA SECKINGER  
CHILDERS, HOLLY  
COKER, DEBORAH SUE  
COLSTON, TANYA J.  
DAILEY, KELLIE DANNETTE  
ECKERT, CRISTA DANYALLE  
FORSYTHE, JENNIFER MARLENE  
GOBLE, ASHLEY HENRY  
GONZALEZ, JESSICA GOODE  
GRAHEK, CARA LOIS  
HARTLINE, TARA S.  
HICE, ANGELA  
HICKS, REGINA DELONG  
HUFSTETLER, STACEY A.  
JOHNSON, DONNA MICHELLE  
JOSLIN, AMY DOVER  
MANSFIELD, TERRI BROOKS  
MCSTOTTS, HEIDI JEAN  
MONDICH, KRISTIN ANDREE  
NATION, MARESHA  
NORRIS, KIMBERLY D

OUELLETTE, BRITNEY ALDRIDGE  
PECK, TAMMY M.  
PINKARD, ANGIE  
RAINEY, KIMBERLY GAYLE  
RHINEHART, EMILY SEXTON  
ROOD, WENDI W.  
RUSH, KRISTIN ENGELRUP  
SHUMAKER, JESSICA RIVERS  
SMITH, BRANDIE NORWOOD  
SMITH, KIMBERLY MICHELLE  
SQUIRES, BREANNA NICHOLE  
TATUM, ERIN AMANDA  
THURMAN, SHANNON  
TURNER, CANDACE NICOLE  
WALKER, JOY M.  
WALKER, KAYLA LEIGH  
WARREN, SHERRY C.  
WATSON, CARRIE ALLISON  
WENDLAND, MARK Q.  
WILCOX, TINA  
WILKINS, VALENIE PATRICE  
WILSON, ASHLEY JOHNSON  
WINTERS, MELISSA ELIZABETH

**Allatoona Elementary School**

ALVAREZ, MARGARET E  
BLACK, HEATHER LANETTE  
BOWEN, MATTHEW P.  
BOWMAN, KAYLA NICOLE  
CRABTREE, JESSICA LEIGH  
CROWE, ELIZABETH DAWN  
DEXTER, BRYNN HOWARD  
DUNN, ASHLEY RENEE  
GUSE, MARCIA  
HORNE, CHRISTINA HERRERA  
HUMESTON, ELIZABETH CAROL  
JAMIESON, LANA S.  
JONES, MORGAN BREANNA  
KENNEDY, ALICIA KATHERINE  
KRAFT, TERESA LAUREN  
LANIER, LYNN ALENA  
LIVINGSTON, KIMBERLY LEE  
LUTTRELL, SARAH NICOLE  
MANLEY, MELENA KRISTIN  
MASSENGALE, ELIZABETH J.  
MOORE, MELODY  
MORRIS, JAMES

NOEL, THANH LE  
NUMMY, ALAINA M.  
PENNINGTON, GERI KATHLEEN  
PRATHER, AMY J.  
RINGWALT, MELISSA FAITH  
RUPP, WHITNEY CROUCH  
SMITH, KATIE ANN  
STONE, LEIGH ANNE  
WALLRAVEN, KATHERINE ANN  
WOOLSEY, REBECCA A.  
YOUMANS, CATHERINE MARGARET  
ZIGLER, DEBORAH LYNN

**Clear Creek Elementary School**

ABERNATHY, CHRISTY LYNN  
ABERNATHY, ERIN DANIELLE  
ABERNATHY, SHELLY D.  
BARNETTE, PAMELA J.  
BEARDEN, ALECIA B.  
BINGHAM, JULIE DEE  
BISHOP, HOLLY H.  
BOWEN, CARLA NICOLE  
BOWMAN, KIMBERLY ORAVET  
BRYSON, CHRISTY L.  
BUTLER, AMANDA M.  
CLARK, KAYLA HALES  
CORNETT, ERICA DEA  
CULLIFER, AMANDA L.  
DEKOKER, ANNE R.  
DORSEY, MISTY AUTUMN  
DOSTER, LAUREL WESTERFIELD  
DOYLE, MARCUS L.  
FOWLER, MACY R  
FROST, LEAH BARTON  
GILMORE, SUSAN HOBSON  
GUARINO, LORI JEAN  
HANCOCK, BEVERLY LYNN  
HARRIS, JENNIFER A  
HUGHES, KERI LYNN  
HUGHES, LAURA B.  
KNOTT, KIMBERLY ANN  
LARUE, ALLISON LEIGH  
MAULDIN, JENNIFER ANN  
MCCOMBS, TONIA  
MEADOWS, MORGAN DIAMOND  
MILAM, MISTY D.  
MORROW, ROBIN LEE

MORTON, LEANNA JOYCE  
PAGE, BREANNA LYNNE  
PAVAO, JAMIE LEE  
PEARSON, STEPHANIE  
PRICE, SABRINA GAIL  
ROBINSON, AMANDA MCCLAIN  
RUFF, STORMY L.  
SOUTHERLAND, AMY C.  
TAYLOR, NATALIE WADE  
WILSON, SAVANNAH HEROD

**Cloverleaf Elementary School**

ARNOLD, KELLY R.  
BAGLEY, KARI CUNNINGHAM  
BATES, STAN  
BENNETT, PAIGE I.  
BERGER, KATIE ALICE  
BROOM, SARA CHRISTOPHEL  
BROWN, FRANCIE  
BRUMBELOE, MARTHA  
CROFT, TAMMY L.  
DELAINO, DEBORAH A.  
FARR, KAREN M  
GADDY, STEFANIE MICHELLE  
GOODE, LAURA ELLEN  
GUY, PAULA A.  
HALE, JIMMI G.  
HAUSS, KATIE ELIZABETH  
HAWKINS, KATIE LEIGH  
HOBBS, STEPHANIE LEE  
JACKSON, SHERRI Y.  
JORDAN, AMANDA MAY  
KELLEY, ANNETTE ROSEMARY  
KEMP, AMANDA DUNCAN  
KNOWLES, VICTORIA FREEMAN  
KRETCHMAN, LORI P.  
LEE, KIMBERLY D  
LEWIS, REBEKAH AMANDA  
LOUIS-BENGTSSON, BERNADETTE  
MALONE, LAUREN LOWERY  
MARTEL, JENNIFER E.  
MARTIN, RHONDA J.  
MCCLURE, LEIGH ERIN  
MESSER, GENEVA FAY  
NEWBERRY, JULIE LYNN  
PATTERSON, NIKI ELIZABETH  
PAYNE, KENDALL ELLIS

PERRY, ROBIN S.  
ROGERS, STACEY BAXTER  
RUSSELL, BARBARA KRISTINE  
SHAMBAUGH, BOBBIE REGINA  
SMITH, BECKY L.  
SNYDER, MELISSA WHITE  
SORRELLS, EMILY KATHRYN  
STANFIELD, JENNIFER BAGLEY  
STEPHENS, JILL  
STEPHENS, SARAH JESSICA  
STOVER, AMANDA  
TATUM, LAURAN MICHELLE  
TUTTEROW, EMILEE MEXINER  
VAGASE, VIKKI  
WHITE, REBECCA JOY  
WILLIAMS, ADAM MATTHEW  
WILLIAMS, KELLY JEAN  
WILSON, HEATHER MICHELLE  
WILSON, TATUM  
WOODHAM, SONYA KAY

**Emerson Elementary School**

ANDERSON, LAURA N.  
CORRIVEAU, LINDA MICHELLE  
DRUMMONDS, NANCY ANN STUART  
DUNNAM, E. HAYS  
ELROD, ERIC ANDREW  
GARCIA, LINDA M.  
GRAVES, NICOLE MARIE  
GRAY, DAWN DENISE  
HAMMOND, KERRY  
HARGER, SHELLEY J.  
HARRIS, JANICE ADAMS  
HARRIS, MADONNA LENA  
HERRERA, FABIOLA AGUILERA  
JOHNSON, PHYLISS C.  
LANHAM, APRIL D.  
LEE, JESSICA BRAND  
LEWIS, LINDSEY R.  
MCELRATH, ALTA S.  
MCKAY, LISA D.  
MCSWAIN, CONNIE A.  
MECUM, ALICIA ANN  
MISZTAK, HEATHER LEE  
MORRIS, JULIE KOWN  
NASWORTHY, PHILLIP A.  
PENDLEY, CHRISTINA MCINTOSH

PERRY, HAROLD LEE  
PRITCHETT, DEATON KYSER  
REECE, MICHELLE  
REUSS, CARRIE GENNEKEN  
RUSHING, ELIZABETH R.  
SCARIMBOLO, GINA MARIE  
SMITH, DIANA C.  
STEPHENS, MARY ELIZABETH  
STONE, LEAH BROOKE  
TROUTMAN, MARGARET  
VAZQUEZ, SHELBY  
WALPER, CHARLENE RING  
WILSON, ANDREW PATRICK

**Euharlee Elementary School**

ABRAMS, TINA L.  
ALLEN, ELIZABETH FLATT  
ANDERSON, MARILYN SIEGEL  
BAGLEY, BEVERLY ANN  
BARRERE, KELLY GRIFFIN  
BEATTY, AMANDA LYNN  
BRIDGES, LEANN  
BROSCHER, DEBBIE ANDREWS  
CARNES, BONNIE MARZEE  
CATER, KATHY THORNTON  
CATES, TERESA PLUMLEY  
CHILDERS, PATRICIA  
ELROD, AMANDA TAYLOR  
FINDLEY, AMY LYNN  
GARRETT, MARTY T  
GELMINI-BOYTER, PATRICIA K.  
GOUGH, ERIN EILEEN  
GRAVELY, CYNTHIA ALECIA  
GRIESHOP, CALISTA F.  
HEWLETT, KATHRINE WHITE  
HOWARD, MELISSA PEUGH  
LAYTON, MARY LEIGH  
MARRERO, HEATHER BROWN  
MARVEL, LANCE F.  
MCCOLLUM, CARLA COLE  
MOTES, KEISHA W.  
OLIVER, JANE M.  
PENDERGRASS, JENNIFER DAWN  
PULLEN, AMY A.  
PULLIAM, TRACY  
RANDOLPH, CHRISTOPHER S  
SAVAGE, CARRIE BETH

SEGARS, AMANDA KAY  
SMITH, SUSAN S.  
SPINKS, SHERRY MARIE  
TAYLOR, TONYA WILLIS  
TOMPKINS, STEPHANIE C.  
WADE, MARLO D.  
WALRAVEN, RACHEL LEIGH  
WEHUNT, LISA  
WOLFE, KRISTEN

**Hamilton Crossing Elementary School**

ARENTS, RACHEL E.  
BELL, MISTY NICOLE  
BRUNSON, KALEY  
BUFFINGTON, DONNA LENORE  
BURLISON, RANDI RENEE  
CLARK, JENNIFER  
CLINE, CATHERINE W.  
COLSTON, JENNIFER BARGER  
CRANE, ANGELA DAWN  
DAVIDSON, REBEKAH R.  
DAVIS, MARIA E.  
DAVIS, PENNY LYNN  
DENNING, RUTH ANN  
ELLIS, ROBERT BENNETT  
ELROD, VICKIE K.  
EPPS, ROBERT LEWIS  
GILSTRAP, MIA V.  
GRAY, KASEY LYNN  
HAWKINS, CONNIE ELAINE  
HEDDEN, LYNN A.  
HIBBARD, DAVID MARK  
HILL, CRYSTAL JORDAN  
HIRT, CYNTHIA ANN  
HOLT, GEORGIA HELEN  
HURLEY, SARAH KATHERINE  
INGRAM, JESSICA AMANDA  
JOHNSON, JULIANE  
KISER, KISHA D  
KNOWLES, ERICA D.  
LEE, KRISTIE PAGE  
LOVINGOOD, TERESA A.  
MAY, ANDREW RAYMOND  
MAY, ANNA  
MCPHERSON, NATALIE KING  
MILLER, REGINA B.  
MORRIS, KATHY LYNN

MULHOLLAND, BRITTANY SHANNON  
NELSON, MARY ELIZABETH  
ORTON, LAREESA L.  
PICKENS, ERIN ELIZABETH  
RAY, HALI ELIZABETH  
REYNOLDS, RACHAEL ANNE  
SCILEPPI, MICHELLE LEE  
STEED, JENNIFER C.  
WILSON, LISA GAYLE  
WREN, CHERYL L

**Kingston Elementary School**

ADAMS, CLAUDIA K.  
AKINS, MEAGAN RENAE  
ANDERSON, STEFANIE BETH  
BANTA, AMY R  
BARNES, CARLA T.  
BEARDEN, MOLLY B  
BENTLEY, DONNA  
CAIN, TERESA ANN  
CASSIDY, KELLY  
CLAYTON, SARAH ELIZABETH  
CLINE, DEBORAH JOAN  
CURRY, HOLLY SHAY  
DAVIS, KENITHA  
DESROSIER, NICOLE EVELYN  
DOUGHARTY, DAWN RENAY  
FITZGERALD, PAMELA R.  
FORSYTH, CANDICE L.  
GARRARD, ANGELA JACKSON  
HEATHERLY, TIFFANY LEE  
HONEA, HEATHER AYERS  
HUDSON, AMANDA T.  
HYDE, SHANNON  
JACOBS, STACY LEANN  
KENNEDY, VICKI E.  
KENNEMORE, HEATHER LYNN  
KRAUT, MARCIA  
LAND, VIRGINIA  
LYNES, MARJORIE JANET  
MCCONNELL, NATASHA JENEE  
MENDEZ, REINALDO JOSE  
MEYERS, PATSY BURCH  
MOULDER, HEATHER BELOCK  
OTINGER, BRANDI B.  
PILGRIM, LORI ANN  
PORTER, MATTHEW G.

RESTREPO, SUMMER TYSON  
ROBINSON, MIRIAM E.  
RUTLEDGE, SHIRLEY J.  
SIMPSON, KAYLA BROCK  
TURNER, HALEY B.  
WALDROOP, ALYSSA  
WALKER, KRISTY NICOLE

**Mission Road Elementary School**

ABERNATHY, JENNA KOWN  
BAGNELL, LISA S.  
BAILEY, JESSICA RICHARDSON  
BARRETT, MELISSA JEAN  
BUNCH, LISA R.  
COOPER, AMY GRACE BARKER  
COWAN, REBECCA B.  
DAVENPORT, ERIN CRAWFORD  
DAVIS, LACONDA P.  
GANN, JASON D.  
GUYTON, DONNA H.  
HALEY, VICTORIA C  
HALL, GLENN A.  
HARGER, BRUCE T.  
HOLCOMB, MARY E.  
HOLCOMBE, KACI MIRANDA  
HORN, MEMRI L.  
JOHNSTON, JAN E.  
JONES, JANICE R.  
LEMON, KELLY  
MAXWELL, SUE ANN  
MAYWEATHER, SUSAN L.  
MERCER, STACEY  
MULLINAX, KERI N.  
NAILS, CYNTHIA DARLENE  
NEEL, RHONDA WILLIAMS  
POWELL, RITA DARLENE  
PYLE, LORI THURMAN  
REEVES, SHIRLEY A.  
RISTROPH, SHA CATHERINE  
RUSSELL, SHELBY NICOLE  
WADE, AMANDA JEAN  
WALKER, THERESA LYNN  
WEBB, ANITA S.  
WILLIAMS, DIANE ELIZABETH  
WYNN, KIMBERLY HOWELL

**Pine Log Elementary School**

BELCHER, STEPHANIE  
BROWN, EVA GABRIELE  
CAYWOOD, ANN E.  
CECI, AMY KATHLEEN  
COLLUM, SARAH BRANTON  
DEAVILLE, BRITTANY MARIE  
FERGUSON, TERESA RENEE  
GILBERT, ALLISON J.  
HULSEY, ANITA F.  
JANUSEK, KYLIE RAE  
JOHNS, PAMELA R  
KING, MORGAN SCOGGINS  
KNUCHEL, KIMBERLY SHAE  
LIVINGSTON, FRANCIE W.  
MARTIN, KELLY AMOS  
MCCLURE, SANDRA K.  
MEALER, LORI COOK  
MEDLOCK, TRACY L.  
MOMON, LORI  
OCONNELL, LINDSAY COLLETTE  
PELLEGRINI, MYRA  
PETTIT, DONYA  
PORTER, ELLEN LEE  
PRENDERGAST, DEBRA JEANETTE  
PRIOR, VALERIE  
SCHILLING, KARI A  
SHEPHERD, JOHN BRUCE  
SMITH, JUDSON G.  
SUCH, CHARLENE FAYE  
TAYLOR, CATHY H.  
ZIELKE, VICTORIA

**Taylorsville Elementary School**

ALLEN, KELLY PATRICIA  
ASHWORTH, MARY SHANNON  
BOULANGER, LEISA  
CHAPPELL, AMY  
CHAPPELL, SANDRA TAYLOR  
DEMPSEY, KRISTEN ELIZABETH  
GARDNER, JESSICA  
GOODWIN, JULIE BARNES  
GORE, LISA M.  
GREER, ELLEN LUMPKIN  
GREULICH, AMY H.  
GROENING, CARRIE LYNN  
HACKNEY, MACIE B.

HENRY, MICHELLE RENEE  
KEEFE, MELISSA VELHAGE  
KNIGHT, SHERRY LEE  
KUYKENDALL, KIMBERLY WATSON  
LANIER, JESSICA  
MATTHEWS, KAYE  
MCCAFFERTY, WENDY LYNN  
MENDEZ, SUSAN ALLISON  
MINOR, LESHONDA N.  
MOLINARO, DESIREE L.  
PARKS, ELIZABETH LOU  
PAYNE, MOLLY NELSON  
PFIESTER, ALAINA MALINOWSKI  
PUTMAN, DEIDRE LEE  
ROLLEY, REBEKAH LAUREN  
RUTLEDGE, OLIVIA JEAN  
SIMMONS, MARY ELIZABETH  
SMITH, DARLA REDIGER  
STEWART, HANNAH PERRY  
STREET, KATIE M  
THOMAS, VANESSA ANN  
VERNON, LINDA  
WILDER, SHARON STRICKLAND  
WILLIAMS, LELAH NICOLE  
WORTHINGTON, MARTHA

**White Elementary School**

ABERNATHY, ALLISON HAZEL  
ABERNATHY, CAMI  
ACUFF, SUE BROWN  
APPLING, JENNIFER B.  
BALLARD, BRIDGETTE  
BELL, HEATHER R  
BISHOP, CATHY E  
BRYSON, DEDREA R.  
CATRON, JOANIE BETH  
CHATMAN, TONYA MICHELLE  
CLEMENTS, KIMBERLY R.  
COLE, EMMALIE GRACE  
CROMER, SHELLEY GWYN  
CRUMLEY, WHITNEY PAYNE  
DEHART, JENNIFER TATE  
DUKE, CYNTHIA  
FARMER, SHERRI  
FINDLEY, LINDSAY NORTON  
GRIGGS, NANCY K.  
JOHNSON, JENNA PRINCE

KELLY, SUSAN LEANNE  
KING, RAE  
LAYTON, LANNETTE  
MARTIN, CARRIE L.  
MARTIN, JENNIFER G.  
MCCOLLUM, TAYLOR BROOKE  
OGLES, MICHELLE  
OGUIN, STEPHANIE RENEE  
PFRIMMER, ALYSON  
PHILLIPS, BECKY  
PHILLIPS, MARY CAITLIN FRICKS  
PRUETT, KIMBERLY WINKELMAN  
PYLE, MICHAEL BROCK  
RAY, JENNIFER  
ROJAS, ESTHELA MAUREEN  
SHIFLETT, SANDRA K.  
SULLINS, SHARON LEIGH  
TURLEY, SAMANTHA JANE  
VAN TONDER, JULIE MARIE  
WILLS, LORRI ANN  
WILSON, JENNIFER JAN  
WITT, SHANNA LEANNE

**Adairsville Middle School**

ABERNATHY, KELLY J.  
BAGGETT, LINDA ANN  
BARTLETT, JOANNA LEE  
BROOKSHIRE, JEREMY  
BUNCE, AMBER WILLIS  
CALLAN, JAN  
CALLAWAY, SARAH KATHERINE  
COATS, JOHNNIE H.  
COWAN, CHRIS  
CREEL, AMANDA HALVERSTADT  
CREEL, JONATHAN M.  
DUFFORD, MICHELE P.  
DULANEY, ALLYSON R  
DYE, WILLIAM CHARLES  
DYSART, LYNN ELIZABETH  
ELLIS, LEIGHA MICHELE  
EUBANKS, AMANDA ROGERS  
GATLIN, LISA G.  
GLAUS, LANA GAIL  
GRANT, SHANE E.  
GRIFFITH, TRACI  
GULLEDGE, CHANTRY  
HARDIN, CHRISTOPHER JAMES

HYDER, VALERIE ANNE  
JOSLIN, ADAM  
KELLEY, CARLA MICHELLE  
KING, BELINDA G.  
LANDOLT, KATHLEEN LAURENDEAU  
LEE, BREANNA LYNN  
LIPHAM, CHRISTINA IRENE  
MADDOX, SARAH DIANNE  
MCCORD, BRITTNEY INGRAM  
PLASKETT, KIMBERLY JANAE  
RAY, CARLA M.  
REED, SHARON  
RIDLEY, CHRISTY DAWN  
ROBERSON, MICHAEL BRIAN  
SHERMAN, LYNN  
SMITH, SUMMER L.  
STEWART, EMILY JANE  
SYLVESTER, FRED A.  
SZWEDA, KATHERINE  
TROTTER, GREGORY K  
WELLS, RHONDA HUFSTETLER  
WILKES, TIA

**Cass Middle School**

ABERNATHY, TIFFANY PAIGE WORLE  
ARMONA, GREGORY PAUL  
BAILEY, WHITNEY JANE  
BAKER, JOSEPH E.  
BARNETT, CHRISTIE MARIE  
BICKFORD, PHYLLIS  
BROCK, ELISSA DAWN  
BROCK, KELLIE ALYSSA  
BROWN, SHERYL MYERS  
BURT, CHEYANNE DAWN  
BUTLER, KEVIN GREGORY  
CARROLL, JAMILLA R  
CISSA, JACQUELINE RAE  
COX, MORELLA MONIQUE  
CRUMPTON, AMBER NICOLE  
CUNNINGHAM, KEVIN ROY  
DANIEL, DEVONA LEE  
DURHAM, BRIDGET A.  
EDWARDS, SAMUEL EARL  
ELLIS, ANGELA E.  
ELROD, ERIC DWAYNE  
FALLIN, WILLIAM BLAKE  
FILLMON, APRIL MICHELLE

GILLIAM, KENDRA GOAD  
GRAY, TERESA B.  
HARWOOD, RICHARD M  
HEATH, MIRANDA WARD  
HEATH, RYAN CLAY  
HOLLAND, KIMBERLY JUNE  
HUGHES, SYDNEY CONNELLY  
JACKSON, LORI T.  
KENDRICKS, ELISABETH A.  
KESLER, LINDSAY GOLDBECK  
KILGORE, HANNAH SHANELL  
KONEN, JENNIFER ANNE  
KUMPF, STEPHANIE DIAMOND  
LAMB, NANCY  
LONG, LAILEE  
MADDEN, MICHELLE G.  
MATHISON, BLAIR M.  
MCKENZIE, FRANCES DALE  
MCPHERSON, BRANDON RAY  
MITCHELL, MICHAEL L.  
MOON, SIMON  
MOORE, MARTY C.  
MOORE, TRACEY GARRETT  
MOYER, AMY LEANN  
NEAL, ANGELA G.  
PELLEGRINI, ARIEL MARIE  
PERRY, LINDSAY LOUANN  
RENTZ, HENRY PERRY  
RICHARDS, TONI LANETTE  
RUSSOM, ABIGAIL FRANCES  
TEW, HOPE G.  
THOMPSON, LAURA V.  
VANHAGEN, THEREASA  
VANTUBBERGEN, ELENA GOAT  
WATTS, CHERYL L  
WEST, BRENT STEPHEN  
WOODARD, NICOLE ALISE

**South Central Middle School**

BALDWIN, ASHLEY MAE  
BERG, AUBREY NATASHA  
BOULIER, RALPH GARY  
BOYD, KARLENE RENEE  
CHILDERS, BARBARA  
CLARK, SARAH JORDAN  
COLE, VICKIE M.  
COWART, JOSHUA KYLE

DAVIS, CASANDRA FAE  
ELLIS, CHERYL  
FINCHER, LORETTA MARIE ALESSIO  
FINDLEY, MICHAELYN  
GAYTON, CHRISTIN F.  
GENTRY, LAUREN DEIDRE  
HALL, DARLA R.  
HARR, FRANCES NICHOLE  
HENSLEY, SHANNON  
HYNES, SEAN L.  
INGLE, ALLISON HOPE  
JENKINS, JOANN F.  
JOHNSON, EMMELYN BRATSCHI  
MCPHERSON, JUDY R.  
PAYNE, JOSHUA LANCE  
PAYNE, MARY ELIZABETH  
PELLEGRINO, ANNA LIDIA  
ROONEY, STEVEN DAVID  
ROTH, RICHARD ALLEN  
SHARP, NATHANIEL RYAN  
SHERMAN, KATELYN ELIZABETH  
SHORES, JACKY P.  
SPIVEY, HOLLY ROBERSON  
STEVENS, PATRICK MICHAEL  
TACKETT, LISA A.  
TOWRISS, AMY KATHLEEN  
VICK, LINDSEY MORGAN  
WALTERS, DANA L.  
WEBB, KRISTY ANN  
WELLS, DORLISA C.  
WILLIAMS, VIOLET RENEE  
WOLF, MELISSA L.  
WOODWARD, JOHN R.  
YOHE, ABBEY FRASIER  
YOHE, JASON E.

**Woodland Middle School**

ALLEN, NANCY CATHARINE  
ALLEN, TYLER A.  
BAILEY, JENNIFER  
BRACELIN, JOSEPH DONALD  
CARTER, CHASSITY L  
CARTER, HEATHER ECHOLS  
CARTER, HEATHER LOVELACE  
CLAYTON, KATE TAYLOR  
CULP, DELYNN R.  
CULPEPPER, JENNIFER LAUREN

CUNNINGHAM, DELLA L.  
DONATO, DINA A.  
EVANS, JUSTIN DWAYNE  
EVANS, STACEY CORRIGAN  
GAINEY, SUELLEN M.  
GASPARDO, MICHELE  
GIVENS, JANET LYNELL ROUTH  
GOLLHOFER, CHRISTY A.  
GREEN, TIFFANY DANIELLE  
GRIMES, JULIE ANNA  
GUNTER, MICHAEL DOUGLAS  
HENNINGTON, ABIGAIL THOMAS  
HIGDON, BRENT TRAVIS  
HUGHES, BEVERLY DAWN  
HULSEY, HEATHER RENEE  
HYDE, JENNIFER L.  
JETT, LOLA MELINDA  
MAYER, JENNIFER ANN  
MCMAHAN, JACQUELINE M.  
MOSHER, BRIAN KEITH  
MULL, TERI S.  
NEW, MARIE ANNETTE  
PRESCOTT, JODY MICHELLE  
PRIMM, WILLIAM P  
ROSS, LISA  
SCHWARTZ, CINDY ROCHELLE  
SHEDD, DERRICK  
SMITH, STACY LYNN  
TAFOYA, MALLORY MARIE  
TAYLOR, CHRIS  
TAYLOR, MICHELE MARIE  
THOMAS, SCOTT CAMERON  
WILKERSON, SUSAN R.  
WILSON, BETHANY LEIGH CRESWELL  
WOLFE, KELLEY  
YARBOROUGH, AYANNA KARIMA

**Adairsville High School**

ADAMS, DAVID WALLACE  
ADAMS, LENA S.  
ALDERDICE, CYNTHIA KAYE  
ARRINGTON, BARRY L  
BARNHILL, MEREDITH ASHLEY  
BEAVER, NICHOLAS RYAN  
BENEFIELD, AMBER NICOLE  
BISHOP, ERIC T.  
BROWN, ALICIA EVANS

BRYAN, WILLIAM DAWSON  
BRYANT, KERRY GILBERT  
CALVERT, JENIFER  
CARDER, KATHRYN  
CLOUD, KELLEN LYNN  
CUDD, JONATHAN DAVID  
DAVIDSON, MARY B.  
ENSLEY-QUEEN, RACHEL ANNE  
ERICKSON, SUMMER M.  
FIELDS, SAMUEL VINCENT  
FORD, JOHN JUSTIN  
FRADY, LAVONNA D.  
GAINES SMITH, KIMBERLY KAY  
GAY, JOANNA  
GOUGH, TIMOTHY TERRELL  
GREGER, KRISTI COOK  
HALL, DUDLEY L.  
HELMS, COURTNEY MORGAN  
JENKINS, MICHELLE  
JOHNSON, MEGHAN M.  
KIMSEY, MICHAEL ALLEN  
KONEN, PATRICK JACOB  
LANEY, JAMES ALLARD  
LAWHORN, KERRI LYNN  
LEACH, HOLLI SMITH  
LEWIS, SUSAN B  
MCCORMICK, ANNIE CHRISTINA  
MCPHEE, PATRICIA DIANE  
NOE, KAYLIE SHAE  
ODELL, TARA JENNIFER  
PAYTON, BETH ANN  
POWELL, ROBERT L.  
QUEEN, JERRY K  
RATCLIFF, KELLY WATKINS  
ROPER, BILLY LEON  
SCOGGINS, KURTIS WADE  
SELLERS, JAMES ANTHONY  
SEXAUER, DAVID J.  
STEWART, CYNTHIA KEVORKIAN  
SWANSON, EMILY BURK  
TORDRUP, JENNIFER LYNN  
TORRENCE, RYAN MICHAEL  
TUCKER, TALMADGE RAY  
WHITAKER, STEVEN LEROY  
WILLIAMSON, MELINDA J.  
WOMACK, MELISSA ANN

**Cass High School**

ADAMS, KELLY M.  
AGAN, CHRISTOPHER L  
AGAN, KELLY L.  
ALDERMAN, CHRISTINE  
ARMONA, MICAELA MOINE  
ARNOLD, JASON RAY  
ARVANITIS, GREGORY A.  
AYERS, TIMOTHY LAWRENCE  
BARNES, VALERIE LANCASTER  
BENTLEY, NIKKI DELAYNE  
BETANCOURT, CECILIA M.  
BISHOP, WILLIAM BRIAN  
BLACK, ARTHUR JEROME  
BOHANNON, CHARLES W.  
BOLT, MICHAEL W.  
BOUGHTON, DEANNA STEINHAGEN  
BRACELIN, EMILY HODGSON  
BRENNAN, SHANNON  
BROCK, DAVID WAYNE  
BUSSE, ROGER KEVIN  
CARROLL, LEIGH ANN  
CRISLER, ASHLEY GAYLE  
CUNNINGHAM, JUDITH ANN  
DAWSON, KRISTINA LYNN  
DEAN, JOSEPH LYNDON  
DOWIE, ROSEMARIE FALCONE  
DRAWDY, BRANDY NICOLE  
ELLISON, AUDREY L  
ELROD, ANDREW MILES  
FAIRBANKS, DANNY GLEN  
FINCK, JOHN L.  
FLEMING, SHERRY M.  
FLOYD, TERRY L.  
FOWLER, JANDEA ANANDA  
GADDY, JAMES ANDREW  
GIDDENS, DANIELLE L  
GUILFORD, ALANA ELIZABETH  
GULLEDGE, DENISE MICHELE  
HAGGE, KATHERINE  
HARDIN, DERRICK PAUL  
HAUGER, HOWARD DAVIS  
HERNDON, LINDSAY LEE  
HERRING, MICHELLE L.  
HIGGINS, MEGAN LOUISA  
HOGSED, ASHLEY J.  
HOLLAND, BRITTNEY S.  
HORNBACK, JAMES LEE

HUGHES, PAUL JEFFERY  
HUGHES, ROBERT S  
JACKSON, LOWELL BURT  
JOHNSON, BILL DALE  
KOONTZ, DERSTON  
KUNF, FRANK GEORGE  
LANDRAM, JOHN P.  
MANSOUR, SAVANNAH KAYLIE  
MASON, CHRISTINA L.  
MASTERS, SHANNON N.  
MCDURMON, ERICA BROOKE  
MCPHERSON, ALVIN SHANE  
MICIK, MICHAEL JOSEPH  
MILLER, LINDSAY C  
MORRIS, RICHARD T.  
MULRENNAN, JOSEPH PATRICK  
NUNEZ, KRISTI N.  
OSHEA, SEAMUS P.  
PANTER, ERIN VICTORIA  
PEZZELLO, HEATHER HEATH  
POTTER, JAMES A  
PRUITT, MEGAN MARIE  
RADER, DEREK KEITH  
RAGUS, TAMERA S.  
RAWLINS, DAVID J.  
RIDALL, KIMBERLY LYNN  
RODNEY, DANA YVETTE  
ROLEN, STEFANIE  
RUGGLES, ERIC JASON  
SCHUESSLER, KRYSTAL L  
SLYE, RANDI M.  
STAUFFER, JOSEPH R.  
SUMMEY, BRIAN JARRED  
THOMAS, LAURA SUE  
THOMPSON, MATTHEW L  
TUCKER, REBECCA DENISE  
VINCENT, DEAN HARRISON  
WEEKS, ANGIE  
WILBON, AMANDA J.  
WILLIAMS, ADAM BENJAMIN  
WILSON, JESSICA J.

**Woodland High School**

ALLEN, CYNTHIA LYNNE  
ALLRED, VICTORIA MICHELE  
ALUMBAUGH, BRENT  
BELL, JODI LIBERSKI

BENNETT, AMY M.  
BERGMAN, AMY L.  
BIRDWELL, CHRISTY ELISE  
BOY, GLORIA TRAHAN  
BROWN, ANDREA NICOLE  
CANDELA, HEATHER L  
CANNON, JONATHAN K  
CASTEEL, EDWIN T.  
COLLINS, ANGELIA R.  
CONDON, DAVID WARREN  
COURSEY, COLBY WAYNE  
CRAVENS, ROSS EDWARD  
DEAN, JOAN A.  
DEMINGS, KIYOKO LACHONN  
ELLISON, RENEE  
EZELL, JENNIFER LOONEY  
FLEWELLEN, KEVIN  
FLOURNOY, MELANIE G.  
FORBES, ROBERT L  
FREEMAN, BRANDIE SUSAN  
GAITHER, VICTORIA C.  
GIARDINA, SHANE PAUL  
GILLOGLY, ELIZABETH M.  
GRANT, KENNETH RAYMOND  
GUSE, EDEMILSON AUREO  
HALL, MARTHA DIANNE  
HARDEN, ROLAND E.  
HERETH, LISA BETH  
HOLLOWAY, DAVID L.  
HOLT, VALERIE S.  
HOWE, LORI RENEE  
HUNT, DANA MIGLIORE  
HUNTER, KELLY  
JACOBS, ANGELA  
JENKINS, MELISSA A.  
JOHNSON, CATHERINE  
JONES, WILLARD DARRYL  
KAYSER, TERESA JONES  
KENNEDY, ERIN LEIGH  
KIENITZ, CHERI L.  
KILGO, LORI DELANE  
KOBITO, MICHAEL PETER  
LAND, JULIE LEDFORD  
LANDOLT, MATTHEW R.  
LEATHERWOOD, MARY D.  
LIVSEY, BEVERLY J.  
LOW, JENNIFER D.  
MCDANIEL, MICHAEL LEE

MCDERMOTT, JEAN F.  
MORGAN, MICHAEL KYLE  
MURRAY, SHARON T.  
NIX, LESLIE C.  
NORRIS, KRISTINE E.  
PARSON, MELANIE M  
PAYNE, CAROLE Y.  
PLOTT, LARRY ANTHONY  
POST, TIFFANY MICHELLE  
QUEEN, TAMMY L.  
ROBERTS, COLMAN A.  
ROBERTS, LEAH  
RUSSELL, KAREN E.  
SANDERS, KIM M.  
SARGENT, JEFFREY TODD  
SEE, JEFFERY GLENN  
SHEDD, KATHI P.  
SHORES, CARA ANN  
SMITH, CARRIE T.  
STEPHENS, MARIE V.  
TANT, KEVIN GLENN  
TAYLOR, CRAWFORD H.  
TAYLOR, LLOYD BURTZ  
TRAMUTOLA, ADRIAN  
TURNER, ROBERT S.  
TURNER, SHAVONNE E.  
WARREN, DEBRA PARIS  
WENIGER, GREG S  
WHITEHEAD, ALISON SWINNEY  
WILDER, MELINDA ANN  
WILLIAMS, SHAWN CEDRIC  
WILLINGHAM, CARL THOMAS  
WILLOUGHBY, ERIC ALAN  
YARBROUGH, KENNETH C.  
ZIMMER, ERIK

**Bartow County College & Career Academy**

COWART, DANIEL  
FITCH, MICHAEL A  
FOY, STEPHANIE BUTLER  
HARDIN, CICYLY  
HENDRIX, RHONDA PAJOR  
LEAPHART, SHIRLEY JOYCE  
LYNCH, EMILY DYER  
MATHIAS, DONNA LYNN  
MITCHELL, MEGAN LEA  
MOODY, DONALD E.

MORSE, SUZANNE RENE  
OSHIELDS, TINA M.  
SMITH, KAREN STRATIGOS  
SUBER, JAMILA A. SOLOMON  
TURLEY, FELTON LANIER  
WYCHE, HARRY LOUIS

**Transition Academy**

CLOUD, FAY H.  
NELSON, GEORGE J.

**Central Office**

ATKINS, PHOEBIE LANCE  
BRUE, ALAN WILLIAM  
CAMP, PAULA LANCE  
CHESTER, KIMBERLY B.  
CURTIS, KIMBERLY A.  
DAILEY, JASON BOYD  
DIPRIMA, LISA CARROLL  
DOSS, GREG ALLEN  
EVANS, SCOTT J  
FREEMAN, ROBERT DAVID  
GLOVER, BETH P. .  
GROOM, BETHANY CHRISTINE  
GUTHRIE, LAURA S.  
HADAWAY, STEPHANIE J.  
HEARD, CHANA PATRICE  
KESLER, JULIE M.  
KNAPPER, VERONICA  
KRIZ, MARGUERITE GRACE  
MITCHELL, KRISTY LEE  
MITCHELL, MICHAEL P.  
NALLS, MEAGAN  
NESLIN, BARBARA M.  
ROBERTS, KELLY AYCOCK  
ROSENFELD, MYRA CHARLENE  
TALMAGE, KAREN LEE  
TOMPKINS, TAMMY HIERS  
WHITMIRE, KELLY MARIE

**PART B – RELATIVE OF A BOARD MEMBER**

**March 20, 2017**

**“The administration recommends employment of the individuals listed below with such employment being initially temporary until such time as their criminal record check is completed and the report is satisfactory to the administration and at such time the employment is extended for the full contract period.”**

**CERTIFIED RENEWAL FOR THE 2017-2018 School Year**

**Woodland High School**

TUMLIN, MARY ELIZABETH