INDEX TO MINUTES

STATE BOARD OF EDUCATION MEETING

December 7-8, 2022

Call to Order ……..... 1

Inspiration and Pledge ……..…….2

Guest Recognition …….2

Public Hearing …….. 3

Rules Committee Items …… 3

Executive Committee Item ……3

Nominating Committee Item …….3

Consent Items …….. 4-6

Superintendent's Report …..……. 7

Chair's Report …….. 7

Adjournment …… 8

Appendices

Appendix 1. District Flexibility & Charter Schools Committee Minutes
Appendix 2. Rules Committee Minutes
Appendix 3. Budget Committee Minutes
Appendix 4. Bylaws of the State Board of Education of the State of Georgia (Redline)
Appendix 5. Bylaws of the State Board of Education of the State of Georgia (Non-redline)
Appendix 6. State Board Rule - 160-5-1-.10 Student Attendance (Redline)
Appendix 7. State Board Rule - 160-5-1-.10 Student Attendance (Non-redline)
Appendix 8. Synopsis of Proposed Amendments to Rule 160-5-1-.10 Student Attendance
Appendix 9. FY23 Title III, Part A Immigrant Allocations
Appendix 10. Supply Chain Assistance Grant Allocations
Appendix 11. Contract Amendment – ClassWallet
Appendix 12. Contract Amendment – Communities in Schools of Georgia
Appendix 13. Recurring Contract – American Institute for Research (AIR) Specially Designed Instruction (SDI)
Appendix 14. Recurring Contract – American Institutes for Research (AIR) Teacher Induction Program
Appendix 15. Recurring Contract – Center for Leadership in Disability, Georgia State University
Appendix 16. Recurring Contract – Garrett Consulting, LLC Contract for Teacher/Provider Retention Grant
Appendix 17. New Contract – Brown & Root Industrial Services LLC

Appendix 18. New Contract – PC Solutions & Integration, Inc.
Appendix 19. New Contract – Summit Solutionz Inc
Appendix 20. New Contract – Bluum USA Inc. (formerly Troxell Communications, Inc.)
Appendix 21. New Contract – Convergint Technologies LLC
Appendix 22. New Contract – C-Pak Technology Solutions
Appendix 23. Contract Amendment – GRE4T Grant – KSU iTeach Bagwell College of Education
Appendix 24. Contract Amendment – GRE4T Grant – Northeast Georgia RESA
Appendix 25. Grant Amendment – FY23 Federal Formula Grant Allocations ESSA and IDEA
Appendix 26. State Board of Education 2023 Meeting Dates
Appendix 27. 160-5-6-.01 Statewide School Nutrition Program (Non-redline)
Appendix 28. 160-5-6-.01 Statewide School Nutrition Program (Redline)
Appendix 29. Synopsis - 160-5-6-.01 Statewide School Nutrition Program
Appendix 30. Standards – Research, Design, and Project Management Course Revision
Appendix 31. Research, Design, and Project management Standards Committee
Appendix 32. Standards – Army JROTC Cyber 1
Appendix 33. Army Junior Reserve Officer's Training Corps Standards Committee
Appendix 34. Standards – Hotel Operations and Management
Appendix 35. Hospitality and Hotel Management Task Force
Appendix 36. Standards - Powersports and Small-Engine Preventative Maintenance
Appendix 37. Standards - Powersports and Small Engine Fuel Systems and Diagnostics
Appendix 38. Standards – Powersports and Small-Engine Systems Performance Theory
Appendix 39. Powersports and Small-Engine Maintenance and Repair Task Force
Appendix 40. SCSC Nomination Letter
Appendix 41. SCSC Reappointment Letter
Appendix 42. December 2022 Personnel Report
Appendix 43. SBOE Decision No. 2023-09

MINUTES OF THE
STATE BOARD OF EDUCATION MEETING

Atlanta, Georgia — December 7-8, 2022
Jason Downey, Chairman — Richard Woods, Superintendent

CALL TO ORDER

The State Board of Education convened on Wednesday, December 7, 2022 at 10:30 a.m.

ATTENDEES

State Board of Education:

In-person:

Mr. Mike Long	Mr. Scott Sweeney	Dr. Stan DeJarnett
Mr. Frank Griffin	Mr. Mike Royal	Mr. Scott Johnson
Ms. Lisa Kinnemore	Mr. Jason Downey	Mr. Matt Donaldson
Mr. Kenneth Mason	Ms. Martha Zoller	Mr. Michael Kobito (GaTOTY)

Via Teleconference:

Mr. Leonte Benton
Ms. Phenna Petty

At 10:31 a.m., the District Flexibility & Charter Schools Committee met to consider items for the State Board meeting. At 10:40 a.m., the Rules Committee met to consider items for the State Board meeting. (*District Flexibility & Charter School Committee meeting minutes can be found in Appendix 1. Rules Committee meeting minutes can be found at Appendix 2.)*

At 11:50 a.m., a motion was made by Mr. Matt Donaldson with a second by Mr. Mike Royal then a unanimous affirmative vote was given to enter into Executive Session for the purpose of discussing appeals, legal, personnel matters, and recommendations that are exempt from disclosure under the Open Records Act.

At 12:55 p.m., Mr. Matt Donaldson made a motion seconded by Ms. Martha Zoller and then a unanimous affirmative vote was given to exit Executive Session.

Nominating Committee met immediately proceeding the vote exit Executive Session to nominate State Board officers for 2023. At 12:56 p.m., Budget Committee met to consider items for the State Board meeting. At 1:06 p.m., the State Schools Committee met but there was no action taken. (*Budget Committee meeting minutes can be found in Appendix 3.*)

(Please note that the board items in their entirety, with backup material and attachments, can be found on the State Board of Education's Simbli website, December 8, 2022 State Board Meeting.)

CALL TO ORDER

The State Board of Education convened on Thursday, December 8, 2022 at 9:00 a.m. Chairman Jason Downey called the meeting to order at 9:06 a.m.

State Board Members

In-person:

Mr. Mike Long	Mr. Jason Downey	Dr. Stan DeJarnett
Mr. Frank Griffin	Mr. Mike Royal	Ms. Martha Zoller
Ms. Lisa Kinnemore	Mr. Scott Johnson	Mr. Leonte Benton
Mr. Kenneth Mason	Ms. Helen Rice	Mr. Michael Kobito (GaTOTY)
Mr. Scott Sweeney	Mr. Matt Donaldson	

Via Teleconference:

Ms. Phenna Petty

Others Participating: Superintendent Richard Woods

INSPIRATION/ PLEDGE/ INVOCATION

Ms Martha Zoller introduced Pastor Rod Hughey who she met when he was organizing the George Floyd protests in Gainesville. Ms. Zoller then invited him to be a guest on her radio show where he is now a weekly co-host on Thursdays. Pastor Hughey provided the inspiration for the meeting in which he reminded the State Board of their role as a sounding board for education.

Pastor Hughey then led the audience in the pledge of allegiance and provided the invocation for the meeting.

After seeing them perform at a Georgia School Boards Association meeting, Dr. Stan DeJarnett explained that he and Mr. Frank Griffin invited the chorus from the Rainey-McCullers School of the Arts to perform the State Board meeting. Dr. DeJarnett introduced the Superintendent of the Muscogee County Schools, Dr. David Lewis. Dr. Lewis provided some details regarding the performing arts school and then introduced Principal Briant Williams and Chorus Director Matthew White. The chorus then sang several selections.

GUEST RECOGNITION

Mr. Jason Downey acknowledged the guests in the audience who included:

Terry Johnson, Cognia; Dr. Claire Buck, GACIS; Richard Smith, first district; Russ Cook, Carl Vinson Institute of Government – UGA; Tom Koballa, Mercer University; Dr. David Goldie, Gwinnett County Schools; Emily Kobito; Dr. David Lewis, Muscogee County Superintendent; Major General Thomas Carden, Georgia Department of Defense/Georgia National Guard; Chairman Will Ball, Georgia Joint Defense Commission; Tina Engberg, Decoding Dyslexia;

Matthew Smith, Georgia Partnership for Excellence in Education; Roger Fitzpatrick, Mountain Education Charter High School; Dr. Briant Williams, Principal, Muscogee County Schools; Buddy Costley, GAEL; Sherrie Gibney-Sherwin, Foothills Education Charter High School; Bonnie Knight, Foothills Education Charter High School; Dale Simpson, Foothills Education Charter High School; Meagan Swingle, Decoding Dyslexia; Chuck Clay, GEC; Paul Williams, Foothills Charter High School; Robbie Russell, Georgia National Guard; Dr. Taylor, Army Education Specialist; Matthew White, Choir Director – Rainey-McCullers School of the Arts; and the LEAD CTAE Group.

PUBLIC HEARING

A hearing was held on State Board Rule - 160-5-1-.10 Student Attendance. There were no speakers, and the hearing was closed.

ACTION ITEMS

By motion of Mr. Scott Sweeney and multiple seconds, a unanimous affirmative vote was made to approve the Agenda for the December 8, 2022 State Board meeting.

RULES COMMITTEE

1. **SBOE - Amendments of the Bylaws of the State Board of Education of the State of Georgia**. By motion of Mr. Scott Sweeney and a second by Mr. Matt Donaldson, the State Board of Education made a unanimous affirmative vote to adopt the amendments to the bylaws of the State Board of Education of the State of Georgia. (Appendix 4-5)

2. **PFEA - State Board Rule - 160-5-1-.10 Student Attendance (Adoption)**. By motion of Mr. Matt Donaldson and a second by Mr. Scott Sweeney, the State Board of Education made a unanimous affirmative vote to adopt the amendment to State Board of Education Rule 160-5-1-.10 Student Attendance. (Appendix 6-8)

EXECUTIVE COMMITTEE

1. **Legal Appeal to the State Board - Case 2023-03**. By motion of Mr. Matt Donaldson and second by Ms. Lisa Kinnemore, there was a unanimous vote to table the item until the January meeting.

   Later in the meeting, a motion was made by Mr. Scott Sweeney and seconded by Ms. Helen Rice to table the item until a called State Board meeting is scheduled. The motion was approved by a unanimous vote.

NOMINATING COMMITTEE

1. **SBOE - Election of 2023 State Board of Education Officers**. By motion of Mr. Mike Long and a second by Mr. Matt Donaldson, the State Board of Education made a

unanimous vote to accept the slate of officers for 2023 as presented: Mr. Jason Downey - Chair, Dr. Stan DeJarnett - Vice Chair, and Mr. Leonte Benton - Vice Chair of Appeals.

CONSENT AGENDA

By motion of Mr. Scott Sweeney and a second by Mr. Matt Donaldson, a unanimous affirmative vote was made to approve the Consent Agenda for the December 8, 2022 State Board meeting.

1. **FP – Grant – 2022 National ESEA Distinguished School Award.** The State Board of Education authorized the State School Superintendent to award a grant to two (2) local education agencies (LEA) at a cost not to exceed $40,000 in Federal Funds for recognition as Georgia's 2022 National Elementary and Secondary Education Act (ESEA) Distinguished Schools.

2. **FP – Grant – FY23 Title III, Part A Immigrant Subgrant Awards**. The State Board of Education authorized the State School Superintendent to award subgrant allocations to local education agencies at a cost not to exceed $933,992 in Federal Funds for the provision of supplemental language and whole child services to immigrant children and youth and their families, and to build school personnel capacity to work with immigrant students. (Appendix 9)

3. **FBO – Contract Renewal – Research Triangle Institute, Inc.** The State Board of Education authorized the State School Superintendent to renew a contract with Research Triangle Institute, Inc at a cost not to exceed $823,680 in Federal Funds for a continuation of the programmatic requirements of the Voluntary Lead Testing in School and Child Care Program Drinking Water grant.

4. **FBO – Grant – Supply Chain Assistance Grant (SCA)**. The State Board of Education authorized the State School Superintendent to receive a grant of $1,535,397 in Federal Funds from the United States Department of Agriculture for the purpose of expanding the procurement of local foods and nutrition education with School Food Authorities (SFAs). (Appendix 10)

5. **FBO – Grant – Farm to School Formula Grant**. The State Board of Education authorized the State School Superintendent to receive a grant of $1,535,397 in Federal Funds from the United States Department of Agriculture for the purpose of expanding the procurement of local foods and nutrition education with School Food Authorities (SFAs).

6. **TL - Contract - Georgia State Finance and Investment Commission (GSFIC).** The State Board of Education authorize the State School Superintendent to enter into a contract with Georgia State Finance and Investment Commission (GSFIC) at a cost not to exceed $2,000,000 in State Funds for residential cottage renovations and modifications at the Georgia Academy for the Blind.

7. **FBO - $50,000.01 - $250,000 Contracts**. The State Board of Education authorized the State School Superintendent to receive, enter into, or amend contracts with the vendors

specified in the attachments for the $50,000.01 - $250,000 Contracts at a cost not to exceed the amounts provided in said attachments. (Appendices 11-23)

8. **FBO - Under $250,000 Grant Amendments**. The State Board of Education authorized the State School Superintendent to amend the grants specified in the attachments, where the amendments are less than $250,000, at a cost not to exceed the amounts provided in said attachments. (Appendix 20)

9. **TS - Contract - SHI International Corporation – ClassLink**. The State Board of Education authorized the State School Superintendent to enter into a contract with SHI International Corporation at a cost not to exceed $1,902,720 in Federal Funds for district and agency access to ClassLink's unified access management platform.

10. **TS - Contract - Dell Computer Corporation - Microsoft Corporation's Consulting Services**. The State Board of Education authorized the State School Superintendent to enter into a contract with Dell Computer Corporation at a cost not to exceed $2,887,180 in Federal Funds for Microsoft Corporation's Consulting Services.

11. **TS - Contract Renewal - FY23 Dell Computer Corporation - Microsoft Licensing**. The State Board of Education authorized the State School Superintendent to renew a contract with Dell Computer Corporation at a cost not to exceed $894,552 in State/Federal Funds for product licensing to support the agency's technology infrastructure and productivity applications.

12. **2023 State Board of Education Meeting Calendar**. The State Board of Education adopted the 2023 State Board Meeting Calendar. (Appendix 24)

13. **FBO- State Board Rule - 160-5-6-.01 Statewide School Nutrition Program**. The State Board of Education authorized the State School Superintendent to initiate rulemaking procedures in accordance with the Georgia Administrative Procedure Act so as to amend State Board of Education Rule 160-5-6-.01 Statewide School Nutrition Program. (Appendices 25-27)

14. **TL - Standards - Research, Design, and Project Management course revision (Adoption)**. The State Board of Education adopted the Georgia Standards of Excellence for Research, Design, and Project Management which will subsequently be added to the State-Funded List of K-8 Subjects and 9-12 Courses. (Appendices 28-29)

15. **TL - Standards – Army JROTC Cyber 1 (Approval to Post)**. The State Board of Education granted permission for the posting of the Georgia Standards of Excellence for Army JROTC Cyber 1 for public review and comment. (Appendices 30-31)

16. **TL - Standards - Hotel Operations and Management (Approval to Post)**. The State Board of Education granted permission for the posting of the Georgia Standards of Excellence for Hotel Operations and Management for public review and comment. (Appendices 32-33)

17. **TL - Standards - Powersports and Small Engine Maintenance and Repair Pathway (Approval to Post)**. The State Board of Education granted permission for the posting of the Georgia Standards of Excellence for Powersports and Small Engine Preventative Maintenance, Powersports and Small Engine Fuel Systems and Diagnostics, and Powersports and Small Engine Systems Performance Theory for public review and comment. (Appendices 34-37)

18. **State Charter Schools Commission - Commissioner Appointments**. The State Board of Education the State Board of Education appointed Ms. Cayanna Good to the State Charter Schools Commission for a term ending January 16, 2025 and reappointed Mr. Buzz Brockway to the State Charter Schools Commission for a term ending January 16, 2024. (Appendices 38-39)

19. **Personnel**. The State Board of Education approved the December 2022 Personnel Report as presented. (Appendix 40)

20. **State Board Meeting Minutes – November 2022**. The State Board of Education approved the minutes of the November State Board Meeting.

21. **Executive Session Minutes**. The State Board of Education approved the minutes of the November 2, 2022 Executive Session.

22. **Legal Appeal to the State Board - Case 2023-09**. The State Board of Education approved the decision for Legal Appeal – Case 2023-09. (Appendix 41)

23. **EAP - Individual Student Waiver - Case # 23-0093**. The State Board of Education approved Individual Student Waiver Case #23-0093.

24. **EAP - Individual Student Waiver - Case # 23-0095**. The State Board of Education approved Individual Student Waiver Case #23-0095.

25. **EAP - Individual Student Waiver - Case # 23-0096**. The State Board of Education approved Individual Student Waiver Case #23-0096.

26. **EAP - Individual Student Waiver - Case # 23-0097**. The State Board of Education approved Individual Student Waiver Case #23-0097.

27. **EAP - Individual Student Waiver - Case # 23-0098**. The State Board of Education approved Individual Student Waiver Case #23-0098.

28. **EAP - Individual Student Waiver - Case # 23-0099**. The State Board of Education approved Individual Student Waiver Case #23-0099.

29. **EAP - Individual Student Waiver - Case # 23-0100**. The State Board of Education approved Individual Student Waiver Case #23-0100.

SUPERINTENDENT'S REPORT TO THE BOARD

Chief Information Officer Dr. Keith Osburn and Dr. Russ Cook of the UGA Carl Vinson Institute discussed the development of the Technology Standards to Support 21st Century Learning and presented the report developed from the taskforce. The taskforce, which consisted of over 30 demographically diverse technology experts representing rural, urban, small, mid-size, and large school districts, met several days over three months. Ultimately, 3 domains, 17 standards and 62 elements were developed in order to provide guidance for strategic planning to support 21st century classrooms and media centers as well as provide recommendations for goal setting.

Superintendent Woods announced Deputy Superintendent Dr. Caitlin Dooley's departure from the Georgia Department of Education and presented her with a Distinguished Service medal for her 10 years of service.

Dr. April Aldridge provided an update on the ELA standards. Specifically, she spoke about the responses from the survey requesting public comments. Revisions will be made based on the feedback received and an additional draft posted for comment.

CHAIR'S REPORT

Mr. Scott Johnson introduced Major General Thomas Carden, Adjutant General of the Georgia Department of Defense. General Carden began his presentation by giving an overview of the Georgia Department of Defense. He then spoke about the armed forces recruiting crisis which is exacerbated by the fact that only about 23% of high school graduates qualify for military service. General Carden spoke about the need to promote the Armed Services Vocational Aptitude Battery (ASVAB) and the fact that many high schools do not offer ASVAB testing or if they do offer the test, they do not share testing data with recruiters. Several State Board members expressed a desire to find ways to increase participation in ASVAB testing. Specifically, there was interest in a State Board rule or legislation to make ASVAB information more readily available to high school students.

Dr. Thomas "Tom" Koballa, Dean of Mercer University's Tift College of Education, announced the development of the Roberts Academy - a transitional school (grades 2-5) for children with dyslexia. The school, to be located on the Macon campus, is anticipated to open Fall of 2024 with about 90 students and will have a comprehensive curriculum for students with dyslexia. Supported by a significant gift to Mercer University, it will be the only school in the state outside of Atlanta to provide students and their families the support that they need to overcome the challenges of dyslexia.

ADJOURNMENT

At 11:38 a.m., by motion of Mr. Scott Johnson and a second by Ms. Lisa Kinnemore, a unanimous affirmative vote was given to adjourn the meeting. The next regular State Board meeting is scheduled for January 11-12, 2023.

Respectfully Submitted,

Julie James
Recording Secretary

DISTRICT FLEXIBILITY AND CHARTER SCHOOLS COMMITTEE MEETING

Georgia Department of Education
205 Jesse Hill Jr. Dr. SE
Atlanta, Georgia 30334
December 7, 2022 ● 10:30 A.M.

MINUTES

CALL TO ORDER

The District Flexibility and Charter Schools Committee convened on December 7, 2022 at 10:31 am.

ATTENDEES

State Board of Education:

Dr. Stan DeJarnett, Committee Vice Chair
Mr. Matt Donaldson
Mr. Jason Downey
Mr. William Franklin "Frank" Griffin, Jr.
Ms. Lisa Kinnemore
Mr. Mike Long
Mr. Kenneth Mason
Ms. Phenna Rene Petty (via conference call)
Ms. Helen Rice
Mr. Mike Royal
Mr. Scott Sweeney, Committee Chair
Ms. Martha Zoller
Michael Kobito, Ex-Officio Member

Others participating:

Superintendent Richard Woods
Ms. Tiffany Taylor

STATE CHARTER SCHOOLS COMMISSION ("SCSC") SCHOOLS

1. State Charter Schools Commission – Commissioner Appointments
    - Ms. Taylor presented the recommendation to appoint Ms. Cayanna Good and reappoint Mr. Buzz Brockway to the State Charter Schools Commission.
    - The SCSC appointments were placed on the consent agenda for the December 8, 2022 State Board of Education meeting.

ADJOURNMENT

Mr. Sweeney adjourned the meeting at 10:33 am.

State Board of Education Rules Committee
State Board Room, Twin Towers East
December 7, 2022, 10:40 AM

MINUTES

State Board Rules Committee Members Present:
Phenna Petty – Chair, Kenneth Mason – Vice Chair, Leonte Benton, Stan DeJarnett, Jason Downey, Lisa Kinnemore, Helen Rice

Other State Board Members Present:
Frank Griffin, Mike Long, Martha Zoller, Scott Sweeney, Mike Royal, Matt Donaldson, Michael Kobito – Georgia Teacher of the Year (Ex Officio)

AGENDA

I. Action Items

1. **SBOE - Amendments of the Bylaws of the State Board of Education**
   – Pulled for separate vote.

2. **2023 State Board of Education Meeting Calendar**
   – Moved to consent agenda.

3. **PFEA - State Board Rule - 160-5-1-.10 Student Attendance (Adoption)**
   – Pulled for separate vote.

4. **TL - Standards - Research, Design, and Project Management course revision (Adoption)**
   – Moved to consent agenda.

5. **FBO- State Board Rule - 160-5-6-.01 Statewide School Nutrition Program**
   - Moved to consent agenda.

6. **TL - Standards – Army JROTC Cyber 1 (Approval to Post)**
   - Moved to consent agenda.

7. **TL - Standards - Hotel Operations and Management (Approval to Post)**
   - Moved to consent agenda.

8. **TL - Standards - Powersports and Small Engine Maintenance and Repair Pathway (Approval to Post)**
   - Moved to consent agenda.

Georgia Department of Education

Educating Georgia's Future

Budget Committee Meeting Minutes
December 7, 2023
2070 Conference Room @ 12:25 PM

Meeting called to order: 12:55PM
Meeting adjourned: 1:05PM

Attendees:

Board Members

Dr. Stanley W. DeJarnett
Matt W. Donaldson
Jason Downey
William Franklin "Frank" Griffin, Jr.
Scott Johnson
Lisa Kinnemore
Michael Kobito (Ex-Officio)
Mike Long
Phenna Rene Petty (phone)
Helen Rice
Mike Royal
Scott Sweeney
Martha Zoller

Items 1 through 11 were unanimously approved and moved to the consent agenda.

Board Items

1. FP – Grant – 2022 National ESEA Distinguished School Award
2. FP – Grant – FY23 Title III, Part A Immigrant Subgrant Awards
3. FBO – Grant – Supply Chain Assistance Grant (SCA)
4. FBO – Grant – Farm to School Formula Grant
5. FBO – Contract Renewal – Research Triangle Institute, Inc.
6. TL - Contract - Georgia State Finance and Investment Commission (GSFIC)
7. TS - Contract - SHI International Corporation - ClassLink
8. TS - Contract - Dell Computer Corporation - Microsoft Corporation's Consulting Services
9. TS - Contract Renewal - FY23 Dell Computer Corporation - Microsoft Licensing
10. FBO - $50,000.01 - $250,000 Contracts
11. FBO - Under $250,000 Grant Amendments

BYLAWS OF THE STATE BOARD OF EDUCATION OF THE STATE OF GEORGIA

Adopted December , 2022

Article 1: Name.

1-1: The name of this organization shall be the State Board of Education of the State of Georgia and shall be denoted as the SBOE in this publication.

Constitution of 1983, Article VIII, Section II, Paragraph I.
O.C.G.A. § 20-2-1 (1987).

Article 2: Purpose.

2-1: The SBOE shall have such powers and duties as provided by law for the provision of a quality basic public education for all citizens of the state of Georgia prior to the college or postsecondary level.

Constitution of 1983, Article VIII, Section II, Paragraph I.
O.C.G.A. § 20-2-1(b) (1987).

Article 3: Members.

3-1: Appointment, Term of Office, Vacancy, Eligibility. The SBOE shall be composed of one member from each congressional district in the state, appointed by the governor, by and with the advice and consent of the Senate. The governor shall not be a member of the SBOE. (O.C.G.A. §20-2-1)

All appointments shall be for seven-year terms from the expiration of the previous term. (O.C.G.A. § 20-2-2) In the event of a vacancy on the SBOE by death, resignation or from any other cause other than the expiration of such member's term of office, the governor shall appoint a successor and shall submit his or her name to the Senate for confirmation. (O.C.G.A. § 20-2-3) This successor shall serve until confirmed by the Senate and, upon confirmation, shall serve for the unexpired term of office.

All members of the board shall hold office until their successors are appointed and qualified. (O.C.G.A. § 20-2-2) The members of the SBOE shall be citizens of this state who have resided in Georgia continuously for at least five years preceding their appointment. No person employed in a professional capacity by a private or public educational institution or by the Georgia Department of Education shall be eligible for appointment to or serve on said board. No person who is employed by or has been connected with a school book publishing concern shall be eligible for membership on the board, and if any person shall be so connected or employed after becoming a member of the board, his or her place shall immediately become vacant. (O.C.G.A. § 20-2-4) State board members, appointees, or their families shall not accept gifts,

compensation, or remuneration from school book publishing concerns. Offers of such shall be reported to the grand juries of their respective counties. (O.C.G.A. §20-2-10)

3-2: Duties. The SBOE shall perform all duties and exercise all responsibilities as provided by law. The members of the SBOE shall take an oath of office for the faithful performance of their duties and the oath of allegiance to the federal and state Constitutions. (O.C.G.A. § 20-2-5) Unless so authorized by official action of the full board, no member shall be authorized to make commitments for the SBOE on any matter that requires action of the SBOE. (O.C.G.A. § 20-2-8) Individual board members shall perform the following duties:

a. meet (either in person or by teleconference) as the SBOE at the designated meeting location or teleconference link~~state capital in the offices of the Georgia Department of Education or at such place in the capital as may be designated by the governor for that purpose~~;

b. attend meetings of the SBOE, enter into discussion, and vote on items presented to the board for decisions;

c. recognize that he or she, as an individual board member, has no authority to bind the SBOE or act for the SBOE except on assignment from the SBOE;

d. adhere to the ethical standards adopted by the SBOE; (Appendix I)

e. become acquainted with the public educational issues in his or her district and the state as a whole, including conducting an annual public meeting, during the regular school- calendar year, in the congressional district which the board member represents; (O.C.G.A. § 20-2-5.1)

f. support action of the SBOE, especially in his or her district; promote education at every opportunity, especially at civic group meetings, PTA meetings, and school meetings;

g. refer problems brought to his or her attention to the State Superintendent of Schools for action, interpretation, or submission to the SBOE;

h. serve on committees when requested to do so by the chair of the SBOE; (O.C.G.A. § 20- 2-5.2)

i. inform himself or herself about educational issues and programs through attendance at local, state, and national educational meetings and through personal study;

j. suggest proposed policies to the State Superintendent of Schools for study and presentation to the board.

Constitution of 1983, Article VIII, Section II, Paragraph I.
O.C.G.A. § 20-2-1 (1987); 20-2-2 (1987); 20-2-3 (1987); 20-2-4 (1987); 20-2-5 (2012~~1987~~); 20-2-5.1 (1991); 20-2-7 (1987); 20-2-8 (1987); 20-2-10 (1987).

Article 4: Officers.

4-1: The SBOE shall have the following officers:

- Chair (O.C.G.A. § 20-2-5.2)
- Vice Chair
- Vice Chair for Appeals
- Parliamentarian
- Executive Officer (State Superintendent of Schools)

(O.C.G.A. § 20-2-241)

4-2: Election. With the exception of the executive officer and parliamentarian, all officers shall be elected annually at the last meeting of the calendar year of the SBOE to serve for one year, beginning on January 1, immediately following their election or until successors are elected. Should the office of the vice chair or vice chair for appeals become vacant for any reason, the SBOE shall elect a replacement to serve in the office until the next regularly scheduled election. The parliamentarian shall be selected by the chair. The member selected to serve as parliamentarian shall be qualified to advise the chair and other members of the SBOE on points of parliamentary procedure. The State Superintendent of Schools shall serve as executive officer of the board as prescribed by law.

(O.C.G.A. § 20-2-241)

4-3: Powers and Duties of Officers.

Chair. The chair shall preside at all meetings of the SBOE (O.C.G.A. § 20-2-5.2). He or she shall select the parliamentarian for the SBOE, appoint board members to committees, and assign to members of the board such special responsibilities as may, from time to time, be necessary. He or she shall sign for the state board such documents as may require such signature. The chair of the SBOE shall serve as a member of boards and commissions, as specified by state law. When voting, the chair shall have the right, as any other board member, to vote or abstain.

Vice Chair. In the absence of the chair, the vice chair shall preside at meetings of the state board on a temporary or permanent basis and shall perform those duties usually performed by the chair. In the event of a vacancy of the chair, the vice chair shall assume the duties and responsibilities of the chair until such time as a new chair has been elected by the SBOE.

Vice Chair for Appeals. The vice chair for appeals may preside during consideration of appeals before the SBOE and shall ensure that the ruling on such appeals is pursuant to the respective appeal procedures specified in SBOE rules. It shall be the responsibility of the vice chair for appeals to review draft rulings proposed in connection with such appeals and to make a preliminary report to the SBOE on the points at issue in advance of the board meeting at which the appeal is to be considered. He or she may request assistance from the Georgia Attorney General in familiarizing state board members with the points at issue. The vice chair for appeals shall preside at meetings of the SBOE in the absence of the chair and the vice chair.

Parliamentarian. The parliamentarian shall advise the chair and members of the board on matters of parliamentary procedure and shall call to the attention of the chair violations of rules of procedure.

Executive Officer (O.C.G.A. § 20-2-241). The State Superintendent of Schools shall serve as the executive officer of the SBOE as prescribed by law and administrative officer of the Georgia Department of Education.

_____

O.C.G.A. § 20-2-5 (1987); 20-2-552(a) (1991); 20-3-152 (1987).

Article 5: Meetings.

5-1: Regular Meetings. Regular meetings of the SBOE shall be held in accordance with the schedule of meetings adopted by the SBOE. The SBOE shall adopt its schedule of meetings for the upcoming year at the last meeting of the calendar year.

~~At the last meeting of the calendar year, the SBOE shall adopt a calendar of meetings for the upcoming year.~~ Regular meetings shall be held at least once every quarter. (O.C.G.A. § 20-2-5)

Regular meetings shall be held at the Georgia Department of Education. However, annually, up to two regular meetings may be held at any other location convenient for SBOE members to attend provided that the requirements of the Open Meetings Act are satisfied.

~~All regular meetings will be conducted at a minimum of quarterly at the state capital in the Department of Education. A quorum of the SBOE must be physically present for a member of the board to be allowed to participate by telephone or electronic attendance. It shall be the duty of the members of the SBOE to physically attend the meetings of the Board so as to take part in its deliberations. A board member is permitted to participate by telecommunications due to an emergency and/or circumstances beyond the control of the board member and must have the approval of the chair in order to do so.~~ The SBOE is ~~An agency with state-wide jurisdiction shall be~~ authorized to conduct its regular meetings by teleconference~~communications conference,~~ so long as ~~provided that~~ any such meeting is conducted in compliance with the Open Meetings Act~~is chapter~~. (O.C.G.A. § 50-14-1~~-~~(f))

The executive officer and the chair shall ensure compliance with the state Open Meetings Act~~law~~.

5-2: Called Meetings. Additional meetings may be called by the chair, the vice chair and, in addition, by the State School Superintendent upon the written request of the majority or more members of the SBOE. (O.C.G.A. § 20-2-5) The State School Superintendent shall notify all board members of called meetings either in writing or by telephone. Such notice shall specify the purpose for which the special meeting is called. Business transacted at a called meeting shall be limited to that stated in the notice.

The SBOE is authorized to conduct called meetings by teleconference provided that any such

meeting is conducted in compliance with the Open Meetings Act. (O.C.G.A. § 50-14-1(f))

5-3: Committee Meetings. Committees shall meet at the direction of the chair of the SBOE or at the call of the committee chair (O.C.G.A. § 20-2-5.2). The Committee of the Whole will meet ~~per~~ according to schedule adopted. Other committees shall meet at the direction of the chair or at the call of the committee chair.

Committees of the SBOE are authorized to conduct meetings by teleconference provided that any such meeting is conducted in compliance with the Open Meetings Act. (O.C.G.A. § 50-14-1(f))

5-4: Quorum. A quorum for a regular meeting ~~session~~ shall be a majority of the total number of members serving on the SBOE who are in attendance either in person or by teleconference ~~in person in accordance with Article 3-1~~. A quorum for a called meeting shall be a majority of the members serving the SBOE.

5-5: Executive Sessions. The SBOE shall adjourn to executive session for any purpose specified by law, including, the following:

a. conducting staff meetings for investigative purposes under duties or responsibilities imposed by law;

b. discussing future acquisitions of real estate;

c. discussing or deliberating the appointment, employment, hiring, disciplinary action, or dismissal of a public officer or employee;

d. deliberating cases appealed to the SBOE; (O.C.G.A. § 50-14-3)

e. discussing pending or potential litigation with legal counsel; (O.C.G.A. § 50-14-2)

f. discussing competitive sealed proposals and bids where state purchasing procedures require confidentiality;

g. discussing matters related to testing.

5-6: All members of the SBOE shall receive compensation in accordance with state law. (O.C.G.A. § 20-2-9)

O.C.G.A. § 20-2-5 (2012~~1987~~); 20-2-5.1 (1991); 20-2-7 (1987); 20-2-8 (1987); 20-2-9 (1987); 45-7-6 (1990); 45-7-21 (1990); 50-14-1 (~~1990~~2021); 50-14-2 (~~1990~~2012); 50-14-3 (~~1990~~2021); 50-14-4 (~~1990~~2012).

Article 6: Committees.

6-1: Committees of the SBOE shall be as follows:

- Committee of the Whole
- Standing committees
- Ad hoc committees
- Committees of one
- Inspection committees

6-2: Committee of the Whole. Preliminary to action at its regular session, the SBOE, functioning as the Committee of the Whole, shall consider all matters requiring board action and shall receive items for information. However, nothing shall prevent the SBOE from acting at its regular meetings on matters that have not been discussed at the Committee of the Whole.

6-3: Standing Committees. Standing committees may be created and appointed by the chair of the SBOE for a period not to exceed one year.

6-4: Ad Hoc Committees. Ad hoc committees shall be appointed by the chair of the SBOE as needed. Ad hoc committees shall study such specific problems as may be assigned by the chair of the SBOE and shall cease to function when study has been completed and recommendations have been made for consideration and action by the full board or at the direction of the chair of the SBOE.

6-5: Committees of One. Upon approval of the bylaws, each member of the SBOE is authorized by the full state board to serve as a committee of one for the purpose of obtaining information for the SBOE, supporting public education, and improving public relations with the citizens of the state.

6-6: Inspection Committees (O.C.G.A. § 20-2-6). The SBOE is authorized to appoint committees to travel within this state and inspect the institutions and facilities under its jurisdiction and control. The committees shall be composed of members of the SBOE as determined by a majority vote of the SBOE.

6-7: Organization of Committees.

Committee of the Whole. The chair of the SBOE shall preside when the board is acting as the Committee of the Whole. The State Superintendent of Schools or designee shall act as secretary of the Committee of the Whole.

Standing and Ad Hoc Committees. The chairs of standing and ad hoc committees shall be designated by the chair of the SBOE when committees are appointed. The State Superintendent of Schools shall assign a Georgia Department of Education staff member to provide support to each committee. Should the chair of a committee be unable to continue to serve for any reason, the chair of the SBOE shall appoint another member to serve as chair. Should a member of a committee be unable to continue to serve for any reason, the chair of the SBOE may appoint another board member to serve on the committee.

O.C.G.A. § 20-2-6 (1987).

Article 7: Parliamentary Authority.

7-1: Rules. The rules contained in the most recent version of Robert's Rules of Order shall govern in all cases to which they are applicable and in which they are not inconsistent with the bylaws or the special rules of the board.

7-2: Agenda. A prepared agenda with appropriate information shall be sent to each member of the SBOE by the executive officer at least seven days in advance of any regular meeting of the board. In the event of a state holiday, act of God, or some other emergency condition, the agenda shall be sent as soon as possible.

7-3: Order of Business. This agenda, as approved or amended at the beginning of each meeting, shall govern the order of business for the meeting. Additions or deletions to the approved agenda shall be by majority vote of the members voting, a quorum being present (O.C.G.A. § 20-2-5.2).

7-4: Changes in the SBOE Rules. The SBOE shall follow the procedures prescribed in the Georgia Administrative Procedure Act for the adoption of rules. (O.C.G.A. § 50-13-3) To allow time for study by the members of the board, drafts of proposed new rules, changes in the SBOE rules, or requests for waiver of the SBOE rules shall be transmitted to board members prior to the board meeting. However, nothing shall prevent the SBOE from considering for appropriate action proposed rules, amendments, repeals of rules, and/or waivers of the SBOE rules not transmitted to board members. Rules may be adopted by the SBOE at its regularly scheduled meetings, or upon a motion receiving a majority of votes, a quorum being present, the adoption may be postponed until a later, regularly scheduled meeting.

7-5: Minutes of the SBOE. The State Superintendent of Schools, as executive officer of the board, is responsible for preparing the minutes of the proceedings of the board meetings. The minutes shall not be considered official unless and until approved by the board. These official minutes shall be open to inspection by the public upon request. (O.C.G.A. § 50-14-1)

7-6: Suspension of Rules and Bylaws. Rules governing the conduct of debate at any meeting of the SBOE and provisions of the bylaws may be suspended by a two-thirds vote of the members present.

O.C.G.A. § 50-13-4 (1990); 50-14-1 (1990); 50-14-3 (1990); 50-14-4 (1990).

Article 8: Appearance Before the State Board of Education.

8-1: Individuals or groups who wish to appear before the SBOE shall make their request in writing to the chair of the state board at least seven days in advance of the next regularly

scheduled meeting. If the matter is applicable for board consideration, the chair, at his or her discretion, may approve the request, specify a period of time for presentation, and limit citizens' presentations. The chair may also assign the presentation to a specific board committee in lieu of presentation to the entire board or request that the petitioner submit written comments to the board or a specific committee.

O.C.G.A. § 20-2-240 (1987).

Article 9: Method of Amending the Bylaws.

9-1: These bylaws may be amended at any regular meeting of the SBOE by a two-thirds vote of the members, a quorum being present, provided the amendment was submitted in writing at the previous regular meeting of the board.

9-2: Amendments shall go into effect immediately upon adoption, unless the motion to adopt specifies a time for the amendment to go into effect or unless the board has previously adopted a motion to that effect.

O.C.G.A. § 20-2-240 (1987).

BYLAWS OF THE STATE BOARD OF EDUCATION OF THE STATE OF GEORGIA

Adopted December ___, 2022

Article 1: Name.

1-1: The name of this organization shall be the State Board of Education of the State of Georgia and shall be denoted as the SBOE in this publication.

_____

Constitution of 1983, Article VIII, Section II, Paragraph I.
O.C.G.A. § 20-2-1 (1987).

Article 2: Purpose.

2-1: The SBOE shall have such powers and duties as provided by law for the provision of a quality basic public education for all citizens of the state of Georgia prior to the college or postsecondary level.

_____

Constitution of 1983, Article VIII, Section II, Paragraph I.
O.C.G.A. § 20-2-1(b) (1987).

Article 3: Members.

3-1: Appointment, Term of Office, Vacancy, Eligibility. The SBOE shall be composed of one member from each congressional district in the state, appointed by the governor, by and with the advice and consent of the Senate. The governor shall not be a member of the SBOE. (O.C.G.A. §20-2-1)

All appointments shall be for seven-year terms from the expiration of the previous term. (O.C.G.A. § 20-2-2) In the event of a vacancy on the SBOE by death, resignation or from any other cause other than the expiration of such member's term of office, the governor shall appoint a successor and shall submit his or her name to the Senate for confirmation. (O.C.G.A. § 20-2-3) This successor shall serve until confirmed by the Senate and, upon confirmation, shall serve for the unexpired term of office.

All members of the board shall hold office until their successors are appointed and qualified. (O.C.G.A. § 20-2-2) The members of the SBOE shall be citizens of this state who have resided in Georgia continuously for at least five years preceding their appointment. No person employed in a professional capacity by a private or public educational institution or by the Georgia Department of Education shall be eligible for appointment to or serve on said board. No person who is employed by or has been connected with a school book publishing concern shall be eligible for membership on the board, and if any person shall be so connected or employed after becoming a member of the board, his or her place shall immediately become vacant. (O.C.G.A. § 20-2-4) State board members, appointees, or their families shall not accept gifts,

compensation, or remuneration from school book publishing concerns. Offers of such shall be reported to the grand juries of their respective counties. (O.C.G.A. §20-2-10)

3-2: Duties. The SBOE shall perform all duties and exercise all responsibilities as provided by law. The members of the SBOE shall take an oath of office for the faithful performance of their duties and the oath of allegiance to the federal and state Constitutions. (O.C.G.A. § 20-2-5) Unless so authorized by official action of the full board, no member shall be authorized to make commitments for the SBOE on any matter that requires action of the SBOE. (O.C.G.A. § 20-2-8) Individual board members shall perform the following duties:

a. meet (either in person or by teleconference) as the SBOE at the designated meeting location or teleconference link;

b. attend meetings of the SBOE, enter into discussion, and vote on items presented to the board for decisions;

c. recognize that he or she, as an individual board member, has no authority to bind the SBOE or act for the SBOE except on assignment from the SBOE;

d. adhere to the ethical standards adopted by the SBOE; (Appendix I)

e. become acquainted with the public educational issues in his or her district and the state as a whole, including conducting an annual public meeting, during the regular school- calendar year, in the congressional district which the board member represents; (O.C.G.A. § 20-2-5.1)

f. support action of the SBOE, especially in his or her district; promote education at every opportunity, especially at civic group meetings, PTA meetings, and school meetings;

g. refer problems brought to his or her attention to the State Superintendent of Schools for action, interpretation, or submission to the SBOE;

h. serve on committees when requested to do so by the chair of the SBOE; (O.C.G.A. § 20- 2-5.2)

i. inform himself or herself about educational issues and programs through attendance at local, state, and national educational meetings and through personal study;

j. suggest proposed policies to the State Superintendent of Schools for study and presentation to the board.

Constitution of 1983, Article VIII, Section II, Paragraph I.
O.C.G.A. § 20-2-1 (1987); 20-2-2 (1987); 20-2-3 (1987); 20-2-4 (1987); 20-2-5 (2012); 20-2-5.1 (1991); 20-2-7 (1987); 20-2-8 (1987); 20-2-10 (1987).

Article 4: Officers.

4-1: The SBOE shall have the following officers:

- Chair (O.C.G.A. § 20-2-5.2)
- Vice Chair
- Vice Chair for Appeals
- Parliamentarian
- Executive Officer (State Superintendent of Schools)

(O.C.G.A. § 20-2-241)

4-2: Election. With the exception of the executive officer and parliamentarian, all officers shall be elected annually at the last meeting of the calendar year of the SBOE to serve for one year, beginning on January 1, immediately following their election or until successors are elected. Should the office of the vice chair or vice chair for appeals become vacant for any reason, the SBOE shall elect a replacement to serve in the office until the next regularly scheduled election. The parliamentarian shall be selected by the chair. The member selected to serve as parliamentarian shall be qualified to advise the chair and other members of the SBOE on points of parliamentary procedure. The State Superintendent of Schools shall serve as executive officer of the board as prescribed by law.

(O.C.G.A. § 20-2-241)

4-3: Powers and Duties of Officers.

Chair. The chair shall preside at all meetings of the SBOE (O.C.G.A. § 20-2-5.2). He or she shall select the parliamentarian for the SBOE, appoint board members to committees, and assign to members of the board such special responsibilities as may, from time to time, be necessary. He or she shall sign for the state board such documents as may require such signature. The chair of the SBOE shall serve as a member of boards and commissions, as specified by state law. When voting, the chair shall have the right, as any other board member, to vote or abstain.

Vice Chair. In the absence of the chair, the vice chair shall preside at meetings of the state board on a temporary or permanent basis and shall perform those duties usually performed by the chair. In the event of a vacancy of the chair, the vice chair shall assume the duties and responsibilities of the chair until such time as a new chair has been elected by the SBOE.

Vice Chair for Appeals. The vice chair for appeals may preside during consideration of appeals before the SBOE and shall ensure that the ruling on such appeals is pursuant to the respective appeal procedures specified in SBOE rules. It shall be the responsibility of the vice chair for appeals to review draft rulings proposed in connection with such appeals and to make a preliminary report to the SBOE on the points at issue in advance of the board meeting at which the appeal is to be considered. He or she may request assistance from the Georgia Attorney General in familiarizing state board members with the points at issue. The vice chair for appeals shall preside at meetings of the SBOE in the absence of the chair and the vice chair.

Parliamentarian. The parliamentarian shall advise the chair and members of the board on matters of parliamentary procedure and shall call to the attention of the chair violations of rules of procedure.

Executive Officer (O.C.G.A. § 20-2-241). The State Superintendent of Schools shall serve as the executive officer of the SBOE as prescribed by law and administrative officer of the Georgia Department of Education.

_____

O.C.G.A. § 20-2-5 (1987); 20-2-552(a) (1991); 20-3-152 (1987).

Article 5: Meetings.

5-1: Regular Meetings. Regular meetings of the SBOE shall be held in accordance with the schedule of meetings adopted by the SBOE. The SBOE shall adopt its schedule of meetings for the upcoming year at the last meeting of the calendar year.

Regular meetings shall be held at least once every quarter. (O.C.G.A. § 20-2-5)

Regular meetings shall be held at the Georgia Department of Education. However, annually, up to two regular meetings may be held at any other location convenient for SBOE members to attend provided that the requirements of the Open Meetings Act are satisfied.

The SBOE is authorized to conduct its regular meetings by teleconference so long as any such meeting is conducted in compliance with the Open Meetings Act. (O.C.G.A. § 50-14-1(f))

The executive officer and the chair shall ensure compliance with the state Open Meetings Act.

5-2: Called Meetings. Additional meetings may be called by the chair, the vice chair and, in addition, by the State School Superintendent upon the written request of the majority or more members of the SBOE. (O.C.G.A. § 20-2-5) The State School Superintendent shall notify all board members of called meetings either in writing or by telephone. Such notice shall specify the purpose for which the special meeting is called. Business transacted at a called meeting shall be limited to that stated in the notice.

The SBOE is authorized to conduct called meetings by teleconference provided that any such meeting is conducted in compliance with the Open Meetings Act. (O.C.G.A. § 50-14-1(f))

5-3: Committee Meetings. Committees shall meet at the direction of the chair of the SBOE or at the call of the committee chair (O.C.G.A. § 20-2-5.2). The Committee of the Whole will meet according to schedule adopted. Other committees shall meet at the direction of the chair or at the call of the committee chair.

Committees of the SBOE are authorized to conduct meetings by teleconference provided that any such meeting is conducted in compliance with the Open Meetings Act. (O.C.G.A. § 50-14-1(f))

5-4: Quorum. A quorum for a regular meeting shall be a majority of the total number of members serving on the SBOE who are in attendance either in person or by teleconference. A quorum for a called meeting shall be a majority of the members serving the SBOE.

5-5: Executive Sessions. The SBOE shall adjourn to executive session for any purpose specified by law, including, the following:

a. conducting staff meetings for investigative purposes under duties or responsibilities imposed by law;

b. discussing future acquisitions of real estate;

c. discussing or deliberating the appointment, employment, hiring, disciplinary action, or dismissal of a public officer or employee;

d. deliberating cases appealed to the SBOE; (O.C.G.A. § 50-14-3)

e. discussing pending or potential litigation with legal counsel; (O.C.G.A. § 50-14-2)

f. discussing competitive sealed proposals and bids where state purchasing procedures require confidentiality;

g. discussing matters related to testing.

5-6: All members of the SBOE shall receive compensation in accordance with state law. (O.C.G.A. § 20-2-9)

O.C.G.A. § 20-2-5 (2012); 20-2-5.1 (1991); 20-2-7 (1987); 20-2-8 (1987); 20-2-9 (1987); 45-7-6 (1990); 45-7-21 (1990); 50-14-1 (2021); 50-14-2 (2012); 50-14-3 (2021); 50-14-4 (2012).

Article 6: Committees.

6-1: Committees of the SBOE shall be as follows:

- Committee of the Whole
- Standing committees
- Ad hoc committees
- Committees of one
- Inspection committees

6-2: Committee of the Whole. Preliminary to action at its regular session, the SBOE, functioning as the Committee of the Whole, shall consider all matters requiring board action and shall receive items for information. However, nothing shall prevent the SBOE from acting at its regular meetings on matters that have not been discussed at the Committee of the Whole.

6-3: Standing Committees. Standing committees may be created and appointed by the chair of

the SBOE for a period not to exceed one year.

6-4: Ad Hoc Committees. Ad hoc committees shall be appointed by the chair of the SBOE as needed. Ad hoc committees shall study such specific problems as may be assigned by the chair of the SBOE and shall cease to function when study has been completed and recommendations have been made for consideration and action by the full board or at the direction of the chair of the SBOE.

6-5: Committees of One. Upon approval of the bylaws, each member of the SBOE is authorized by the full state board to serve as a committee of one for the purpose of obtaining information for the SBOE, supporting public education, and improving public relations with the citizens of the state.

6-6: Inspection Committees (O.C.G.A. § 20-2-6). The SBOE is authorized to appoint committees to travel within this state and inspect the institutions and facilities under its jurisdiction and control. The committees shall be composed of members of the SBOE as determined by a majority vote of the SBOE.

6-7: Organization of Committees.

Committee of the Whole. The chair of the SBOE shall preside when the board is acting as the Committee of the Whole. The State Superintendent of Schools or designee shall act as secretary of the Committee of the Whole.

Standing and Ad Hoc Committees. The chairs of standing and ad hoc committees shall be designated by the chair of the SBOE when committees are appointed. The State Superintendent of Schools shall assign a Georgia Department of Education staff member to provide support to each committee. Should the chair of a committee be unable to continue to serve for any reason, the chair of the SBOE shall appoint another member to serve as chair. Should a member of a committee be unable to continue to serve for any reason, the chair of the SBOE may appoint another board member to serve on the committee.

O.C.G.A. § 20-2-6 (1987).

Article 7: Parliamentary Authority.

7-1: Rules. The rules contained in the most recent version of Robert's Rules of Order shall govern in all cases to which they are applicable and in which they are not inconsistent with the bylaws or the special rules of the board.

7-2: Agenda. A prepared agenda with appropriate information shall be sent to each member of the SBOE by the executive officer at least seven days in advance of any regular meeting of the board. In the event of a state holiday, act of God, or some other emergency condition, the agenda shall be sent as soon as possible.

7-3: Order of Business. This agenda, as approved or amended at the beginning of each meeting, shall govern the order of business for the meeting. Additions or deletions to the approved agenda shall be by majority vote of the members voting, a quorum being present (O.C.G.A. § 20-2-5.2).

7-4: Changes in the SBOE Rules. The SBOE shall follow the procedures prescribed in the Georgia Administrative Procedure Act for the adoption of rules. (O.C.G.A. § 50-13-3) To allow time for study by the members of the board, drafts of proposed new rules, changes in the SBOE rules, or requests for waiver of the SBOE rules shall be transmitted to board members prior to the board meeting. However, nothing shall prevent the SBOE from considering for appropriate action proposed rules, amendments, repeals of rules, and/or waivers of the SBOE rules not transmitted to board members. Rules may be adopted by the SBOE at its regularly scheduled meetings, or upon a motion receiving a majority of votes, a quorum being present, the adoption may be postponed until a later, regularly scheduled meeting.

7-5: Minutes of the SBOE. The State Superintendent of Schools, as executive officer of the board, is responsible for preparing the minutes of the proceedings of the board meetings. The minutes shall not be considered official unless and until approved by the board. These official minutes shall be open to inspection by the public upon request. (O.C.G.A. § 50-14-1)

7-6: Suspension of Rules and Bylaws. Rules governing the conduct of debate at any meeting of the SBOE and provisions of the bylaws may be suspended by a two-thirds vote of the members present.

_____

O.C.G.A. § 50-13-4 (1990); 50-14-1 (1990); 50-14-3 (1990); 50-14-4 (1990).

Article 8: Appearance Before the State Board of Education.

8-1: Individuals or groups who wish to appear before the SBOE shall make their request in writing to the chair of the state board at least seven days in advance of the next regularly scheduled meeting. If the matter is applicable for board consideration, the chair, at his or her discretion, may approve the request, specify a period of time for presentation, and limit citizens' presentations. The chair may also assign the presentation to a specific board committee in lieu of presentation to the entire board or request that the petitioner submit written comments to the board or a specific committee.

_____

O.C.G.A. § 20-2-240 (1987).

Article 9: Method of Amending the Bylaws.

9-1: These bylaws may be amended at any regular meeting of the SBOE by a two-thirds vote of the members, a quorum being present, provided the amendment was submitted in writing at the previous regular meeting of the board.

9-2: Amendments shall go into effect immediately upon adoption, unless the motion to adopt specifies a time for the amendment to go into effect or unless the board has previously adopted a motion to that effect.

O.C.G.A. § 20-2-240 (1987).

Code: JB

160-5-1-.10 STUDENT ATTENDANCE.

(1) DEFINITIONS.

(a) **Foster Care Student** – a student who is in a foster home or otherwise in the foster care system under the Division of Family and Children Services of the Department of Human Services.

(b) **Student Attendance Protocol** – procedures to be used in identifying, reporting, investigating and prosecuting cases of alleged violations of O.C.G.A. § 20-2-690.1, relating to mandatory school attendance and appropriately addressing the issue with parents and guardians. The protocol shall also include recommendations for policies relating to tardiness.

(c) **Student Attendance and School Climate Committee** – a committee established, pursuant to O.C.G.A. § 20-2-690.2, by the chief judge of the superior court of each county for the purpose of ensuring coordination and cooperation among officials, agencies and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school, and to increase the percentage of students present to take tests which are required to be administered under the laws of this state, and to improve the school climate in each school.

(d) **Student Teen Election Participant (STEP)** – a program designed to permit full-time public, private, and home schooled high school students the opportunity to volunteer to work as poll officers during any primary, special, or general election according to the provisions set forth in O.C.G.A. § 21-2-92.

(e) **Truant** – any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

(2) REQUIREMENTS.

(a) School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy.

(b) Local boards of education shall adopt policies and procedures excusing students from school under the following circumstances, as a minimum. Policies may require submission of appropriate documentation.

1. Personal illness or when attendance in school endangers the student's health or the health of others.

(i) Local boards of education may require students to present appropriate medical documentation upon return to school for the purpose of validating that the absence is

an excused absence. With proper verification a student may be eligible for hospital/homebound instruction as outlined in State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services.

2. A serious illness or death in a student's immediate family necessitating absence from school.

(i) In the event of a serious illness in a student's immediate family, local boards of education may require students to present appropriate medical documentation regarding the family member upon return to school for the purpose of validating that the absence is an excused absence.

3. A court order or an order by a government agency, including preinduction physical examinations for service in the armed forces, mandating absence from school.

4. The observation of religious holidays, necessitating absence from school.

5. Conditions rendering attendance impossible or hazardous to student health or safety.

6. Registering to vote or voting in a public election, which shall not exceed one day.

7. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.

8. A student whose parent or legal guardian is currently serving or previously served on active duty in the armed forces of the United States, in the Reserves of the armed forces of the United States on extended active duty, or in the National Guard on extended active duty may be granted excused absences, up to a maximum of five school days per school year, not to exceed two school years, for the day or days missed from school to attend military affairs sponsored events, provided the student provides documentation prior to absence from:

(i) A provider of care at or sponsored by a medical facility of the United States Department of Veterans Affairs; or

(ii) An event sponsored by a corporation exempt from taxation under Section 501(c)(19) of the Internal Revenue Code.

9. Nothing in Sections (2)(b)7 and (2)(b)8 of this rule shall be construed to require a local school system to revise any policies relating to maximum number of excused and unexcused absences for any purposes.

10. Any other absence not explicitly defined herein but deemed by the local school board of education to have merit based on circumstances, which may include non-school sponsored activities that meet the requirements set forth in section (2)(~~f~~g)2. of this rule.

(c) Local boards of education shall count students present when they are serving as pages of the Georgia General Assembly as set forth in O.C.G.A. § 20-2-692.

(d) A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § 20-2-692.2.

(e) A student who successfully participates in the Student Teen Election Participant (STEP) program shall be counted as present and given full credit for the school day during which he or she served in the STEP program. No student shall be permitted to be absent from school or participate in the STEP program for more than two school days per school year.

(f) A student who participates in an activity or program sponsored by 4-H shall be credited as present by the school in which enrolled in the same manner as an educational field trip, and such participation in an activity or program sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § 20-2-692.3.

(~~f~~g) Final course grades of students shall not be penalized because of absences if the following conditions are met:

1. Absences are justified and validated for excusable reasons.

2. Make up work for excused absences was completed satisfactorily.

(~~g~~h) Local boards of education are not required to provide make-up work for unexcused absences.

(~~h~~i) Nothing in this rule should be construed to encourage student absences or as an approval of excessive unexcused absences.

(~~i~~j) To reduce unexcused absences, each local board of education shall adopt policies and procedures that shall include but are not limited to:

1. Requiring the school system to notify the parent, guardian or other person who has control or charge of the student when such student has five unexcused absences. The notice shall outline the penalty and consequences of such absences and that each subsequent absence shall constitute a separate offense. After two reasonable attempts to notify the parent, guardian or other person who has charge of the student, the school system shall send written notice via certified mail with return receipt requested, or first-class mail; and

2. Prior to any action to commence judicial proceedings to impose a penalty on a parent, guardian, or other person residing in this state who has control or charge of the school aged child for failing to comply with compulsory attendance, a school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested; and

3. Requiring public schools to provide to the parent, guardian, or other person having control or charge of each student enrolled in public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each school year or within 30 school days of a student's enrollment in the school system, the parent, guardian, or other person having control or charge of such student shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, or first-class mail, to such parent, guardian, or other person who has control or charge of a child, or children. In addition, students age ten or older by September 1 shall sign a statement indicating receipt of written statement of possible consequences for non-compliance to the local system's policy.

(~~j~~k) Each local board of education shall implement a progressive discipline process and a parental involvement process for truant students before referring the students to the juvenile or other court having jurisdiction.

(~~k~~l) Each local board of education shall adopt as a part of the student codes of conduct developed pursuant to O.C.G.A. § 20-2-735 a definition of truancy that contains the minimum standards established by State Board of Education Rule 160-5-1-.10 Student Attendance and a summary of possible consequences and penalties for truancy.

(~~l~~m) Pursuant to O.C.G.A. § 20-2-690.2, each local school system shall participate in a student attendance and school climate committee. Independent school systems may participate in the committee in the county where the system is located. Independent school systems whose geographic area encompasses more than one county may select one of such counties in which to participate. An independent school system that elects not to participate in the committee of the county where it is located shall request the chief judge of the superior court of a county encompassed by

its geographic area to establish an independent student attendance and school climate committee.

1. The superintendent or the superintendent's designee of the local school system shall fully and actively assist in the planning, implementation, and evaluation activities of the local school system student attendance and school climate committee.

2. The superintendent, a certificated school employee, a local school board member from each public school system in the county, and a certificated school social worker from each public school system, if any are employed by the school system, shall serve on the student attendance and school climate committee.

3. Each local board of education shall consider and publicly announce its decisions regarding the recommendations of the student attendance and school climate committee.

4. Each local board of education shall report annual student attendance rates to the student attendance and school climate committee and the State Board of Education by September 1 following each school year.

5. The local school system shall be responsible for providing a copy of the written student attendance protocol to the Department by July 1, 2005, and upon any subsequent revisions or amendments.

6. The Department shall develop and disseminate exemplary model protocols that may be implemented by local boards of education.

Authority O.C.G.A. ~~§§~~ 15-11-10; 15-11-67; 20-2-85; 20-2-240; 20-2-310; 20-2-690.1;20-2-690.2; 20-2-692; 20-2-692.1; 20-2-692.2; 20-2-692.3; 20-2-693; 20-2-694; 20-2-695; 20-2-696; 20-2-697; 20-2-698; 20-2-701; 20-2-735; 20-2-736; 21-2-92.

Adopted: ~~January 16, 2020~~ **Effective:** ~~February 5, 2020~~

Code: JB

160-5-1-.10 STUDENT ATTENDANCE.

(1) DEFINITIONS.

(a) **Foster Care Student** – a student who is in a foster home or otherwise in the foster care system under the Division of Family and Children Services of the Department of Human Services.

(b) **Student Attendance Protocol** – procedures to be used in identifying, reporting, investigating and prosecuting cases of alleged violations of O.C.G.A. § 20-2-690.1, relating to mandatory school attendance and appropriately addressing the issue with parents and guardians. The protocol shall also include recommendations for policies relating to tardiness.

(c) **Student Attendance and School Climate Committee** – a committee established, pursuant to O.C.G.A. § 20-2-690.2, by the chief judge of the superior court of each county for the purpose of ensuring coordination and cooperation among officials, agencies and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school, and to increase the percentage of students present to take tests which are required to be administered under the laws of this state, and to improve the school climate in each school.

(d) **Student Teen Election Participant (STEP)** – a program designed to permit full-time public, private, and home schooled high school students the opportunity to volunteer to work as poll officers during any primary, special, or general election according to the provisions set forth in O.C.G.A. § 21-2-92.

(e) **Truant** – any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

(2) REQUIREMENTS.

(a) School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy.

(b) Local boards of education shall adopt policies and procedures excusing students from school under the following circumstances, as a minimum. Policies may require submission of appropriate documentation.

1. Personal illness or when attendance in school endangers the student's health or the health of others.

(i) Local boards of education may require students to present appropriate medical documentation upon return to school for the purpose of validating that the absence is

an excused absence. With proper verification a student may be eligible for hospital/homebound instruction as outlined in State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services.

2. A serious illness or death in a student's immediate family necessitating absence from school.

(i) In the event of a serious illness in a student's immediate family, local boards of education may require students to present appropriate medical documentation regarding the family member upon return to school for the purpose of validating that the absence is an excused absence.

3. A court order or an order by a government agency, including preinduction physical examinations for service in the armed forces, mandating absence from school.

4. The observation of religious holidays, necessitating absence from school.

5. Conditions rendering attendance impossible or hazardous to student health or safety.

6. Registering to vote or voting in a public election, which shall not exceed one day.

7. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.

8. A student whose parent or legal guardian is currently serving or previously served on active duty in the armed forces of the United States, in the Reserves of the armed forces of the United States on extended active duty, or in the National Guard on extended active duty may be granted excused absences, up to a maximum of five school days per school year, not to exceed two school years, for the day or days missed from school to attend military affairs sponsored events, provided the student provides documentation prior to absence from:

(i) A provider of care at or sponsored by a medical facility of the United States Department of Veterans Affairs; or

(ii) An event sponsored by a corporation exempt from taxation under Section 501(c)(19) of the Internal Revenue Code.

9. Nothing in Sections (2)(b)7 and (2)(b)8 of this rule shall be construed to require a local school system to revise any policies relating to maximum number of excused and unexcused absences for any purposes.

10. Any other absence not explicitly defined herein but deemed by the local school board of education to have merit based on circumstances, which may include non-school sponsored activities that meet the requirements set forth in section (2)(g)2. of this rule.

(c) Local boards of education shall count students present when they are serving as pages of the Georgia General Assembly as set forth in O.C.G.A. § 20-2-692.

(d) A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § 20-2-692.2.

(e) A student who successfully participates in the Student Teen Election Participant (STEP) program shall be counted as present and given full credit for the school day during which he or she served in the STEP program. No student shall be permitted to be absent from school or participate in the STEP program for more than two school days per school year.

(f) A student who participates in an activity or program sponsored by 4-H shall be credited as present by the school in which enrolled in the same manner as an educational field trip, and such participation in an activity or program sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § 20-2-692.3.

(g) Final course grades of students shall not be penalized because of absences if the following conditions are met:

1. Absences are justified and validated for excusable reasons.

2. Make up work for excused absences was completed satisfactorily.

(h) Local boards of education are not required to provide make-up work for unexcused absences.

(i) Nothing in this rule should be construed to encourage student absences or as an approval of excessive unexcused absences.

(j) To reduce unexcused absences, each local board of education shall adopt policies and procedures that shall include but are not limited to:

1. Requiring the school system to notify the parent, guardian or other person who has control or charge of the student when such student has five unexcused absences. The notice shall outline the penalty and consequences of such absences and that each subsequent absence shall constitute a separate offense. After two reasonable attempts to notify the parent, guardian or other person who has charge of the student, the school system shall send written notice via certified mail with return receipt requested, or first-class mail; and

2. Prior to any action to commence judicial proceedings to impose a penalty on a parent, guardian, or other person residing in this state who has control or charge of the school aged child for failing to comply with compulsory attendance, a school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested; and

3. Requiring public schools to provide to the parent, guardian, or other person having control or charge of each student enrolled in public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each school year or within 30 school days of a student's enrollment in the school system, the parent, guardian, or other person having control or charge of such student shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, or first-class mail, to such parent, guardian, or other person who has control or charge of a child, or children. In addition, students age ten or older by September 1 shall sign a statement indicating receipt of written statement of possible consequences for non-compliance to the local system's policy.

(k) Each local board of education shall implement a progressive discipline process and a parental involvement process for truant students before referring the students to the juvenile or other court having jurisdiction.

(l) Each local board of education shall adopt as a part of the student codes of conduct developed pursuant to O.C.G.A. § 20-2-735 a definition of truancy that contains the minimum standards established by State Board of Education Rule 160-5-1-.10 Student Attendance and a summary of possible consequences and penalties for truancy.

(m) Pursuant to O.C.G.A. § 20-2-690.2, each local school system shall participate in a student attendance and school climate committee. Independent school systems may participate in the committee in the county where the system is located. Independent school systems whose geographic area encompasses more than one county may select one of such counties in which to participate. An independent school system that elects not to participate in the committee of the county where it is located shall request the chief judge of the superior court of a county encompassed by

its geographic area to establish an independent student attendance and school climate committee.

1. The superintendent or the superintendent's designee of the local school system shall fully and actively assist in the planning, implementation, and evaluation activities of the local school system student attendance and school climate committee.

2. The superintendent, a certificated school employee, a local school board member from each public school system in the county, and a certificated school social worker from each public school system, if any are employed by the school system, shall serve on the student attendance and school climate committee.

3. Each local board of education shall consider and publicly announce its decisions regarding the recommendations of the student attendance and school climate committee.

4. Each local board of education shall report annual student attendance rates to the student attendance and school climate committee and the State Board of Education by September 1 following each school year.

5. The local school system shall be responsible for providing a copy of the written student attendance protocol to the Department by July 1, 2005, and upon any subsequent revisions or amendments.

6. The Department shall develop and disseminate exemplary model protocols that may be implemented by local boards of education.

Authority O.C.G.A. §§ 15-11-10; 15-11-67; 20-2-85; 20-2-240; 20-2-310; 20-2-690.1;20-2-690.2; 20-2-692; 20-2-692.1; 20-2-692.2; 20-2-692.3; 20-2-693; 20-2-694; 20-2-695; 20-2-696; 20-2-697; 20-2-698; 20-2-701; 20-2-735; 20-2-736; 21-2-92.

Adopted: **Effective:**

Synopsis of
Proposed Amendments to
Rule 160-5-1-.10 Student Attendance

State Board of Education Rule 160-5-1-.10 *Student Attendance* is being amended to comport with the requirements of O.C.G.A. § 20-2-692.3, which was created by House Bill 1292 and enacted in May 2022. O.C.G.A. § 20-2-692.3 provides that "a student who participates in an activity or program sponsored by 4-H shall be credited as present by the school in which enrolled in the same manner as an educational field trip, and such participation in an activity or program sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school."

FY23 Title III, Part A Immigrant Allocations

LEA ID	LEA	Allocation
607	BARROW COUNTY SCHOOL DISTRICT	10,951
615	BRYAN COUNTY SCHOOL DISTRICT	7,565
764	BUFORD CITY SCHOOL DISTRICT	7,988
622	CARROLL COUNTY SCHOOL DISTRICT	5,978
766	CARROLLTON CITY SCHOOL DISTRICT	9,205
625	CHATHAM COUNTY SCHOOL DISTRICT	53,960
629	CLARKE COUNTY SCHOOL DISTRICT	18,727
631	CLAYTON COUNTY SCHOOL DISTRICT	50,046
636	COLUMBIA COUNTY SCHOOL DISTRICT	18,727
642	DAWSON COUNTY SCHOOL DISTRICT	2,963
648	DOUGLAS COUNTY SCHOOL DISTRICT	20,632
657	FLOYD COUNTY SCHOOL DISTRICT	2,804
658	FORSYTH COUNTY SCHOOL DISTRICT	84,591
663	GLYNN COUNTY SCHOOL DISTRICT	11,215
667	GWINNETT COUNTY SCHOOL DISTRICT	478,026
669	HALL COUNTY SCHOOL DISTRICT	38,936
675	HENRY COUNTY SCHOOL DISTRICT	21,478
678	JACKSON COUNTY SCHOOL DISTRICT	7,036
781	MARIETTA CITY SCHOOL DISTRICT	26,134
7820108	MOUNTAIN EDUCATION CHARTER HIGH SCHOOL	2,647
705	MURRAY COUNTY SCHOOL DISTRICT	7,671
707	NEWTON COUNTY SCHOOL DISTRICT	5,713
710	PAULDING COUNTY SCHOOL DISTRICT	12,379
722	ROCKDALE COUNTY SCHOOL DISTRICT	9,681
741	TROUP COUNTY SCHOOL DISTRICT	8,729
747	WALTON COUNTY SCHOOL DISTRICT	4,232
755	WHITFIELD COUNTY SCHOOL DISTRICT	5,978
		$ 933,992

Georgia Department of Education
Supply Chain Assistance Grant

System Name	Total Payment
Amana Academy, Inc	$11,480
Appling County	$34,695
Atkinson County	$18,726
Atlanta Classical Academy	$10,866
Atlanta Neighborhood Charter School	$10,337
Atlanta Public Schools	$376,944
Bacon County	$23,066
Baker County	$7,600
Baldwin County	$46,401
Banks County	$28,983
Barrow County	$127,387
Bartow County	$121,010
Ben Hill County	$30,739
Berrien County	$30,535
Bibb County	$181,287
Bleckley County	$27,201
Brantley County	$33,826
Bremen City	$22,179
Bright Futures Academy	$5,563
Brighten Academy Inc	$11,948
Brooks County	$23,023
Bryan County	$90,922
Buford City	$54,100
Bulloch County	$98,868
Burke County	$39,939
Butts County	$35,002
Calhoun City	$40,595
Calhoun County	$9,007
Camden County	$84,272
Candler County	$21,983
Carroll County	$135,563
Carrollton City	$51,849
Cartersville City	$43,170
Catoosa County	$95,484
Charlton County	$19,315
Chattahoochee County	$13,151
Chattahoochee Hills Charter School	$8,845
Chattooga County	$26,630
Cherokee County	$362,186
Chickamauga City	$15,802
City Schools of Decatur	$53,060
Clarke County	$112,049
Clayton County	$448,671
Clinch County	$15,691
Cobb County	$916,470
Coffee County	$69,531

System Name	Total Payment
Colquitt County	$81,706
Columbia County	$249,544
Commerce City	$19,980
Cook County	$31,336
Coweta County	$198,483
Crawford County	$18,744
Crisp County	$36,434
Cristo Rey Atlanta Jesuit High School	$9,348
Dade County	$22,265
Dalton Public Schools	$70,793
Dawson County	$37,637
Decatur County	$42,795
Dekalb Acad of Tech & Environment	$11,445
DeKalb County	$763,749
Dekalb Path Academy, Inc	$8,137
Department of Juvenile Justice	$13,364
Devereux Foundation	$5,529
Dodge County	$29,034
Dooly County	$14,404
Dougherty County	$116,159
Douglas County	$182,131
Dublin City	$24,916
Early County	$19,570
Echols County	$12,452
Effingham County	$120,822
Elbert County	$30,833
Emanuel County	$39,001
Evans County	$20,389
Fannin County	$29,034
Fayette County	$175,012
Floyd County	$81,672
Forsyth County	$454,793
Fort Benning Schools	$23,518
Fort Stewart Schools	$17,396
Franklin County	$35,914
Fulton County	$719,961
Gainesville City	$71,492
Gilmer County	$40,211
Glascock County	$9,988
Glynn County	$114,130
Gordon County	$59,718
Grady County	$43,229
Greene County	$24,456
Griffin-Spalding County	$86,336
Gwinnett County	$1,525,967
Habersham County	$64,834

System Name	Total Payment
Hall County	$236,090
Hancock County	$11,190
Haralson County	$33,348
Harris County	$51,798
Hart County	$35,889
Heard County	$23,697
Henry County	$369,834
Hillside Inc.	$5,597
Houston County	$262,844
International Community School	$8,802
Irwin County	$18,786
Jackson County	$82,925
Jasper County	$25,155
Jeff Davis County	$31,208
Jefferson City	$40,032
Jefferson County	$23,322
Jenkins County	$14,941
Johnson County	$13,696
Jones County	$48,660
Kidspeace National Centers of GA, Inc	$5,256
Kipp Metro Atlanta Collaborative Inc	$42,923
Lamar County	$28,642
Lanier County	$19,809
Latin College Prep	$7,643
Latin Grammar School	$9,314
Laurens County	$59,718
Leadership Preparatory Academy	$7,430
Lee County	$58,797
Liberty County	$93,821
Lincoln County	$15,009
Long County	$39,947
Lowndes County	$95,757
Lumpkin County	$36,972
Macon County	$14,847
Madison County	$47,151
Marietta City	$79,055
Marion County	$16,049
McDuffie County	$33,425
McIntosh County	$15,768
Meriwether County	$23,543
Miller County	$11,309
Mitchell County	$15,657
Monroe County	$41,703
Montgomery County	$13,040
Morgan County	$33,817
Murphy Harpst Children's Center	$5,460

System Name	Total Payment
Murray County	$63,606
Muscogee County	$261,497
Museum School Avondale Estates	$9,979
Newton County	$165,156
Oconee County	$76,812
Oglethorpe County	$23,578
Paulding County	$270,398
Peach County	$37,006
Pelham City	$16,825
Pickens County	$40,126
Pierce County	$35,403
Pike County	$34,823
Polk County	$71,518
Pulaski County	$15,521
Putnam County	$30,304
Quitman County	$7,276
Rabun County	$24,157
Randolph County	$11,096
Richmond County	$256,254
Rockdale County	$138,010
Rome City	$60,835
Savannah-Chatham County	$296,794
Schley County	$15,759
Screven County	$22,640
Seminole County	$16,254
Social Circle City	$21,557
St. Peter Claver School	$6,415
State Charter Schools II - Atlanta Heights Charter School	$11,326
State Charter School- Atlanta Unbound Academy	$6,620
State Charter Schools - Cherokee Charter Academy	$10,780
State Charter Schools - Ivy Preparatory Academy, Inc	$8,640
State Charter Schools - Scintilla Charter Academy	$10,320
State Charter Schools- Atlanta SMART Academy	$6,049
State Charter Schools II - Cirrus Charter Academy	$9,612
State Charter Schools II - Coweta Charter Academy	$11,607
State Charter Schools - Dubois Integrity Academy	$15,086
State Charter Schools II - Ethos Classical Charter School	$7,882
State Charter Schools II - Furlow Charter School	$9,894
State Charter Schools II - International Academy of Smyrna	$8,078
State Charter Schools II - Pataula Charter Academy	$9,885
State Charter Schools II - Resurgence Hall Charter School	$8,453
State Charter Schools II - SLAM Academy of Atlanta	$5,759
State Charter Schools II - Southwest Georgia S.T.E.M. Charter Academy	$8,479
State Charter Schools II - Spring Creek Charter Academy	$8,206
State Charter Schools - Utopian Academy for the Arts Charter School	$8,129

System Name	Total Payment
State Schools	$7,728
Stephens County	$37,696
Stewart County	$8,547
Sumter County	$35,863
Talbot County	$8,555
Taliaferro County	$6,501
Tapestry Public Charter School	$7,268
Tattnall County	$35,727
Taylor County	$15,811
Telfair County	$18,692
Terrell County	$13,901
The Globe Academy Inc	$14,071
The Main Street Academy LLC	$11,983
The Savannah Classical Academy Inc	$8,717
Thomas County	$54,296
Thomaston-Upson County	$39,521
Thomasville City	$28,770
Tift County	$69,992
Toombs County	$30,194
Towns County	$13,730
Treutlen County	$14,088
Trion City	$16,493
Troup County	$108,494
Turner County	$14,856
Twiggs County	$11,113
Twin Cedars Youth & Family Service	$5,716
Union County	$30,637
Valdosta City	$75,713
Vidalia City	$25,854
Walker County	$76,326
Walton County	$126,961
Ware County	$56,368
Warren County	$10,303
Washington County	$30,074
Wayne County	$48,490
Webster County	$7,166
Westside Atlanta Charter School Inc	$7,916
Wheeler County	$12,579
White County	$37,296
Whitfield County	$111,128
Wilcox County	$15,222
Wilkes County	$16,271
Wilkinson County	$14,549
Worth County	$31,268
Youth Villages Inc.	$6,006
Total Allocation	**$15,637,144**

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 Contract Amendment

December 2022

Vendor

ClassWallet

Contract Amendment Details

Terms	Contract Term	Contract Amount	Funding Source	Revised Scope of Work?
ORIGINAL	1/20/2022 – 1/19/2023	$425,000	☐ State ☒ Federal ☐ Other	
AMENDED	1/20/2023 – 1/19/2024	$425,000 Difference: $ 0	☐ State ☒ Federal ☐ Other	No

Original Contract Scope and Objective

Provide software services for the offering and support of a user-friendly, online platform that will be used to process Governor Kemps's Emergency Education Relief (GEER) II allocations for Classroom Grants for teachers and paraprofessionals.

Amended Contract Scope and Objective

Same as original scope and objective.

Description of the Circumstances that Necessitate a Contract Amendment

The deadline for educators to spend these funds may be extended, which would go beyond the original contract end date.

Original Contract Procurement Process

Non-bid process:

- ☑ Sole Source justification
- ☐ Intergovernmental contract
- ☐ Statewide contract
- ☐ Exempt (Please select from the list below)
  - Choose an item.
- ☐ Other (Please describe below.)
  - Click here to enter text.

Program Name and Contact

External Affairs
Tiffany Taylor, Deputy Superintendent - Policy, Flexibility, and External Affairs

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 Contract Amendment

December 2022

Vendor

Communities In Schools of Georgia

Contract Amendment Details

Terms	Contract Term	Contract Amount	Funding Source	Revised Scope of Work?
ORIGINAL	10/1/2022 – 9/30/2023	$199,540	☒ State ☐ Federal ☐ Other	
AMENDED	10/1/2022 – 9/30/2023	$199,540 Difference: $ 0	☒ State ☐ Federal ☐ Other	Yes

Original Contract Scope and Objective

Create a system of integrated student supports focused on increasing attendance, improving behavior and course performance, and engaging families to address basic needs in tier four federally identified schools in Clay, Dooly, Dougherty, and Randolph counties.

Amended Contract Scope and Objective

Create a system of integrated student supports focused on increasing attendance, improving behavior and course performance, and engaging families to address basic needs in tier four federally identified schools in Clay, Dooly, and Dougherty counties.

Description of the Circumstances that Necessitate a Contract Amendment

The current contract split a site coordinator between Randolph Clay Middle School and Clay County Elementary School. Randolph County identified an alternate funding source so Clay County Elementary can have a full-time site coordinator. The request for amendment is to remove Randolph County from the contract.

Original Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
  - Provide sole source justification here.
- ☐ Intergovernmental contract
- ☐ Statewide contract
- ☑ Exempt (Please select from the list below)
  - Nonprofit Providing Services
- ☐ Other (Please describe below.)
  - Click here to enter text.

Program Name and Contact

Office of School and District Improvement

Dr. Stephanie Johnson, Deputy Superintendent of School and District Improvement

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 Recurring Contract

December 2022

Vendor

American Institute for Research (AIR) Specially Designed Instruction (SDI)

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
3/1/2023 – 2/29/2024	$58,365	☐ State ☒ Federal ☐ Other	2

Contract Objective

To provide technical assistance to the Georgia Department of Education (GaDOE), Division for Special Education, to support implementation of SDI.

The proposed services and budget include on-site/virtual professional learning, content creation and adaption, meetings, and remote consultation. The focus will be on developing and implementing high-quality, specially designed instruction to improve outcomes for students with disabilities. A comprehensive approach that includes supporting the GaDOE in building resources and providing professional learning for local education agencies and education preparation institutes of higher education will be provided. All AIR materials and services are subjected to quality assurance procedures to ensure that they are of high quality, professional, and reflect current research.

Changes in Contract Amount from Previous Year

No changes in the contract amount.

Previous Year Performance, Criteria, and Results

Deliverables were met using attendance rosters, agendas, presentations, and satisfaction surveys. All resources developed were monitored for timely completion and quality by the assigned Program Manager.

Current Year Performance, Criteria, and Results

Deliverables such as professional learning will be monitored with attendance rosters, agendas, presentations, and satisfaction surveys. Additionally, all materials and resources to be developed and secured will be monitored for timely completion and quality by the State Director and assigned Program Manager.

Program Name and Contact

Special Education Services and Supports, Instruction and System Improvement Unit
Shaun Owen, Deputy Superintendent

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 Recurring Contract

December 2022

Vendor

American Institutes for Research (AIR) Teacher Induction Program

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
3/1/2023 – 2/29/2024	$75,000	☐ State ☒ Federal ☐ Other	3

Contract Objective

The contractor will complete the following tasks: participate in project leadership meetings virtually or face-to-face; participate in calls with the Office of Special Education Programs Project Officer; and produce comprehensive and training evaluation reports. With input from the Georgia Department of Education (GaDOE), the contractor will identify and develop assessments and data collection tools, as needed, and establish data entry system and corresponding virtual dashboard for outputs and outcomes. The contractor will conduct annual surveys of participants, analyze data, and report results. Along with GaDOE, the evaluation team will develop performance measures and targets for updates and for the Annual Performance Report (APR). The team will provide training and ongoing support to project staff on all evaluation activities. The contractor will represent and share Georgia's practices and materials within the network. The contractor will report on Georgia's professional development output data, as well as assist in the collection of fidelity and outcome data for each initiative, conduct data analysis, and provide interim and annual reporting on outcome data.

Changes in Contract Amount from Previous Year

There are no changes in this contract.

Previous Year Performance, Criteria, and Results

Monitoring occurred monthly during State Implementation Team meetings with a report of progress provided. Deliverables were on time and met the expectations established through the scope of work. All professional learning has been evaluated by external evaluators. Participant surveys demonstrate extremely high satisfaction and relevance ratings in excess of 90%.

Current Year Performance, Criteria, and Results

Performance will be closely monitored based on deliverables and outcomes. The grant has established objectives and metrics to measure success. External evaluators will also support this work to provide monthly updates on the performance in comparison with the established goals, objectives, and results. Incremental milestones are outlined in the Scope of Work. The following deliverables will be evaluated for effectiveness: professional learning to support induction level teachers based on High Leverage Practices (HLPs) and professional learning for staff through Train-the -Trainer model. Outcome measures will be utilized to determine the impact on teacher retention data.

Program Name and Contact

Division for Special Education Services and Supports

Shaun Owen, Deputy Superintendent for Federal Programs

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 Recurring Contract

December 2022

Vendor

Center for Leadership in Disability, Georgia State University

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
3/1/2023 – 2/29/2024	$190,500	☐ State ☒ Federal ☐ Other	3

Contract Objective

To provide professional learning for Early Intervention Providers and to support the development of a comprehensive personnel network for Part C providers, early interventionists for children with disabilities birth to 3 years old, who serve children with disabilities birth to 3 years of age.

Changes in Contract Amount from Previous Year

No changes were made to the contract amount.

Previous Year Performance, Criteria, and Results

Monthly monitoring occurred by Project Director. The contract deliverables were satisfied using quarterly reports and objectives.

Current Year Performance, Criteria, and Results

Monthly monitoring will occur through State Implementation Team meetings with a report of progress to the Project Director. Quarterly written reports and supporting documentation of deliverables will be provided and reviewed by the Project Director. Incremental milestones are outlined in the Scope of Work. The following objectives will be used as measures: 1. Implement a stipend program for early intervention providers, 2. Create a Part C strategic planning team with subgroups representing each component of the Comprehensive State Personnel Development (CSPD), 3. Implement and evaluate each subcomponent of the CSPD, 4. Understand the range of and gaps in teacher/provider shortage data currently available in Georgia.

Program Name and Contact

Special Education Services and Supports Shaun Owen, Deputy Superintendent

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 Recurring Contract

December 2022

Vendor

Garrett Consulting, LLC Contract for Teacher/Provider Retention Grant

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
1/1/2023 – 12/31/2023	$80,000	☐ State ☒ Federal ☐ Other	3

Contract Objective

The contractor will complete the following tasks: participate in project leadership meetings virtually or face-to-face; participate in calls with the Office of Special Education Programs Project Officer; and produce comprehensive and training evaluation reports. With input from the Georgia Department of Education (GaDOE), the contractor will identify and develop assessments and data collection tools, as needed, and establish data entry system and corresponding virtual dashboard for outputs and outcomes. The contractor will conduct annual surveys of participants, analyze data, and report results. Along with GaDOE, the evaluation team will develop performance measures and targets for updates and for the Annual Performance Report (APR). The team will provide training and ongoing support to project staff on all evaluation activities. The contractor will represent and share Georgia's practices and materials within the network. The contractor will report on Georgia's professional development output data, as well as assist in the collection of fidelity and outcome data for each initiative, conduct data analysis, and provide interim and annual reporting on outcome data.

Changes in Contract Amount from Previous Year

The contract has increased by $2,000 for this renewal.

Previous Year Performance, Criteria, and Results

The contractor provided ongoing status reports and met the deliverables as specified in the contract.

Current Year Performance, Criteria, and Results

The contractor will provide a detailed scope of services with deliverables and milestones for this project. The contractor will provide ongoing status and progress reports to the State Director for Special Education, as requested, and Project Manager.

The Project Manager will receive an evaluation report with professional development output data. An APR is completed and submitted to the Office of Special Education Programs (OSEP) office at United State Department of Education (USED).

Program Name and Contact

Division for Special Education Services and Supports
Shaun Owen, Deputy Superintendent for Federal Programs

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 New Contract

December 2022

Vendor

Brown & Root Industrial Services LLC

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	12/9/2022 – 12/8/2023	$124,183	☐ State ☒ Federal ☐ Other	0

Contract Scope and Objective

To provide new playground equipment for the Georgia Academy for the Blind.

Performance, Criteria, and Results

The State Schools Facilities Director will ensure the vendor provides everything in the contract on a timely basis.

Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
  - Provide sole source justification here.
- ☐ Intergovernmental contract
- ☑ Statewide contract
- ☐ Exempt (Please select from the list below)
  - Choose an item.
- ☐ Other (Please describe below.)
  - Click here to enter text.

Program Name and Contact

State Schools
Dr. Kenney Moore, Director

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 New Contract

December 2022

Vendor

PC Solutions & Integration, Inc

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	12/9/2022 – 12/8/2023	$168,182	☐ State ☒ Federal ☐ Other	0

Contract Scope and Objective

To provide support for instructional technology as educators prepare classrooms to better address pandemic-related learning loss in the special needs student populations at the Atlanta Area School for the Deaf and Georgia School for the Deaf, including firewalls and network switching.

Performance, Criteria, and Results

The State Schools Technology Analyst will oversee the installation, testing, and operation of the equipment to ensure the vendor provides everything in the contract on a timely basis.

Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
  - Provide sole source justification here.
- ☐ Intergovernmental contract
- ☑ Statewide contract
- ☐ Exempt (Please select from the list below)
  - Choose an item.
- ☐ Other (Please describe below.)
  - Click here to enter text.

Program Name and Contact

State Schools
Dr. Kenney Moore, Director

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 New Contract

December 2022

Vendor

Summit Solutionz Inc

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	12/9/2022 – 12/8/2023	$131,484	☐ State ☒ Federal ☐ Other	0

Contract Scope and Objective

To provide support for instructional technology as educators prepare classrooms to better address pandemic-related learning loss in the special needs student populations at the Georgia School for the Deaf, including replacing classroom SMART boards used for instruction.

Performance, Criteria, and Results

The State Schools Technology Analyst will oversee the installation, testing, and operation of the equipment to ensure the vendor provides everything in the contract on a timely basis.

Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
  - Provide sole source justification here.
- ☐ Intergovernmental contract
- ☑ Statewide contract
- ☐ Exempt (Please select from the list below)
  - Choose an item.
- ☐ Other (Please describe below.)
  - Click here to enter text.

Program Name and Contact

State Schools Dr. Kenney Moore, Director

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 New Contract

December 2022

Vendor

Bluum USA Inc. (formerly known as Troxell Communications, Inc.)

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	12/9/2022 – 12/8/2023	$73,257	☐ State ☒ Federal ☐ Other	0

Contract Scope and Objective

To provide support for instructional technology and materials as educators prepare classrooms to better address pandemic-related learning loss in the special needs student populations at the Atlanta Area School for the Deaf (AASD) and Georgia Academy for the Blind (GAB) campuses to support classroom instruction, including equipment for live stream events (AASD) and replacing speakers through the school for auditory access (GAB).

Performance, Criteria, and Results

The State Schools Technology Analyst will oversee the installation, testing, and operation of the equipment to ensure the vendor provides everything in the contract on a timely basis.

Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
  - Provide sole source justification here.
- ☐ Intergovernmental contract
- ☑ Statewide contract
- ☐ Exempt (Please select from the list below)
  - Choose an item.
- ☐ Other (Please describe below.)
  - Click here to enter text.

Program Name and Contact

State Schools
Dr. Kenney Moore, Director

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 New Contract

December 2022

Vendor

Convergint Technologies LLC

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	12/9/2022 – 12/8/2023	$231,090	☐ State ☒ Federal ☐ Other	0

Contract Scope and Objective

To replace aging and inadequate security cameras to support student safety at the Atlanta Area School for the Deaf and to add an additional security camera to support student safety at the Georgia Academy for the Blind.

Performance, Criteria, and Results

The State Schools Technology Analyst will oversee the installation, testing, and operation of the equipment to ensure the vendor provides everything in the contract on a timely basis.

Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
  - Provide sole source justification here.
- ☐ Intergovernmental contract
- ☑ Statewide contract
- ☐ Exempt (Please select from the list below)
  - Choose an item.
- ☐ Other (Please describe below.)
  - Click here to enter text.

Program Name and Contact

State Schools
Dr. Kenney Moore, Director

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 New Contract

December 2022

Vendor

C-Pak Technology Solutions

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	12/9/2022 – 12/8/2023	$184,045	☐ State ☒ Federal ☐ Other	0

Contract Scope and Objective

To provide support for instructional technology and materials as educators prepare classrooms to better address pandemic-related learning loss in the special needs student populations at the Atlanta Area School for the Deaf, Georgia Academy for the Blind, and Georgia School for the Deaf campuses to support classroom instruction, including laptops, video editing equipment, and servers.

Performance, Criteria, and Results

The State Schools Technology Analyst will oversee the installation, testing, and operation of the equipment to ensure the vendor provides everything in the contract on a timely basis.

Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
  - Provide sole source justification here.
- ☐ Intergovernmental contract
- ☑ Statewide contract
- ☐ Exempt (Please select from the list below)
  - Choose an item.
- ☐ Other (Please describe below.)
  - Click here to enter text.

Program Name and Contact

State Schools
Dr. Kenney Moore, Director

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 Contract Amendment

December 2022

Vendor

GRE4T Grant - Kennesaw State University (KSU) iTeach Bagwell College of Education

Contract Amendment Details

Terms	Contract Term	Contract Amount	Funding Source	Revised Scope of Work?
ORIGINAL	4/1/2022 – 3/31/2023	$165,400	☐ State ☒ Federal ☐ Other	
AMENDED	1/5/2023 – 11/30/2023	$247,500 Difference: $82,100	☐ State ☒ Federal ☐ Other	Yes

Original Contract Scope and Objective

To provide coaching for teachers and leaders to implement Personalized Learning in accordance with the Georgia's ReStart: Embrace, Engage, Expand, and Enhance Learning with Technology (GRE4T) grant scope of work.

KSU iTeach will provide professional learning workshops, coaching for school leaders and teachers, technical assistant, and support schools' personalized learning implementation plans.

Amended Contract Scope and Objective

To provide coaching for teachers and leaders to implement Personalized Learning in accordance with the GRE4Tgrant scope of work.

KSU iTeach will provide professional learning workshops, coaching for school leaders and teachers, technical assistant, and support schools' personalized learning implementation plans.

Description of the Circumstances that Necessitate a Contract Amendment

The increase in the number of schools implementing personalized learning from the original 53 to 123 has created the need to extend the services (i.e., coaching, training, on-site leadership workshops) KSU iTeach is providing to support the schools' personalized learning implementation plans. This increase in services has also created the need to extend the time in the original contract by eight months.

Original Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
  - Provide sole source justification here.
- ☐ Intergovernmental contract
- ☐ Statewide contract

☑ Exempt (Please select from the list below)

Nonprofit Providing Services

☐ Other (Please describe below.)

Click here to enter text.

Program Name and Contact

GRE4T Grant Project
Caitlin McMunn Dooley, Ph.D., Deputy Superintendent, Office of Teaching and Learning

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

$50,000.01-$250,000 Contract Amendment

December 2022

Vendor

GRE4T Grant - Northeast Georgia RESA

Contract Amendment Details

Terms	Contract Term	Contract Amount	Funding Source	Revised Scope of Work?
ORIGINAL	6/3/2022 – 5/31/2023	$49,950	☐ State ☒ Federal ☐ Other	
AMENDED	N/A	$99,900 Difference: $ 49,950	☐ State ☒ Federal ☐ Other	Yes

Original Contract Scope and Objective

Superintendents in the NEGA RESA region requested online elementary courses for the schools in their district. In a collaborative effort, NEGA RESA, district content designers, and Georgia Virtual School will work to produce comprehensive virtual core courses K-5.

Amended Contract Scope and Objective

Superintendents in the NEGA RESA region requested online elementary courses for the schools in their district. In a collaborative effort, NEGA RESA, district content designers, and Georgia Virtual School will work to produce comprehensive virtual courses K-5.

Description of the Circumstances that Necessitate a Contract Amendment

The increase in funding is needed to complete the development of the content for virtual K-5 core courses that will be used during the second half of the school year.

Original Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
  - Provide sole source justification here.
- ☑ Intergovernmental contract
- ☐ Statewide contract
- ☐ Exempt (Please select from the list below)
  - Choose an item.
- ☐ Other (Please describe below.)
  - Click here to enter text.

Program Name and Contact

GRE4T Grant Project
Caitlin McMunn Dooley, Ph.D., Deputy Superintendent, Office of Teaching and Learning

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Grant Amendments under $250,000

December 2022

Grant Name

FP – Grant Amendment– FY23 Federal Formula Grant Allocations ESSA and IDEA

Grant Amendment Details

Terms	Grant Period	Grant Amount	Funding Source
ORIGINAL	Start Date – 7/1/2022	$1,119,845,253	☐ State ☒ Federal ☐ Other
AMENDED	Start Date – 9/30/2023	$1,119,845,253 Difference: $ 0	☐ State ☒ Federal ☐ Other

Original Grant Scope and Purpose

Grant funds must be used following Federal statute requirements and must comport with the needs identified by the LEA in its comprehensive needs assessment.

The purpose of these Federal formula-based allocations is to provide LEAs with supplemental funding to support the intent and purpose of the Federal programs as defined in the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 and the Individuals with Disabilities Education Act.

Amended Grant Scope and Purpose

There are no amendments to the grant scope and purpose.

Description of the Circumstances that Necessitate a Grant Amendment

The purpose of this amendment is to approve revised allocations for two (2) LEAs that are coordinating together and pooling Title, Part A resources to provide equitable services to participating private schools.

Original Grant Process

How the Grant Recipient was Selected:

- ☑ Formula Grant
- ☐ Competitive Grant (FOGA Number)

Describe the grant process:

The purpose of these Federal formula-based allocations is to provide LEAs with supplemental funding to support the intent and purpose of the Federal programs as defined in the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 and the Individuals with Disabilities Education Act.

Program Name and Contact

Shaun Owen, Deputy Superintendent, Federal Programs

LEA ID	LEA	Title I, Part A	Title I, Part A Adjustment for LEAs Pooling Funds for Equitable Services for Private Schools - Amended	Final Title I, Part A	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B	Title I, Part C	Title I, Part D Subpart 1	Title I, Part D Subpart 2	IDEA 611	IDEA 619	Total FY23 Cumulative Funding
601	APPLING COUNTY SCHOOL DISTRICT	$ 1,556,583		$ 1,556,583	$ 193,796	$ 35,526	$ 108,775	$ 96,259	$ 261,770	$ -	$ -	$ 839,054	$ 31,079	**$ 3,122,842**
602	ATKINSON COUNTY SCHOOL DISTRICT	$ 919,238		$ 919,238	$ 98,614	$ 25,077	$ 69,913	$ 45,862	$ 218,130	$ -	$ -	$ 401,846	$ 19,305	**$ 1,797,985**
603	BACON COUNTY SCHOOL DISTRICT	$ 933,000		$ 933,000	$ 109,826	$ 12,669	$ 76,297	$ 58,321	$ 145,541	$ -	$ -	$ 479,785	$ 17,560	**$ 1,832,999**
604	BAKER COUNTY SCHOOL DISTRICT	$ 288,608		$ 288,608	$ 29,708	$ -	$ 19,944	$ 8,130	$ -	$ -	$ -	$ 107,704	$ 8,459	**$ 462,553**
605	BALDWIN COUNTY SCHOOL DISTRICT	$ 2,748,090		$ 2,748,090	$ 364,530	$ -	$ 178,529	$ 138,999	$ -	$ -	$ -	$ 1,511,663	$ 41,951	**$ 4,983,762**
606	BANKS COUNTY SCHOOL DISTRICT	$ 668,576		$ 668,576	$ 108,946	$ 17,110	$ 52,675	$ -	$ -	$ -	$ -	$ 511,553	$ 14,914	**$ 1,373,774**
607	BARROW COUNTY SCHOOL DISTRICT	$ 2,797,174	$ (2,060)	$ 2,795,114	$ 502,259	$ 185,729	$ 204,882	$ -	$ 23,803	$ -	$ -	$ 2,637,345	$ 88,510	**$ 6,437,642**
608	BARTOW COUNTY SCHOOL DISTRICT	$ 3,071,544		$ 3,071,544	$ 497,658	$ 99,264	$ 223,126	$ -	$ -	$ -	$ -	$ 2,913,078	$ 89,852	**$ 6,894,522**
609	BEN HILL COUNTY SCHOOL DISTRICT	$ 1,660,844		$ 1,660,844	$ 182,218	$ 10,318	$ 129,420	$ 83,446	$ 23,105	$ -	$ -	$ 711,050	$ 37,599	**$ 2,838,000**
610	BERRIEN COUNTY SCHOOL DISTRICT	$ 1,314,433		$ 1,314,433	$ 175,503	$ -	$ 96,357	$ 85,007	$ 61,293	$ -	$ -	$ 658,119	$ 32,164	**$ 2,422,876**
611	BIBB COUNTY SCHOOL DISTRICT	$ 16,286,581	$ 8,969	$ 16,295,550	$ 1,838,226	$ 82,807	$ 1,079,856	$ -	$ 23,331	$ -	$ -	$ 5,313,316	$ 128,764	**$ 24,761,850**
612	BLECKLEY COUNTY SCHOOL DISTRICT	$ 757,901		$ 757,901	$ 102,952	$ -	$ 48,860	$ 70,221	$ -	$ -	$ -	$ 564,842	$ 24,483	**$ 1,569,259**
613	BRANTLEY COUNTY SCHOOL DISTRICT	$ 1,254,557		$ 1,254,557	$ 169,126	$ -	$ 87,447	$ 94,286	$ -	$ -	$ -	$ 737,044	$ 38,395	**$ 2,380,855**
614	BROOKS COUNTY SCHOOL DISTRICT	$ 1,300,025		$ 1,300,025	$ 151,459	$ 15,673	$ 94,862	$ 61,620	$ 60,589	$ -	$ -	$ 520,262	$ 15,828	**$ 2,220,318**
615	BRYAN COUNTY SCHOOL DISTRICT	$ 1,058,386		$ 1,058,386	$ 224,160	$ 22,073	$ 75,481	$ -	$ -	$ -	$ -	$ 1,569,615	$ 32,979	**$ 2,982,694**
616	BULLOCH COUNTY SCHOOL DISTRICT	$ 3,838,860		$ 3,838,860	$ 554,711	$ 31,347	$ 245,875	$ 306,157	$ 96,612	$ -	$ -	$ 2,313,922	$ 52,626	**$ 7,440,110**
617	BURKE COUNTY SCHOOL DISTRICT	$ 2,356,503		$ 2,356,503	$ 256,323	$ -	$ 170,202	$ 116,466	$ -	$ -	$ -	$ 966,127	$ 29,858	**$ 3,895,479**
618	BUTTS COUNTY SCHOOL DISTRICT	$ 2,334,782		$ 2,334,782	$ 287,631	$ -	$ 93,442	$ -	$ -	$ -	$ -	$ 795,145	$ 24,466	**$ 3,535,466**
619	CALHOUN COUNTY SCHOOL DISTRICT	$ 384,686		$ 384,686	$ 52,972	$ -	$ 27,770	$ 13,814	$ -	$ -	$ -	$ 143,078	$ 8,315	**$ 630,635**
620	CAMDEN COUNTY SCHOOL DISTRICT	$ 1,997,964	$ (2,235)	$ 1,995,729	$ 309,024	$ 12,539	$ 156,814	$ -	$ -	$ -	$ -	$ 1,883,412	$ 77,118	**$ 4,434,636**
621	CANDLER COUNTY SCHOOL DISTRICT	$ 978,203		$ 978,203	$ 121,148	$ -	$ 74,662	$ 61,915	$ 84,026	$ -	$ -	$ 512,163	$ 14,128	**$ 1,846,245**
622	CARROLL COUNTY SCHOOL DISTRICT	$ 4,954,166		$ 4,954,166	$ 676,896	$ 59,167	$ 349,193	$ -	$ -	$ -	$ -	$ 3,225,733	$ 108,798	**$ 9,373,953**
623	CATOOSA COUNTY SCHOOL DISTRICT	$ 2,167,749		$ 2,167,749	$ 360,682	$ 22,726	$ 156,268	$ -	$ -	$ -	$ -	$ 2,042,446	$ 58,486	**$ 4,808,357**
624	CHARLTON COUNTY SCHOOL DISTRICT	$ 1,023,394		$ 1,023,394	$ 98,636	$ -	$ 65,122	$ 46,657	$ -	$ -	$ -	$ 400,819	$ 32,747	**$ 1,667,375**
625	CHATHAM COUNTY SCHOOL DISTRICT	$ 17,756,970		$ 17,756,970	$ 2,098,276	$ 258,218	$ 1,066,790	$ -	$ -	$ -	$ -	$ 8,158,685	$ 214,623	**$ 29,553,562**
626	CHATTAHOOCHEE COUNTY SCHOOL DISTRICT	$ 264,744		$ 264,744	$ 30,592	$ -	$ 20,300	$ 25,567	$ -	$ -	$ -	$ 183,490	$ 6,073	**$ 530,766**
627	CHATTOOGA COUNTY SCHOOL DISTRICT	$ 1,247,518		$ 1,247,518	$ 188,286	$ -	$ 72,581	$ 73,785	$ -	$ -	$ -	$ 665,692	$ 39,548	**$ 2,287,410**
628	CHEROKEE COUNTY SCHOOL DISTRICT	$ 5,724,427		$ 5,724,427	$ 1,097,953	$ 457,138	$ 364,340	$ -	$ -	$ -	$ -	$ 7,581,345	$ 202,723	**$ 15,427,926**
629	CLARKE COUNTY SCHOOL DISTRICT	$ 5,743,004	$ 20,166	$ 5,763,170	$ 693,265	$ 203,622	$ 482,377	$ -	$ 45,207	$ -	$ -	$ 3,059,908	$ 72,857	**$ 10,320,406**
630	CLAY COUNTY SCHOOL DISTRICT	$ 276,674		$ 276,674	$ 34,287	$ -	$ 19,878	$ 5,361	$ -	$ -	$ -	$ 64,291	$ 7,228	**$ 407,719**
631	CLAYTON COUNTY SCHOOL DISTRICT	$ 26,399,420	$ 18,672	$ 26,418,092	$ 2,885,474	$ 804,041	$ 1,811,001	$ -	$ -	$ -	$ -	$ 11,359,099	$ 277,921	**$ 43,555,628**
632	CLINCH COUNTY SCHOOL DISTRICT	$ 559,936		$ 559,936	$ 68,174	$ -	$ 42,951	$ 36,053	$ 74,806	$ -	$ -	$ 371,163	$ 29,643	**$ 1,182,726**
633	COBB COUNTY SCHOOL DISTRICT	$ 22,639,834	$ (11,320)	$ 22,628,514	$ 2,994,048	$ 1,657,714	$ 1,666,325	$ -	$ -	$ -	$ -	$ 21,126,883	$ 499,800	**$ 50,573,284**
634	COFFEE COUNTY SCHOOL DISTRICT	$ 3,890,383		$ 3,890,383	$ 476,002	$ 78,236	$ 255,784	$ 211,193	$ 359,543	$ -	$ -	$ 1,787,189	$ 82,333	**$ 7,140,663**
635	COLQUITT COUNTY SCHOOL DISTRICT	$ 3,699,937		$ 3,699,937	$ 464,478	$ 190,561	$ 290,468	$ 253,785	$ 1,060,469	$ -	$ -	$ 2,080,303	$ 71,333	**$ 8,111,334**
636	COLUMBIA COUNTY SCHOOL DISTRICT	$ 3,216,669		$ 3,216,669	$ 674,172	$ 86,464	$ 213,644	$ -	$ -	$ -	$ -	$ 4,749,917	$ 101,657	**$ 9,042,523**
637	COOK COUNTY SCHOOL DISTRICT	$ 1,418,158		$ 1,418,158	$ 178,411	$ 20,637	$ 105,674	$ 87,482	$ 86,031	$ -	$ -	$ 694,872	$ 42,909	**$ 2,634,174**
638	COWETA COUNTY SCHOOL DISTRICT	$ 4,129,297	$ (2,883)	$ 4,126,414	$ 703,813	$ 88,032	$ 300,909	$ -	$ -	$ -	$ -	$ 4,407,407	$ 147,150	**$ 9,773,725**
639	CRAWFORD COUNTY SCHOOL DISTRICT	$ 631,626		$ 631,626	$ 91,920	$ -	$ 43,932	$ 46,392	$ -	$ -	$ -	$ 375,824	$ 10,172	**$ 1,199,866**
640	CRISP COUNTY SCHOOL DISTRICT	$ 3,007,101		$ 3,007,101	$ 257,077	$ 11,624	$ 208,063	$ 104,006	$ 48,923	$ -	$ -	$ 924,929	$ 35,943	**$ 4,597,666**
641	DADE COUNTY SCHOOL DISTRICT	$ 488,632		$ 488,632	$ 80,980	$ -	$ 35,149	$ -	$ -	$ -	$ -	$ 433,670	$ 36,232	**$ 1,074,663**
642	DAWSON COUNTY SCHOOL DISTRICT	$ 554,095		$ 554,095	$ 113,573	$ 20,114	$ 38,299	$ -	$ -	$ -	$ -	$ 666,890	$ 18,266	**$ 1,411,237**
643	DECATUR COUNTY SCHOOL DISTRICT	$ 2,674,590		$ 2,674,590	$ 311,928	$ 20,637	$ 184,300	$ 125,302	$ 180,907	$ -	$ -	$ 1,119,158	$ 43,733	**$ 4,660,555**
644	DEKALB COUNTY SCHOOL DISTRICT	$ 58,140,059	$ (203,219)	$ 57,936,840	$ 6,259,104	$ 2,114,068	$ 3,159,220	$ -	$ 17,256	$ -	$ -	$ 20,421,285	$ 506,731	**$ 90,414,504**
645	DODGE COUNTY SCHOOL DISTRICT	$ 1,199,081		$ 1,199,081	$ 156,444	$ -	$ 86,771	$ 84,536	$ 12,185	$ -	$ -	$ 666,255	$ 20,368	**$ 2,225,640**
646	DOOLY COUNTY SCHOOL DISTRICT	$ 1,144,361		$ 1,144,361	$ 100,819	$ 14,367	$ 81,828	$ 33,108	$ 22,910	$ -	$ -	$ 302,396	$ 13,680	**$ 1,713,469**
647	DOUGHERTY COUNTY SCHOOL DISTRICT	$ 9,913,953	$ 4,242	$ 9,918,195	$ 1,055,379	$ 32,522	$ 683,696	$ -	$ 20,196	$ -	$ -	$ 3,398,300	$ 131,361	**$ 15,239,649**
648	DOUGLAS COUNTY SCHOOL DISTRICT	$ 7,332,743		$ 7,332,743	$ 986,672	$ 227,263	$ 529,485	$ -	$ -	$ -	$ -	$ 4,925,614	$ 113,425	**$ 14,115,202**
649	EARLY COUNTY SCHOOL DISTRICT	$ 1,084,578		$ 1,084,578	$ 120,682	$ -	$ 80,098	$ 50,751	$ -	$ -	$ -	$ 470,867	$ 28,916	**$ 1,835,892**
650	ECHOLS COUNTY SCHOOL DISTRICT	$ 363,689		$ 363,689	$ 45,917	$ 17,894	$ 26,295	$ 23,918	$ 224,272	$ -	$ -	$ 185,907	$ 6,578	**$ 894,470**
651	EFFINGHAM COUNTY SCHOOL DISTRICT	$ 1,807,830		$ 1,807,830	$ 346,706	$ 38,008	$ 120,717	$ -	$ -	$ -	$ -	$ 2,319,231	$ 68,225	**$ 4,700,717**
652	ELBERT COUNTY SCHOOL DISTRICT	$ 1,896,815		$ 1,896,815	$ 232,435	$ -	$ 88,065	$ 85,538	$ 15,575	$ -	$ -	$ 726,765	$ 27,560	**$ 3,072,753**
653	EMANUEL COUNTY SCHOOL DISTRICT	$ 2,274,853		$ 2,274,853	$ 262,514	$ 13,322	$ 159,547	$ 113,962	$ -	$ -	$ -	$ 1,103,200	$ 33,413	**$ 3,960,811**

LEA ID	LEA	Title I, Part A	Title I, Part A Adjustment for LEAs Pooling Funds for Equitable Services for Private Schools - Amended	Final Title I, Part A	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B	Title I, Part C	Title I, Part D Subpart 1	Title I, Part D Subpart 2	IDEA 611	IDEA 619	Total FY23 Cumulative Funding
654	EVANS COUNTY SCHOOL DISTRICT	$ 952,937		$ 952,937	$ 114,319	$ 27,298	$ 80,389	$ 52,047	$ 31,815	$ -	$ -	$ 504,822	$ 24,352	**$ 1,787,979**
655	FANNIN COUNTY SCHOOL DISTRICT	$ 1,060,580		$ 1,060,580	$ 156,501	$ -	$ 70,392	$ 82,180	$ -	$ -	$ -	$ 638,711	$ 34,207	**$ 2,042,571**
656	FAYETTE COUNTY SCHOOL DISTRICT	$ 1,728,807	$ (2,420)	$ 1,726,387	$ 416,989	$ 111,411	$ 112,464	$ -	$ -	$ -	$ -	$ 3,903,315	$ 92,159	**$ 6,362,725**
657	FLOYD COUNTY SCHOOL DISTRICT	$ 3,226,650		$ 3,226,650	$ 469,757	$ 43,624	$ 217,480	$ -	$ -	$ -	$ -	$ 2,025,241	$ 79,126	**$ 6,061,878**
658	FORSYTH COUNTY SCHOOL DISTRICT	$ 1,596,582		$ 1,596,582	$ 858,095	$ 516,827	$ 114,828	$ -	$ 17,994	$ -	$ -	$ 7,838,290	$ 121,793	**$ 11,064,409**
659	FRANKLIN COUNTY SCHOOL DISTRICT	$ 1,244,453		$ 1,244,453	$ 182,279	$ 19,461	$ 88,375	$ 103,888	$ 23,168	$ -	$ -	$ 827,485	$ 40,845	**$ 2,529,954**
660	FULTON COUNTY SCHOOL DISTRICT	$ 25,837,392	$ (16,287)	$ 25,821,105	$ 3,247,693	$ 876,922	$ 1,889,457	$ -	$ -	$ -	$ -	$ 17,995,271	$ 416,469	**$ 50,246,917**
661	GILMER COUNTY SCHOOL DISTRICT	$ 1,403,647		$ 1,403,647	$ 200,704	$ 90,775	$ 108,161	$ 117,025	$ 44,032	$ -	$ -	$ 783,083	$ 28,874	**$ 2,776,301**
662	GLASCOCK COUNTY SCHOOL DISTRICT	$ 114,254		$ 114,254	$ 18,060	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 127,200	$ 6,334	**$ 275,848**
663	GLYNN COUNTY SCHOOL DISTRICT	$ 4,711,442	$ 6,889	$ 4,718,331	$ 622,192	$ 109,583	$ 349,244	$ -	$ 23,330	$ -	$ -	$ 2,706,101	$ 84,713	**$ 8,613,494**
664	GORDON COUNTY SCHOOL DISTRICT	$ 1,565,768		$ 1,565,768	$ 244,833	$ 51,853	$ 133,957	$ -	$ -	$ -	$ -	$ 1,398,155	$ 69,947	**$ 3,464,513**
665	GRADY COUNTY SCHOOL DISTRICT	$ 1,845,453		$ 1,845,453	$ 236,882	$ 71,183	$ 139,718	$ 126,893	$ 145,486	$ -	$ -	$ 1,085,553	$ 33,563	**$ 3,684,731**
666	GREENE COUNTY SCHOOL DISTRICT	$ 1,026,907		$ 1,026,907	$ 135,354	$ 20,637	$ 74,705	$ 71,281	$ -	$ -	$ -	$ 600,526	$ 35,899	**$ 1,965,309**
667	GWINNETT COUNTY SCHOOL DISTRICT	$ 48,501,925		$ 48,501,925	$ 5,702,167	$ 4,290,963	$ 3,064,742	$ -	$ 42,332	$ -	$ -	$ 32,779,469	$ 662,793	**$ 95,044,391**
668	HABERSHAM COUNTY SCHOOL DISTRICT	$ 1,785,945		$ 1,785,945	$ 269,272	$ 123,819	$ 129,391	$ 195,641	$ 83,078	$ -	$ -	$ 1,534,116	$ 60,947	**$ 4,182,209**
669	HALL COUNTY SCHOOL DISTRICT	$ 8,458,068		$ 8,458,068	$ 1,126,507	$ 767,470	$ 561,360	$ -	$ 344,654	$ -	$ -	$ 4,745,320	$ 141,535	**$ 16,144,914**
670	HANCOCK COUNTY SCHOOL DISTRICT	$ 721,196	$ (2,812)	$ 718,384	$ 74,178	$ -	$ 49,821	$ 21,620	$ -	$ -	$ -	$ 268,348	$ 6,449	**$ 1,138,800**
671	HARALSON COUNTY SCHOOL DISTRICT	$ 1,135,535		$ 1,135,535	$ 174,612	$ -	$ 79,709	$ 91,929	$ -	$ -	$ -	$ 815,913	$ 52,397	**$ 2,350,095**
672	HARRIS COUNTY SCHOOL DISTRICT	$ 725,271		$ 725,271	$ 163,515	$ -	$ 47,536	$ -	$ -	$ -	$ -	$ 1,007,467	$ 39,443	**$ 1,983,232**
673	HART COUNTY SCHOOL DISTRICT	$ 1,195,592		$ 1,195,592	$ 182,110	$ 16,588	$ 84,684	$ 98,851	$ 23,703	$ -	$ -	$ 744,932	$ 24,414	**$ 2,370,874**
674	HEARD COUNTY SCHOOL DISTRICT	$ 578,167		$ 578,167	$ 86,502	$ -	$ 43,341	$ 58,144	$ -	$ -	$ -	$ 436,823	$ 30,810	**$ 1,233,787**
675	HENRY COUNTY SCHOOL DISTRICT	$ 8,930,082	$ (8,186)	$ 8,921,896	$ 1,379,596	$ 163,394	$ 567,183	$ -	$ -	$ -	$ -	$ 7,563,593	$ 131,635	**$ 18,727,297**
676	HOUSTON COUNTY SCHOOL DISTRICT	$ 7,650,381		$ 7,650,381	$ 1,040,623	$ 130,480	$ 530,303	$ -	$ 31,893	$ -	$ -	$ 5,960,943	$ 153,440	**$ 15,498,063**
677	IRWIN COUNTY SCHOOL DISTRICT	$ 698,875		$ 698,875	$ 84,730	$ -	$ 49,121	$ 46,245	$ -	$ -	$ -	$ 435,856	$ 37,612	**$ 1,352,439**
678	JACKSON COUNTY SCHOOL DISTRICT	$ 1,395,980		$ 1,395,980	$ 279,759	$ 89,338	$ 97,257	$ -	$ 27,108	$ -	$ -	$ 1,674,282	$ 63,254	**$ 3,626,978**
679	JASPER COUNTY SCHOOL DISTRICT	$ 715,153		$ 715,153	$ 113,752	$ 10,971	$ 48,989	$ -	$ -	$ -	$ -	$ 515,949	$ 17,234	**$ 1,422,048**
680	JEFF DAVIS COUNTY SCHOOL DISTRICT	$ 1,262,704		$ 1,262,704	$ 164,161	$ 36,049	$ 91,236	$ 85,184	$ 51,110	$ -	$ -	$ 649,947	$ 20,761	**$ 2,361,152**
681	JEFFERSON COUNTY SCHOOL DISTRICT	$ 1,369,966		$ 1,369,966	$ 158,985	$ -	$ 101,148	$ 63,358	$ -	$ -	$ -	$ 664,933	$ 42,725	**$ 2,401,115**
682	JENKINS COUNTY SCHOOL DISTRICT	$ 748,864		$ 748,864	$ 83,455	$ -	$ 53,827	$ 31,222	$ -	$ -	$ -	$ 318,988	$ 18,452	**$ 1,254,808**
683	JOHNSON COUNTY SCHOOL DISTRICT	$ 631,525		$ 631,525	$ 76,898	$ -	$ 43,819	$ 29,867	$ -	$ -	$ -	$ 277,499	$ 22,499	**$ 1,082,107**
684	JONES COUNTY SCHOOL DISTRICT	$ 1,084,457	$ (2,146)	$ 1,082,311	$ 181,294	$ -	$ 75,148	$ -	$ -	$ -	$ -	$ 952,096	$ 19,771	**$ 2,310,620**
685	LAMAR COUNTY SCHOOL DISTRICT	$ 841,193		$ 841,193	$ 125,732	$ -	$ 61,061	$ 75,700	$ -	$ -	$ -	$ 559,503	$ 14,357	**$ 1,677,546**
686	LANIER COUNTY SCHOOL DISTRICT	$ 816,223		$ 816,223	$ 109,911	$ -	$ 48,559	$ -	$ 41,897	$ -	$ -	$ 382,220	$ 13,165	**$ 1,411,975**
687	LAURENS COUNTY SCHOOL DISTRICT	$ 2,381,120		$ 2,381,120	$ 317,834	$ 17,371	$ 155,686	$ 179,882	$ 32,883	$ -	$ -	$ 1,352,961	$ 27,910	**$ 4,465,647**
688	LEE COUNTY SCHOOL DISTRICT	$ 1,052,484	$ (737)	$ 1,051,747	$ 197,832	$ -	$ 67,394	$ -	$ -	$ -	$ -	$ 1,140,369	$ 34,939	**$ 2,492,281**
689	LIBERTY COUNTY SCHOOL DISTRICT	$ 3,320,323		$ 3,320,323	$ 481,341	$ 18,808	$ 218,594	$ -	$ -	$ -	$ -	$ 1,866,240	$ 48,871	**$ 5,954,177**
690	LINCOLN COUNTY SCHOOL DISTRICT	$ 450,133		$ 450,133	$ 61,219	$ -	$ 26,942	$ 31,399	$ -	$ -	$ -	$ 294,517	$ 49,595	**$ 913,805**
691	LONG COUNTY SCHOOL DISTRICT	$ 1,187,483		$ 1,187,483	$ 186,710	$ 19,722	$ 79,747	$ 109,308	$ 137,508	$ -	$ -	$ 659,350	$ 11,027	**$ 2,390,855**
692	LOWNDES COUNTY SCHOOL DISTRICT	$ 2,895,894		$ 2,895,894	$ 440,783	$ 30,694	$ 218,741	$ -	$ 126,825	$ -	$ -	$ 2,202,582	$ 94,181	**$ 6,009,700**
693	LUMPKIN COUNTY SCHOOL DISTRICT	$ 892,406		$ 892,406	$ 155,157	$ 10,318	$ 63,472	$ -	$ -	$ -	$ -	$ 725,632	$ 27,302	**$ 1,874,287**
694	MACON COUNTY SCHOOL DISTRICT	$ 1,134,273		$ 1,134,273	$ 120,316	$ -	$ 80,087	$ 31,988	$ 49,730	$ -	$ -	$ 320,213	$ 23,957	**$ 1,760,564**
695	MADISON COUNTY SCHOOL DISTRICT	$ 1,478,662	$ (3,581)	$ 1,475,081	$ 208,122	$ 28,734	$ 103,576	$ 141,473	$ 37,991	$ -	$ -	$ 1,142,447	$ 50,583	**$ 3,188,007**
696	MARION COUNTY SCHOOL DISTRICT	$ 643,029		$ 643,029	$ 77,260	$ -	$ 47,319	$ 35,759	$ 15,523	$ -	$ -	$ 302,767	$ 6,894	**$ 1,128,551**
697	MCDUFFIE COUNTY SCHOOL DISTRICT	$ 1,756,338		$ 1,756,338	$ 224,974	$ -	$ 119,910	$ 98,086	$ -	$ -	$ -	$ 857,653	$ 32,117	**$ 3,089,078**
698	MCINTOSH COUNTY SCHOOL DISTRICT	$ 811,164	$ (4,654)	$ 806,510	$ 99,123	$ -	$ 59,370	$ -	$ -	$ -	$ -	$ 303,713	$ 20,019	**$ 1,288,735**
699	MERIWETHER COUNTY SCHOOL DISTRICT	$ 1,618,907		$ 1,618,907	$ 186,809	$ -	$ 125,567	$ 64,919	$ -	$ -	$ -	$ 861,299	$ 59,555	**$ 2,917,056**
700	MILLER COUNTY SCHOOL DISTRICT	$ 434,605		$ 434,605	$ 54,134	$ -	$ 32,026	$ 21,767	$ -	$ -	$ -	$ 219,592	$ 18,700	**$ 780,824**
701	MITCHELL COUNTY SCHOOL DISTRICT	$ 1,749,293		$ 1,749,293	$ 247,266	$ -	$ 97,715	$ 36,495	$ 19,872	$ -	$ -	$ 367,829	$ 16,053	**$ 2,534,523**
702	MONROE COUNTY SCHOOL DISTRICT	$ 882,428		$ 882,428	$ 164,538	$ -	$ 52,797	$ -	$ -	$ -	$ -	$ 887,274	$ 30,256	**$ 2,017,293**
703	MONTGOMERY COUNTY SCHOOL DISTRICT	$ 481,161		$ 481,161	$ 64,547	$ -	$ 35,118	$ 25,655	$ 31,280	$ -	$ -	$ 251,381	$ 7,339	**$ 896,481**
704	MORGAN COUNTY SCHOOL DISTRICT	$ 707,620		$ 707,620	$ 122,516	$ 10,449	$ 47,443	$ -	$ -	$ -	$ -	$ 709,002	$ 28,026	**$ 1,625,056**
705	MURRAY COUNTY SCHOOL DISTRICT	$ 2,034,264		$ 2,034,264	$ 307,101	$ 85,942	$ 140,457	$ -	$ 25,973	$ -	$ -	$ 1,321,426	$ 40,853	**$ 3,956,016**
706	MUSCOGEE COUNTY SCHOOL DISTRICT	$ 16,655,058		$ 16,655,058	$ 1,935,334	$ 154,774	$ 995,245	$ -	$ -	$ -	$ -	$ 6,925,150	$ 201,539	**$ 26,867,100**

LEA ID	LEA	Title I, Part A	Title I, Part A Adjustment for LEAs Pooling Funds for Equitable Services for Private Schools - Amended	Final Title I, Part A	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B	Title I, Part C	Title I, Part D Subpart 1	Title I, Part D Subpart 2	IDEA 611	IDEA 619	Total FY23 Cumulative Funding
707	NEWTON COUNTY SCHOOL DISTRICT	$ 7,079,016		$ 7,079,016	$ 955,305	$ 87,117	$ 443,793	$ -	$ -	$ -	$ -	$ 3,864,642	$ 102,787	**$ 12,532,660**
708	OCONEE COUNTY SCHOOL DISTRICT	$ 552,088	$ (12,863)	$ 539,225	$ 157,714	$ 33,959	$ 35,798	$ -	$ -	$ -	$ -	$ 1,458,996	$ 40,920	**$ 2,266,612**
709	OGLETHORPE COUNTY SCHOOL DISTRICT	$ 582,167	$ (577)	$ 581,590	$ 98,796	$ 13,584	$ 39,972	$ -	$ -	$ -	$ -	$ 493,624	$ 29,848	**$ 1,257,414**
710	PAULDING COUNTY SCHOOL DISTRICT	$ 4,449,741	$ (1,463)	$ 4,448,278	$ 824,601	$ 133,876	$ 292,823	$ -	$ -	$ -	$ -	$ 5,318,519	$ 98,188	**$ 11,116,285**
711	PEACH COUNTY SCHOOL DISTRICT	$ 1,703,327	$ (4,011)	$ 1,699,316	$ 226,922	$ 24,816	$ 119,832	$ -	$ 34,552	$ -	$ -	$ 876,802	$ 27,597	**$ 3,009,837**
712	PICKENS COUNTY SCHOOL DISTRICT	$ 1,088,320		$ 1,088,320	$ 186,402	$ -	$ 73,783	$ -	$ -	$ -	$ -	$ 814,926	$ 32,407	**$ 2,195,838**
713	PIERCE COUNTY SCHOOL DISTRICT	$ 1,125,486		$ 1,125,486	$ 164,394	$ 14,759	$ 79,649	$ 100,678	$ 30,947	$ -	$ -	$ 710,752	$ 25,332	**$ 2,251,997**
714	PIKE COUNTY SCHOOL DISTRICT	$ 493,677		$ 493,677	$ 99,968	$ -	$ 33,038	$ -	$ -	$ -	$ -	$ 621,946	$ 13,050	**$ 1,261,679**
715	POLK COUNTY SCHOOL DISTRICT	$ 2,877,736		$ 2,877,736	$ 396,746	$ 84,113	$ 204,799	$ 218,351	$ -	$ -	$ -	$ 1,757,337	$ 64,171	**$ 5,603,253**
716	PULASKI COUNTY SCHOOL DISTRICT	$ 653,753		$ 653,753	$ 82,070	$ -	$ 48,729	$ 35,641	$ -	$ -	$ -	$ 317,489	$ 14,866	**$ 1,152,548**
717	PUTNAM COUNTY SCHOOL DISTRICT	$ 1,228,231		$ 1,228,231	$ 169,963	$ 26,906	$ 83,346	$ 84,566	$ -	$ -	$ -	$ 746,402	$ 19,128	**$ 2,358,542**
718	QUITMAN COUNTY SCHOOL DISTRICT	$ 223,849		$ 223,849	$ 22,633	$ -	$ 15,266	$ 7,806	$ -	$ -	$ -	$ 73,304	$ 13,656	**$ 356,514**
719	RABUN COUNTY SCHOOL DISTRICT	$ 613,388		$ 613,388	$ 94,637	$ 16,849	$ 41,908	$ -	$ 86,052	$ -	$ -	$ 501,028	$ 22,161	**$ 1,376,023**
720	RANDOLPH COUNTY SCHOOL DISTRICT	$ 525,411		$ 525,411	$ 72,329	$ -	$ 41,595	$ 20,913	$ -	$ -	$ -	$ 208,649	$ 10,292	**$ 879,189**
721	RICHMOND COUNTY SCHOOL DISTRICT	$ 21,520,373		$ 21,520,373	$ 2,333,095	$ 72,750	$ 1,280,581	$ -	$ -	$ -	$ -	$ 6,695,087	$ 148,421	**$ 32,050,307**
722	ROCKDALE COUNTY SCHOOL DISTRICT	$ 4,902,725		$ 4,902,725	$ 679,375	$ 97,436	$ 340,076	$ -	$ -	$ -	$ -	$ 2,862,523	$ 73,648	**$ 8,955,783**
723	SCHLEY COUNTY SCHOOL DISTRICT	$ 281,580		$ 281,580	$ 41,495	$ -	$ 20,927	$ 35,081	$ -	$ -	$ -	$ 222,428	$ 5,569	**$ 607,080**
724	SCREVEN COUNTY SCHOOL DISTRICT	$ 1,366,139		$ 1,366,139	$ 132,935	$ -	$ 101,262	$ 60,766	$ -	$ -	$ -	$ 595,284	$ 14,406	**$ 2,270,792**
725	SEMINOLE COUNTY SCHOOL DISTRICT	$ 698,727		$ 698,727	$ 77,290	$ -	$ 56,029	$ 36,819	$ -	$ -	$ -	$ 332,503	$ 11,620	**$ 1,212,988**
726	GRIFFIN-SPALDING COUNTY SCHOOL DISTRICT	$ 4,748,647		$ 4,748,647	$ 605,633	$ 42,187	$ 344,350	$ -	$ -	$ -	$ -	$ 2,387,446	$ 57,632	**$ 8,185,895**
727	STEPHENS COUNTY SCHOOL DISTRICT	$ 1,266,061		$ 1,266,061	$ 194,225	$ -	$ 88,554	$ 111,311	$ -	$ -	$ -	$ 897,770	$ 25,543	**$ 2,583,464**
728	STEWART COUNTY SCHOOL DISTRICT	$ 283,498		$ 283,498	$ 30,983	$ -	$ 23,104	$ 11,841	$ -	$ -	$ -	$ 117,603	$ 7,651	**$ 474,680**
729	SUMTER COUNTY SCHOOL DISTRICT	$ 2,917,251		$ 2,917,251	$ 321,904	$ 32,261	$ 237,559	$ 102,445	$ 70,153	$ -	$ -	$ 945,658	$ 36,350	**$ 4,663,581**
730	TALBOT COUNTY SCHOOL DISTRICT	$ 472,728		$ 472,728	$ 51,183	$ -	$ 32,839	$ 13,049	$ -	$ -	$ -	$ 144,177	$ 18,332	**$ 732,308**
731	TALIAFERRO COUNTY SCHOOL DISTRICT	$ 128,249		$ 128,249	$ 12,838	$ -	$ 10,452	$ -	$ -	$ -	$ -	$ 38,994	$ 3,758	**$ 194,291**
732	TATTNALL COUNTY SCHOOL DISTRICT	$ 1,898,899		$ 1,898,899	$ 205,238	$ 28,212	$ 137,502	$ 103,918	$ 165,283	$ -	$ -	$ 785,668	$ 22,249	**$ 3,346,969**
733	TAYLOR COUNTY SCHOOL DISTRICT	$ 678,350		$ 678,350	$ 77,789	$ -	$ 46,544	$ 37,437	$ -	$ -	$ -	$ 299,297	$ 10,382	**$ 1,149,799**
734	TELFAIR COUNTY SCHOOL DISTRICT	$ 960,332		$ 960,332	$ 112,178	$ -	$ 70,857	$ 44,949	$ 38,389	$ -	$ -	$ 376,723	$ 14,354	**$ 1,617,782**
735	TERRELL COUNTY SCHOOL DISTRICT	$ 1,083,743	$ (2,601)	$ 1,081,142	$ 116,560	$ -	$ 77,991	$ 33,108	$ -	$ -	$ -	$ 327,345	$ 17,421	**$ 1,653,567**
736	THOMAS COUNTY SCHOOL DISTRICT	$ 1,206,456		$ 1,206,456	$ 182,492	$ 12,669	$ 90,151	$ -	$ 49,976	$ -	$ -	$ 1,443,527	$ 48,949	**$ 3,034,220**
737	TIFT COUNTY SCHOOL DISTRICT	$ 3,446,957		$ 3,446,957	$ 425,000	$ 66,350	$ 244,940	$ 219,176	$ 161,177	$ -	$ -	$ 1,870,150	$ 80,506	**$ 6,514,256**
738	TOOMBS COUNTY SCHOOL DISTRICT	$ 1,661,715		$ 1,661,715	$ 197,844	$ 30,041	$ 129,964	$ 80,147	$ 198,730	$ -	$ -	$ 726,471	$ 26,021	**$ 3,050,933**
739	TOWNS COUNTY SCHOOL DISTRICT	$ 311,234		$ 311,234	$ 47,920	$ -	$ 21,817	$ -	$ -	$ -	$ -	$ 229,744	$ 5,877	**$ 616,592**
740	TREUTLEN COUNTY SCHOOL DISTRICT	$ 886,445		$ 886,445	$ 66,475	$ -	$ 53,510	$ 30,898	$ -	$ -	$ -	$ 253,350	$ 9,002	**$ 1,299,680**
741	TROUP COUNTY SCHOOL DISTRICT	$ 4,409,394		$ 4,409,394	$ 580,082	$ 60,995	$ 317,008	$ 343,300	$ -	$ -	$ 229,887	$ 2,862,220	$ 79,854	**$ 8,882,740**
742	TURNER COUNTY SCHOOL DISTRICT	$ 1,029,123		$ 1,029,123	$ 103,307	$ -	$ 73,389	$ 32,312	$ 18,677	$ -	$ -	$ 332,485	$ 19,088	**$ 1,608,381**
743	TWIGGS COUNTY SCHOOL DISTRICT	$ 516,247		$ 516,247	$ 65,614	$ -	$ 37,289	$ 20,560	$ -	$ -	$ -	$ 223,190	$ 8,726	**$ 871,626**
744	UNION COUNTY SCHOOL DISTRICT	$ 768,018		$ 768,018	$ 126,337	$ -	$ 49,758	$ -	$ -	$ -	$ -	$ 659,617	$ 17,184	**$ 1,620,914**
745	THOMASTON-UPSON COUNTY SCHOOL DISTRICT	$ 1,882,640		$ 1,882,640	$ 238,117	$ -	$ 138,616	$ 114,816	$ -	$ -	$ -	$ 1,036,883	$ 23,780	**$ 3,434,852**
746	WALKER COUNTY SCHOOL DISTRICT	$ 2,791,963		$ 2,791,963	$ 416,134	$ 10,579	$ 190,892	$ -	$ -	$ -	$ -	$ 1,807,261	$ 57,501	**$ 5,274,330**
747	WALTON COUNTY SCHOOL DISTRICT	$ 3,471,213		$ 3,471,213	$ 554,197	$ 73,926	$ 254,146	$ -	$ -	$ -	$ -	$ 2,731,037	$ 51,690	**$ 7,136,209**
748	WARE COUNTY SCHOOL DISTRICT	$ 3,840,206		$ 3,840,206	$ 431,041	$ 17,110	$ 256,695	$ 170,074	$ 32,249	$ -	$ -	$ 1,568,160	$ 91,023	**$ 6,406,558**
749	WARREN COUNTY SCHOOL DISTRICT	$ 549,451		$ 549,451	$ 56,825	$ -	$ 37,835	$ 18,233	$ -	$ -	$ -	$ 197,859	$ 29,054	**$ 889,257**
750	WASHINGTON COUNTY SCHOOL DISTRICT	$ 1,713,929		$ 1,713,929	$ 178,177	$ -	$ 132,747	$ 85,803	$ -	$ -	$ -	$ 703,679	$ 25,610	**$ 2,839,945**
751	WAYNE COUNTY SCHOOL DISTRICT	$ 2,059,268		$ 2,059,268	$ 283,748	$ 18,939	$ 143,259	$ 139,676	$ 93,508	$ -	$ -	$ 1,139,373	$ 46,382	**$ 3,924,153**
752	WEBSTER COUNTY SCHOOL DISTRICT	$ 139,213		$ 139,213	$ 19,762	$ -	$ 11,034	$ -	$ -	$ -	$ -	$ 63,154	$ 554	**$ 233,717**
753	WHEELER COUNTY SCHOOL DISTRICT	$ 514,232		$ 514,232	$ 58,599	$ -	$ 36,457	$ 26,127	$ -	$ -	$ -	$ 219,869	$ 7,621	**$ 862,905**
754	WHITE COUNTY SCHOOL DISTRICT	$ 1,056,670		$ 1,056,670	$ 175,937	$ -	$ 74,468	$ -	$ -	$ -	$ -	$ 767,037	$ 20,737	**$ 2,094,849**
755	WHITFIELD COUNTY SCHOOL DISTRICT	$ 3,194,719		$ 3,194,719	$ 451,443	$ 272,193	$ 269,213	$ -	$ 40,762	$ -	$ -	$ 2,395,508	$ 66,724	**$ 6,690,562**
756	WILCOX COUNTY SCHOOL DISTRICT	$ 603,422		$ 603,422	$ 70,828	$ -	$ 45,134	$ 33,461	$ -	$ -	$ -	$ 274,424	$ 9,228	**$ 1,036,497**
757	WILKES COUNTY SCHOOL DISTRICT	$ 741,209		$ 741,209	$ 90,734	$ -	$ 49,823	$ 38,409	$ -	$ -	$ -	$ 360,173	$ 15,734	**$ 1,296,082**
758	WILKINSON COUNTY SCHOOL DISTRICT	$ 761,461		$ 761,461	$ 87,016	$ -	$ 56,270	$ 32,489	$ -	$ -	$ -	$ 321,261	$ 12,654	**$ 1,271,151**
759	WORTH COUNTY SCHOOL DISTRICT	$ 1,508,925	$ (904)	$ 1,508,021	$ 186,602	$ -	$ 112,917	$ 87,894	$ 19,062	$ -	$ -	$ 775,244	$ 30,792	**$ 2,720,532**

LEA ID	LEA	Title I, Part A	Title I, Part A Adjustment for LEAs Pooling Funds for Equitable Services for Private Schools - Amended	Final Title I, Part A	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B	Title I, Part C	Title I, Part D Subpart 1	Title I, Part D Subpart 2	IDEA 611	IDEA 619	Total FY23 Cumulative Funding
761	ATLANTA CITY SCHOOL DISTRICT	$ 29,315,083	$ 69,863	$ 29,384,946	$ 2,753,439	$ 240,193	$ 2,228,378	$ -	$ -	$ -	$ -	$ 9,511,015	$ 257,892	**$ 44,375,863**
763	BREMEN CITY SCHOOL DISTRICT	$ 191,496		$ 191,496	$ 34,907	$ -	$ 15,571	$ -	$ -	$ -	$ -	$ 457,727	$ 27,814	**$ 727,515**
764	BUFORD CITY SCHOOL DISTRICT	$ 450,478		$ 450,478	$ 79,510	$ 70,791	$ 35,669	$ -	$ -	$ -	$ -	$ 918,300	$ 18,905	**$ 1,573,653**
765	CALHOUN CITY SCHOOL DISTRICT	$ 1,041,736		$ 1,041,736	$ 118,583	$ 85,550	$ 81,260	$ -	$ -	$ -	$ -	$ 707,598	$ 24,133	**$ 2,058,860**
766	CARROLLTON CITY SCHOOL DISTRICT	$ 1,187,004		$ 1,187,004	$ 166,500	$ 58,906	$ 84,309	$ -	$ -	$ -	$ -	$ 1,077,877	$ 54,541	**$ 2,629,137**
767	CARTERSVILLE CITY SCHOOL DISTRICT	$ 899,936		$ 899,936	$ 135,456	$ 55,379	$ 69,584	$ -	$ -	$ -	$ -	$ 792,764	$ 18,337	**$ 1,971,456**
769	CHICKAMAUGA CITY SCHOOL DISTRICT	$ 148,243		$ 148,243	$ 19,697	$ -	$ 11,842	$ -	$ -	$ -	$ -	$ 208,635	$ 3,858	**$ 392,275**
771	COMMERCE CITY SCHOOL DISTRICT	$ 330,966		$ 330,966	$ 52,797	$ 13,453	$ 24,485	$ -	$ -	$ -	$ -	$ 337,243	$ 10,555	**$ 769,499**
772	DALTON CITY SCHOOL DISTRICT	$ 1,895,251		$ 1,895,251	$ 259,841	$ 239,410	$ 152,269	$ -	$ 23,969	$ -	$ -	$ 1,321,160	$ 30,895	**$ 3,922,795**
773	DECATUR CITY SCHOOL DISTRICT	$ 331,413	$ 149,491	$ 480,904	$ 73,058	$ 18,024	$ 21,633	$ -	$ -	$ -	$ -	$ 950,272	$ 25,793	**$ 1,569,684**
774	DUBLIN CITY SCHOOL DISTRICT	$ 2,074,873		$ 2,074,873	$ 217,002	$ -	$ 125,456	$ 64,831	$ -	$ -	$ -	$ 636,141	$ 18,467	**$ 3,136,770**
776	GAINESVILLE CITY SCHOOL DISTRICT	$ 2,936,458		$ 2,936,458	$ 359,262	$ 300,274	$ 218,696	$ -	$ 254,786	$ -	$ -	$ 1,446,016	$ 33,723	**$ 5,549,215**
779	JEFFERSON CITY SCHOOL DISTRICT	$ 225,945	$ (1,085)	$ 224,860	$ 52,315	$ 10,710	$ 17,506	$ -	$ -	$ -	$ -	$ 634,901	$ 10,546	**$ 950,838**
781	MARIETTA CITY SCHOOL DISTRICT	$ 1,920,872	$ 7,752	$ 1,928,624	$ 289,877	$ 217,859	$ 161,889	$ -	$ -	$ -	$ -	$ 1,759,255	$ 50,745	**$ 4,408,249**
784	PELHAM CITY SCHOOL DISTRICT	$ 635,985		$ 635,985	$ 60,676	$ -	$ 34,224	$ 38,910	$ -	$ -	$ -	$ 350,717	$ 16,918	**$ 1,137,430**
785	ROME CITY SCHOOL DISTRICT	$ 3,251,534		$ 3,251,534	$ 388,123	$ 134,137	$ 223,890	$ -	$ -	$ -	$ -	$ 1,455,915	$ 44,424	**$ 5,498,023**
786	SOCIAL CIRCLE CITY SCHOOL DISTRICT	$ 245,140		$ 245,140	$ 37,486	$ -	$ 17,555	$ -	$ -	$ -	$ -	$ 350,890	$ 7,518	**$ 658,589**
789	THOMASVILLE CITY SCHOOL DISTRICT	$ 1,516,778		$ 1,516,778	$ 180,519	$ -	$ 118,414	$ 75,876	$ -	$ -	$ -	$ 706,788	$ 33,792	**$ 2,632,167**
791	TRION CITY SCHOOL DISTRICT	$ 168,764		$ 168,764	$ 19,570	$ 13,322	$ 14,525	$ 36,318	$ -	$ -	$ -	$ 252,359	$ 6,011	**$ 510,869**
792	VALDOSTA CITY SCHOOL DISTRICT	$ 6,278,605		$ 6,278,605	$ 609,686	$ 28,734	$ 431,184	$ -	$ 10,349	$ -	$ -	$ 1,865,149	$ 54,685	**$ 9,278,392**
793	VIDALIA CITY SCHOOL DISTRICT	$ 1,118,823		$ 1,118,823	$ 123,106	$ -	$ 79,187	$ 68,306	$ -	$ -	$ -	$ 501,910	$ 11,054	**$ 1,902,386**
799	State Schools	$ 180,901		$ 180,901	$ 22,391	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 249,539	$ 18,545	**$ 481,376**
891	Department of Juvenile Justice	$ 308,882		$ 308,882	$ 15,875	$ -	$ 26,568	$ -	$ -	$ 1,589,353	$ -	$ 324,256	$ -	**$ 2,264,934**
890	Department of Corrections	$ 127,185		$ 127,185	$ 14,951	$ -	$ -	$ -	$ -	$ 1,398,126	$ -	$ 116,255	$ -	**$ 1,656,517**
7820108	Mountain Education Charter High School	$ 537,454		$ 537,454	$ 88,848	$ 13,975	$ 32,708	$ -	$ 23,402	$ -	$ -	$ 372,324	$ -	**$ 1,068,711**
7820110	Odyssey School	$ 791,760		$ 791,760	$ 9,452	$ -	$ 72,074	$ -	$ -	$ -	$ -	$ 198,484	$ 4,916	**$ 1,076,686**
7820120	Georgia Cyber Academy	$ 5,444,931		$ 5,444,931	$ 673,565	$ 25,469	$ 298,093	$ -	$ -	$ -	$ -	$ 2,363,916	$ 28,274	**$ 8,834,248**
7820121	Utopian Academy for the Arts Charter School	$ 133,196		$ 133,196	$ 13,800	$ -	$ 10,326	$ -	$ -	$ -	$ -	$ 85,990	$ -	**$ 243,312**
7820212	Cherokee Charter Academy	$ 136,506		$ 136,506	$ 23,301	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 109,473	$ 1,289	**$ 280,569**
7820412	Georgia Connections Academy	$ 1,573,999		$ 1,573,999	$ 206,215	$ -	$ 86,537	$ -	$ -	$ -	$ -	$ 770,446	$ -	**$ 2,637,197**
7820612	Ivy Preparatory Academy, Inc	$ 313,895		$ 313,895	$ 30,213	$ -	$ 18,884	$ -	$ -	$ -	$ -	$ 66,783	$ 741	**$ 430,516**
7820613	Foothills Charter High School	$ 1,012,699		$ 1,012,699	$ 159,885	$ -	$ 35,635	$ -	$ -	$ -	$ -	$ 414,818	$ -	**$ 1,623,037**
7820614	International Charter School of Atlanta	$ 45,014		$ 45,014	$ 13,268	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 109,171	$ 2,121	**$ 179,574**
7820615	Scintilla Charter Academy	$ 110,205		$ 110,205	$ 15,600	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 132,756	$ 7,812	**$ 276,373**
7820616	Georgia School for Innovation and the Classics	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 189,899	$ 5,172	**$ 195,071**
7820617	Dubois Integrity Academy	$ 664,358		$ 664,358	$ 71,152	$ -	$ 36,762	$ -	$ -	$ -	$ -	$ 267,237	$ 6,654	**$ 1,046,163**
7820618	Coastal Plains Education Charter School	$ 801,630		$ 801,630	$ 117,191	$ -	$ 32,854	$ -	$ -	$ -	$ -	$ 287,481	$ -	**$ 1,239,156**
7830103	Statesboro STEAM Academy	$ 81,264		$ 81,264	$ 11,692	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 32,174	$ -	**$ 135,130**
7830210	Pataula Charter Academy	$ 291,739		$ 291,739	$ 31,626	$ -	$ 20,448	$ -	$ -	$ -	$ -	$ 94,781	$ 1,020	**$ 439,614**
7830310	Fulton Leadership Academy	$ 130,903		$ 130,903	$ 12,795	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 57,542	$ -	**$ 211,240**
7830410	Atlanta Heights Charter School	$ 614,872		$ 614,872	$ 53,811	$ -	$ 43,509	$ -	$ -	$ -	$ -	$ 139,745	$ 3,807	**$ 855,744**
7830610	Coweta Charter Academy	$ 85,603		$ 85,603	$ 16,181	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 112,018	$ 2,991	**$ 226,793**
7830611	Cirrus Charter Academy	$ 501,773		$ 501,773	$ 55,152	$ -	$ 28,588	$ -	$ -	$ -	$ -	$ 111,230	$ 2,110	**$ 698,853**
7830612	Southwest Georgia S.T.E.M. Charter Academy	$ 329,936		$ 329,936	$ 34,797	$ -	$ 20,229	$ -	$ -	$ -	$ -	$ 117,526	$ 3,741	**$ 506,229**
7830613	Brookhaven Innovation Academy	$ 61,982		$ 61,982	$ 10,214	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 86,075	$ 2,018	**$ 170,289**
7830614	Liberty Tech Charter Academy	$ -		$ -	$ 8,148	$ -	$ -	$ -	$ -	$ -	$ -	$ 61,606	$ 8,636	**$ 78,390**
7830615	Genesis Academy for Boys	$ 157,031		$ 157,031	$ 16,377	$ -	$ 10,525	$ -	$ -	$ -	$ -	$ 81,264	$ 3,610	**$ 268,807**
7830616	Genesis Academy for Girls	$ 158,984		$ 158,984	$ 16,803	$ -	$ 10,342	$ -	$ -	$ -	$ -	$ 64,863	$ 569	**$ 251,561**
7830617	Resurgence Hall	$ 183,338		$ 183,338	$ 19,082	$ -	$ 12,360	$ -	$ -	$ -	$ -	$ 90,862	$ 3,745	**$ 309,387**
7830618	School for Arts-Infused Learning (SAIL)	$ 63,246		$ 63,246	$ 12,193	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 84,899	$ 1,516	**$ 171,854**
7830619	International Academy of Smyrna	$ 152,542		$ 152,542	$ 15,611	$ -	$ 13,057	$ -	$ -	$ -	$ -	$ 58,971	$ 588	**$ 240,769**
7830620	International Charter Academy of Georgia	$ 14,682		$ 14,682	$ 3,041	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 21,885	$ 247	**$ 49,855**
7830621	SLAM Academy	$ 94,240		$ 94,240	$ 8,357	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 23,887	$ 1,220	**$ 137,704**

LEA ID	LEA	Title I, Part A	Title I, Part A Adjustment for LEAs Pooling Funds for Equitable Services for Private Schools - Amended	Final Title I, Part A	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B	Title I, Part C	Title I, Part D Subpart 1	Title I, Part D Subpart 2	IDEA 611	IDEA 619	Total FY23 Cumulative Funding
7830628	Ethos Classical	$ 318,580		$ 318,580	$ 25,379	$ -	$ 20,458	$ -	$ -	$ -	$ -	$ 67,893	$ 2,337	**$ 434,647**
7830623	Academy For Classical Education	$ 134,735		$ 134,735	$ 29,918	$ -	$ 12,281	$ -	$ -	$ -	$ -	$ 265,012	$ 4,522	**$ 446,468**
7830624	Spring Creek Charter Academy	$ 170,338		$ 170,338	$ 19,013	$ -	$ 11,791	$ -	$ -	$ -	$ -	$ 113,732	$ 5,731	**$ 320,605**
7830630	Baconton Community Charter School	$ 663,834		$ 663,834	$ 70,400	$ -	$ 32,333	$ -	$ -	$ -	$ -	$ 222,684	$ 5,987	**$ 995,238**
7830625	Yi Hwang Academy of Language Excellence	$ 36,671		$ 36,671	$ 5,469	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 29,741	$ 498	**$ 82,379**
7830632	Atlanta Unbound Academy	$ 186,688		$ 186,688	$ 11,861	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 40,871	$ 2,883	**$ 252,303**
7830633	Delta STEAM	$ 118,229		$ 118,229	$ 10,053	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 47,104	$ 769	**$ 186,155**
7830626	Furlow Charter School	$ 297,627		$ 297,627	$ 31,098	$ -	$ 23,965	$ -	$ -	$ -	$ -	$ 122,439	$ 3,236	**$ 478,365**
7830634	Georgia Fugees Academy Charter School	$ 118,383		$ 118,383	$ 12,095	$ 16,065	$ 10,000	$ -	$ -	$ -	$ -	$ 25,247	$ -	**$ 181,790**
7830627	Atlanta Smart Academy	$ 178,266		$ 178,266	$ 9,122	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 23,335	$ -	**$ 220,723**
7830636	North West Classical	$ 14,508		$ 14,508	$ 8,605	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 81,116	$ 1,892	**$ 116,121**
7830643	Amana Academy West Atlanta	$ 55,974		$ 55,974	$ 6,664	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 62,638**
7830637	DeKalb Brilliance Academy	$ 516,372		$ 516,372	$ 41,741	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 558,113**
7830642	Destination Career Academy of Georgia	$ 164,705		$ 164,705	$ 15,417	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 180,122**
7830641	Resurgence Hall Middle Academy (Replication)	$ 105,830		$ 105,830	$ 9,260	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 115,090**
451	The ABAC Advancement Foundation	$ -		$ -	$ -	$ -	$ -	$ -	$ 372,312	$ -	$ -	$ -	$ -	**$ 372,312**
		$ 604,079,918	**$ -**	**$ 604,079,918**	**$ 76,389,242**	**$ 17,745,843**	**$ 40,607,013**	**$ 7,592,000**	**$ 6,300,000**	**$ 2,987,479**	**$ 229,887**	**$ 353,857,563**	**$ 10,056,308**	**$ 1,119,845,253**

State Board of Education 2023 Meeting Dates

The official Committee of the Whole and State Board meetings are scheduled to begin at 9:00 a.m. Unless otherwise indicated meetings are held at the Georgia Department of Education, 2070 Twin Towers East, 205 Jesse Hill Jr. Drive, Atlanta, GA 30334. To view times and agendas for meetings go to Simbli.

January	11 12	Wednesday Thursday	Committee Meetings COW & Regular Meeting
February	15 16	Wednesday Thursday	Committee Meetings COW & Regular Meeting
March	22 23	Wednesday Thursday	Committee Meetings COW & Regular Meeting
April		No Meeting	
May	10 11	Wednesday Thursday	Committee Meetings COW & Regular Meeting
June	14 15	Wednesday Thursday	Committee Meetings COW & Regular Meeting
July	19	Wednesday	Committee Meetings, COW, & Regular Meeting
August*	23 24	Wednesday Thursday	Committee Meetings COW & Regular Meeting
	*Meeting at the Georgia Academy of the Blind 2895 Vineville Ave, Macon, GA 31204		
September	27 28	Wednesday Thursday	Committee Meetings COW & Regular Meeting
October		No Meeting	
November	1 2	Wednesday Thursday	Committee Meetings COW & Regular Meeting
December	6 7	Wednesday Thursday	Committee Meetings COW & Regular Meeting

"COW" is the abbreviation for the Committee of the Whole.

Code: EE

160-5-6-.01 STATEWIDE SCHOOL NUTRITION PROGRAM.

(1) **DEFINITIONS**.

(a) **Certified Food Safety Manager** – a school nutrition employee who holds a food safety certificate from an accredited program as defined in the Georgia Rules and Regulations for Food Service Chapter 511-6-1.

(b) **Certified School Nutrition Program Director** – an individual who holds a school nutrition director service certificate issued by the Georgia Professional Standards Commission (PSC) and meets the requirements of director as specified in State Board of Education (SBOE) Rule 160-5-1-.22 Personnel Required.

(c) **Classified School Nutrition Employee** – an individual who meets the following conditions:

1. Is employed in a school or school district;

2. Works more than 20 hours per week; and

3. Completes the state required Orientation for Nutrition Employees (O.N.E.) course within the first full school year of employment.

(d) **Classified School Nutrition Manager** – an individual who meets the requirements of the Classified School Nutrition Employee and meets one of the following conditions:

1. **Manager Trainee** – holds a minimum of a high-school diploma or state approved high school equivalency (HSE) and meets one of the following conditions:

(i) if hired after July 1, 2022, must complete the Manager and Culinary Pathway courses for Managers within five (5) years of date of hire; or

(ii) if hired prior to July 1, 2022, must have completed a combination of the state-approved pathway courses for Managers and the core Training in Depth (TID) coursework within 5 years;

2. **Manager I** – holds a minimum of a high school diploma or HSE and has completed the Manager and Culinary Pathway courses for Managers or has previously completed the previous core TID coursework;

3. **Manager II** – holds an associate or more advanced degree; and has completed the Manager and Culinary Pathway courses for Managers or has completed the previous core TID coursework; or

4. **Manager/Supervisor** – was employed as Manager/Supervisor prior to July 1, 2015, or meets one of the following conditions:

(i) holds an associate degree in a specific major (food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field) with two years of relevant school nutrition programs experience, or

(ii) holds a bachelor's degree in any academic major with two years of relevant school nutrition programs experience, or

(iii) holds a bachelor's degree with any academic major and a school nutrition director service certificate issued by the PSC, or

(iv) holds a bachelor's degree with an academic major in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field.

All Manager/Supervisors hired after July 1, 2022 must complete the Manager and Culinary Pathway courses within five (5) years of date of hire and meet the requirements of director as specified in paragraph (2)(a)(5)(ii) of SBOE Rule 160-5-1-.22 Personnel Required.

(e) **Competitive Foods -** foods defined by Title 7 of the Code of Federal Regulations (CFR) in Sections 210.11 and 220.12 as any food item that is sold to children other than foods sold or served as part of the National School Lunch (NSLP) and Breakfast (NSBP) Programs on the school campus during the school day or Smart Snacks, as defined by USDA regulations.

(f) **Core TID Courses -** Courses authorized by state law and SBOE rule for Classified School Nutrition Managers hired prior to July 1, 2022 and constituting the 150 credit hours that must be earned within the first five years employed as a Classified School Nutrition Manager. As of July 1, 2022, the Georgia Department of Education (GaDOE) has replaced the Core TID Courses with the Manager Pathway and Culinary Pathway courses.

(g) **Georgia Professional Standards Commission (PSC)** – the state agency created by O.C.G.A. § 20-2-983 and authorized to assume full responsibility for the certification, preparation, and conduct of certified, licensed, or permitted personnel employed in Georgia.

(h) **Local Board of Education (LBOE)** – a county or independent board of education exercising control and management of a local school system pursuant to Article VIII, Section V, Paragraph II of the Georgia Constitution.

(i) **Manager Pathway and Culinary Pathway Courses** – a series of online, self-paced courses focused on the key knowledge and skills required to operate a school nutrition program. As of July 1, 2022, GaDOE has replaced the Core TID Courses with the Manager Pathway and Culinary Pathway courses.

(j) **Primary responsibilities related to meal accountability functions** – prepayment and collection of cash and counting meals at point-of-service except in kindergarten and special entities, including, but not limited to, special education, alternative schools, in-school suspension, and special events; counting cash for deposit; final and official approval and verification of free and reduced-price meal applications; oversight of the process for assuring accuracy and completeness of related regulatory functions; and maintenance of an official master list of eligible students.

(k) **School Campus -** all areas of the property under the jurisdiction of the school that are accessible to students during the school day.

(l) **School Day -** the period from 12:00 a.m. until 30 minutes after the official end of the school day.

(m) **School Food Authority** (SFA) - the governing body that is responsible for the administration of one or more schools and has the legal authority to operate the program therein or be otherwise approved by the USDA Food and Nutrition Service (FNS) to operate the program.

(n) **School nutrition program personnel** – those program personnel whose job responsibility relates to the planning, purchasing, preparing, service, accounting required by the program and whose wages are eligible for payment from school nutrition program funds.

(o) **Smart Snacks -** science-based nutrition standards for snack foods and beverages sold to children at school during the school day.

(p) **State-approved nutrition program** – a federal lunch program which operates in every school and is available to every enrolled student in attendance during the period of 10 a.m. to 2 p.m. and a breakfast program as required by O.C.G.A. § 20-2-66, including notification in the dominant languages to parents and students of the availability of the school breakfast program in all participating schools.

(q) **State performance standard** – the standard used to allot state school lunch appropriations that prescribes a minimum of 85 lunches to be produced during eight hours of work by a full-time equivalent school nutrition position.

(2) **REQUIREMENTS.**

(a) Each SFA shall through policy or administrative procedure maximize student participation and quality meals in the school nutrition program by providing the following:

1. Participation by all schools in a state-approved nutrition program.

2. A policy regarding the sale of competitive foods which includes the following, at a minimum:

(i) Adherence to Public Law 11 – 296, The Healthy, Hunger-free Kids Act of 2010 regarding exempt fundraisers; and

(ii) Prohibitions from the sale of foods that do not meet the federal criteria during the school day and on the school campus.

3. A job-related training program for school nutrition program personnel that when implemented:

(i) Adheres to the federal and state rules regarding professional standards for local school nutrition personnel.

(ii) Makes in-service training available to program personnel annually, based on local needs and consistent with requirements of SBOE Rule 160-3-3-.04 Professional Learning.

(iii) Requires all new employees to complete within the first full school year of employment O.N.E. training or a GaDOE-approved local alternate.

4. Requires each food service facility to have at least one school nutrition employee on site to be certified as a food safety manager, designated for that one site, who has successfully completed a state-approved food safety training program and passed a professionally validated Certified Food Safety Manager (CFSM) examination that is accredited by the Conference for Food Protection or other accrediting agency as conforming to national standards for organizations that certify individuals.

5. Assignment of primary responsibilities related to meal accountability functions to school nutrition personnel.

6. In base-size school systems, system-level supervisory school nutrition personnel employed in addition to those required by paragraph (2)(a)(5) of SBOE Rule 160-5-1-.22 Personnel Required and assigned to manage or supervise or train multiple school sites shall minimally meet requirements of a classified school nutrition manager/supervisor or school nutrition program director trainee.

7. A locally established salary schedule and number of full-time equivalent positions which meet or exceed the minimum state performance standard.

Authority O.C.G.A. § 20-2-66; 20-2-187.

Adopted: **Effective:**

Code: EE

160-5-6-.01 STATEWIDE SCHOOL NUTRITION PROGRAM.

(1) **DEFINITIONS**.

(a) **Certified Food Safety Manager** – a school nutrition employee who holds a ~~state approved~~ food safety certificate from an accredited program as defined in the Georgia Rules and Regulations for Food Service ~~: Chapter 290-5-14.03 (3)(b)~~ Chapter 511-6-1.

(b) **Certified School Nutrition Program Director** – an individual who holds a school nutrition director service certificate issued by the Georgia Professional Standards Commission (PSC) and meets the requirements of director as specified in State Board of Education (SBOE) Rule 160-5-1-.22 Personnel Required.

(c) **Classified School Nutrition Employee** – an individual who meets the following conditions:

1. Is employed in a school or school district;

2. Works more than 20 hours per week; and

3. Completes the state required Orientation for Nutrition Employees (O.N.E.) course within the first full school year of employment.

(~~b~~d) **Classified School ~~n~~Nutrition M~~m~~anager** – an individual who meets the requirements of the Classified School Nutrition Employee and meets one of the following conditions:

1. **Manager ~~t~~Trainee** – holds a minimum of a high-school diploma or state approved high school equivalency (HSE) and meets one of the following conditions:

(i) if hired after July 1, 2022, must complete the Manager and Culinary Pathway courses for Managers within five (5) years of date of hire; or

(ii) if hired prior to July 1, 2022, must have completed a combination of the state-approved pathway courses for Managers and the core Training in Depth (TID) coursework within 5 years; ~~GED or was employed as manager prior to September 1, 1988; employment in this classification has been uninterrupted; and the individual has completed 30 credit hours of core Training In Depth (TID) annually toward completion of 150 hours.~~

2. **Manager I** – holds a minimum of a high school diploma or HSE and has completed the Manager and Culinary Pathway courses for Managers or has

previously completed the previous core TID coursework; ~~GED or was employed as manager prior to September 1, 1988; and has completed the core TID.~~

3. **Manager II** – holds an associate or more advanced degree; and has completed the Manager and Culinary Pathway courses for Managers or has completed the previous core TID coursework; or ~~has completed the core TID..~~

~~4. **Manager III** – holds a school nutrition director service certificate issued by the Georgia Professional Standards Commission.~~

~~5~~4. **Manager/Supervisor** – was employed as Manager/Supervisor prior to July 1, 2015, or meets one of the following conditions:

(i) holds an associate degree in a specific major (food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field) with two years of relevant school nutrition programs experience, or

(ii) holds a ~~B~~bachelor's degree in any academic major with two years of relevant school nutrition programs experience, or

(iii) holds a ~~B~~bachelor's degree with any academic major and a school nutrition director service certificate issued by the ~~Georgia Professional Standards Commission~~PSC, or

(iv) holds a ~~B~~bachelor's degree with an academic major in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field.

All M~~m~~anager/S~~s~~upervisors hired after July 1, 2022 must complete the Manager and Culinary Pathway courses within five (5) years of date of hire and meet ~~must complete 30 credit hours of core TID annually until all core requirements are met. All must meet~~ the requirements of director as specified in paragraph (2)(a)(5)(ii) of SBOE~~tate Board~~ Rule 160-5-1-.22 Personnel Required. ~~in systems of less than base size having four or fewer schools.~~

(e~~c~~) **Competitive Foods -** foods defined by Title 7 of the Code of Federal Regulations (CFR) in Sections 210.11 and 220.12 as any food item that is sold to children other than foods sold or served as part of the National School Lunch (NSLP) and Breakfast (NSBP) Programs on the school campus during the school day or Smart Snacks, as defined by USDA regulations.

(f~~d~~) **Core TID Courses -** Courses authorized by state law and SBOE~~state board~~ rule for Classified School Nutrition Managers hired prior to July 1, 2022 and constituting the 150 credit hours that must be earned within the first five years

employed as a Classified School Nutrition Manager. As of July 1, 2022, the Georgia Department of Education (GaDOE) has replaced the Core TID Courses with the Manager Pathway and Culinary Pathway courses.

(eg) **Georgia Professional Standards Commission (GPSC)** – the state agency created by O.C.G.A. § 20-2-983 and authorized to assume full responsibility for the certification, preparation, and conduct of certified, licensed, or permitted personnel employed in Georgia.a state agency with the central responsibility for establishing a certification/licensure process that is streamlined, understandable, and flexible in order to remove barriers and to attract qualified individuals to the education profession.

(hf) **Local Board of Education (LBOE)** – a county or independent board of education exercising control and management of a local school system pursuant to Article VIII, Section V, Paragraph II of the Georgia Constitution.

(i) **Manager Pathway and Culinary Pathway Courses** – a series of online, self-paced courses focused on the key knowledge and skills required to operate a school nutrition program. As of July 1, 2022, GaDOE has replaced the Core TID Courses with the Manager Pathway and Culinary Pathway courses.

(jg) **Primary responsibilities related to meal accountability functions** – prepayment and collection of cash and counting meals at point-of-service except in kindergarten and special entities, including, but not limited to, special education, alternative schools, in-school suspension, and special events; counting cash for deposit; final and official approval and verification of free and reduced-price meal applications; oversight of the process for assuring accuracy and completeness of related regulatory functions; and maintenance of an official master list of eligible students.

(kh) **School Campus -** all areas of the property under the jurisdiction of the school that are accessible to students during the school day.

(li) **School Day -** the period from 12:00 a.m. until 30 minutes after the official end of the school day.

(m) **School Food Authority** (SFA) - the governing body that is responsible for the administration of one or more schools and has the legal authority to operate the program therein or be otherwise approved by the USDA Food and Nutrition Service (FNS) to operate the program.

(j) **School nutrition program director** – an individual who holds a school nutrition director service certificate issued by the GPSC and meets the requirements of director as specified in State Board of Education (SBOE) Rule 160-5-1-.22 Personnel Required.

~~(k) **School nutrition program director trainee** – an individual who holds a certificate issued by the GPSC other than that which is in-field; and completes 6 semester hours annually toward the requirement for a school nutrition director service certificate issued by the GPSC; and meets requirements of director as specified in SBOE Rule 160-5-1-.22 Personnel Required (2)(a)5(i) for systems of less than base size having five or more schools.~~

(~~l~~n) **School nutrition program personnel** – those program personnel whose job responsibility relates to the planning, purchasing, preparing, service, accounting required by the program and whose wages are eligible for payment from school nutrition program funds.

(o~~m~~) **Smart Snacks -** science-based nutrition standards for snack foods and beverages sold to children at school during the school day.

(p~~n~~) **State-approved nutrition program** – a federal lunch program which operates in every school and is available to every enrolled student in attendance during the period of 10 a.m. to 2 p.m. and a breakfast program as required by O.C.G.A. § 20-2-66, including notification in the dominant languages to parents and students of the availability of the school breakfast program in all participating schools.

(q~~o~~) **State performance standard** – the standard used to allot state school lunch appropriations that prescribes a minimum of 85 lunches to be produced during eight hours of work by a full-time equivalent school nutrition position.

(2) **REQUIREMENTS.**

(a) Each ~~local board of education~~SFA shall through policy or administrative procedure maximize student participation and quality meals in the school nutrition program by providing the following:

1. Participation by all schools in a state-approved nutrition program.

2. A policy regarding the sale of competitive foods which includes the following, at a minimum:

(i) Adherence to Public Law 11 – 296, The Healthy, Hunger-free Kids Act of 2010 regarding exempt fundraisers; and

(ii) Prohibitions from the sale of foods that do not meet the federal criteria~~:~~ during the school day and on the school campus.

~~(I) During the school day; and~~

~~(II) On the school campus.~~

3. A job-related training program for school nutrition program personnel that when implemented:

(i) Adheres to the federal and state rules regarding ~~P~~professional ~~S~~standards for local school nutrition personnel.

(ii) Makes in-service training available to program personnel annually, based on local needs and consistent with requirements of SBOE Rule 160-3-3-.04 Professional Learning.

(iii) Requires all new employees to complete within the first full school year of employment ~~training in program goals and philosophy, human relationships and service skills, safe and sanitary food handling, and first aid consistent with the department's curriculum or approved local alternate~~O.N.E. training or a GaDOE-approved local alternate.

~~(iv) Facilitates 30 credit-hour training courses prescribed by the department through outline and/or curricula, sponsored by the local school system or postsecondary vocational school, and taught by school nutrition directors/managers or other qualified instructors.~~

4. Requires each food service facility to have at least one school nutrition employee on site to be certified as a food safety manager, designated for that one site, who has successfully completed a state-approved food safety training program and passed a professionally validated Certified Food Safety Manager (CFSM) examination that is accredited by the Conference for Food Protection or other accrediting agency as conforming to national standards for organizations that certify individuals.

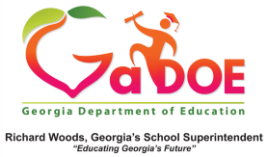
5. Assignment of primary responsibilities related to meal accountability functions to school nutrition personnel.

6. In base-size school systems, system-level supervisory school nutrition personnel employed in addition to those required by paragraph (2)(a)(5) of SBOE Rule 160-5-1-.22 Personnel Required and assigned to manage or supervise or train multiple school sites shall minimally meet requirements of a classified school nutrition manager/supervisor or school nutrition program director trainee.

7. A locally established salary schedule and number of full-time equivalent positions which meet or exceed the minimum state performance standard.

Authority O.C.G.A. § 20-2-66; 20-2-187.

Adopted: ~~July 16, 2015~~ **Effective:** ~~August 6, 2015~~



Georgia Department of Education

SYNOPSIS OF PROPOSED AMENDMENTS TO
RULE 160-5-6-.01
STATEWIDE SCHOOL NUTRITION PROGRAM

State Board of Education Rule 160-5-6-.01 *Statewide School Nutrition Program* is being amended to address the changes provided for in Senate Bill 397 (2022), which replaced the term "general educational development (GED)" with "state approved high school equivalency (HSE)." The proposed amendments also reflect the update in food safety certification with the Georgia Rules and Regulations for Food Service Chapter 511-6-1 and bring the rule into alignment with the Georgia Department of Education's current training modules for managers.

Georgia Department of Education

Science, Technology, Engineering, and Mathematics Career Cluster
Research, Design, and Project Management
Course Number 21.46100

Course Description:

Research, Design, and Project Management is the fourth course in the engineering pathway, manufacturing pathway, or energy pathway. This course allows students to work with students from other pathways as design team members. Research strategies, prototype testing and evaluation, and communication skills are emphasized.

Course Standard 1

STEM-RDPM-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Coworkers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small-Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé

All Rights Reserved

Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict

All Rights Reserved

Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior, and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

STEM-RDPM-2

Exhibit appropriate safety practices while working with tools and equipment.

2.1 Demonstrate relevant safety practices such as lock-out and tag-out when using tools and equipment as determined by task, materials, environment, and protective attire.
2.2 Apply 5S as a methodology for a clean, uncluttered, safe, and well-organized lab environment to reduce waste and optimize productivity.
2.3 Apply corrective action(s) to eliminate hazards.
2.4 Understand industry-based Material Safety Data Sheets (MSDS) format and content.

All Rights Reserved

2.5 Demonstrate knowledge of OSHA and its regulations.

Course Standard 3

STEM-RDPM-3

Recognize the system, components, and processes of a technological system.

3.1 Analyze technological systems and critique the interconnected components.
3.2 Connect design drawing, blueprint reading, machining and specification, basic PLC knowledge, coordinate systems, and building layouts to technological system design.
3.3 Identify the relationships among technologies along with connections to contemporary issues.
3.4 Apply lifelong learning strategies necessary to understand the characteristics and scope of technology.

Course Standard 4

STEM-RDPM-4

Identify the impact of engineering and technology within global, economic, environmental, and societal contexts.

4.1 Describe the social, economic, and environmental impacts of a technological process, product, or system.
4.2 Demonstrate ethical and professional behavior in the development and use of technology.
4.3 Explain the influence of technology on history and the shaping of contemporary issues.

Course Standard 5

STEM-RDPM-5

Investigate formal research techniques necessary to understand a technical problem.

5.1 Develop a research plan including goals and a realistic schedule.
5.2 Collect research findings in an organized system.
5.3 Choose appropriate sources to collect research data (Internet, technical journals, books, technical societies, university R&D, government documents, experts, etc.).
5.4 Discriminate between relevant and irrelevant sources.
5.5 Generate a list of sources used to gather information using APA or MLA format.
5.6 Demonstrate proficient interviewing skills.

Course Standard 6

STEM-RDPM-6

Apply research techniques to develop a design solution for a technological problem.

6.1 Use graphic organizers, charts, graphs, and diagrams to categorize and evaluate research data.
6.2 Apply graphic organizer to narrow research focus.
6.3 Develop a concise, unbiased problem statement and constraints for technical problems.
6.4 Evaluate past solutions and proposed approaches for a technological problem.
6.5 Develop and prioritize possible solutions using a decision matrix.

Course Standard 7

STEM-RDPM-7

Utilize current techniques to create designed prototypes utilizing the engineering design process.

7.1 Collaborate with team members to develop a design solution
7.2 Create a decision-making matrix for design problems
7.3 Select an approach that meets or satisfies the criteria and constraints for a given design problem.
7.4 Identify the best possible solution and create a prototype/model.

All Rights Reserved

7.5 Select and utilize appropriate materials, tools, and processes for prototype/model development.
7.6 Build a working prototype/model using best practices.
7.7 Test prototype/model for efficacy.
7.8 Judge the effectiveness of a prototype.
7.9 Assess and refine original design solutions based upon reflection, critique, practice, and research.

Course Standard 8

STEM-RDPM-8
Utilize research techniques to test and evaluate designed prototypes.

8.1 Select non-destructive/destructive material property tests on designed prototypes using measuring instruments, investigation methods of discovery, and assembly/disassembly of material components.
8.2 Develop procedures for testing the designed prototypes and synthesize results to determine the fitness of use.
8.3 Apply statistical analysis tools to evaluate test data.
8.4 Compare results of the predictive analysis with prototype test data.
8.5 Consider end-user experience and interface in testing the designed prototypes.
8.6 Identify and describe the manufacturing processes used to create the designed prototypes.
8.7 Describe the lifecycle of materials used to create the designed prototypes.
8.8 Judge the effectiveness of a designed prototype and make recommendations for improvements.

Course Standard 9

STEM-RDPM-9
Effectively communicate research findings.

9.1 Document engineering activities using design briefs, portfolios, or engineering design notebooks.
9.2 Apply sketching and annotation skills to document work.
9.3 Produce working drawings using appropriate drawing styles and techniques (Manual Drafting/CAD).
9.4 Communicate technical knowledge in a variety of formats.
9.5 Compose a technical research paper and executive summary on findings, product development, and impact.
9.6 Utilize presentation software to create a “Pitch” presentation outlining team or individual design priorities to share with multiple stakeholders (peers, business, and industry).
9.7 Provide informal briefings on the status of research.
9.8 Document exemplar work in a digital or paper portfolio.

Course Standard 10

STEM-RDPM-10
Apply the laws of motion as they apply to principles of engineering.

10.1 Demonstrate the calculation of projectile motion given parameters.
10.2 Explain the propulsion of an object.
10.3 Explain how gravity impacts motion.
10.4 Apply the laws of motion to solutions.
10.5 Analyze the forces acting on an object while in motion.
10.6 Describe the relationships among force, mass, and direction.
10.7 Apply the concept of six degrees of freedom of an object.

All Rights Reserved

Course Standard 11

STEM-RDPM-11

Evaluate simple machines for the purpose of solving a wide range of design and application problems.

11.1 Apply the six simple machine attributes and components to design solutions.
11.2 Calculate the mechanical advantage of different mechanisms.
11.3 Design, create, and test gear, pulley, and sprocket systems.
11.4 Calculate work and power in mechanical systems.
11.5 Determine efficiency in a mechanical system.
11.6 Measure forces and distances related to mechanisms.

Course Standard 12

STEM-RDPM-12

Apply basic statistics principles as it applies to project solutions.

12.1 Compare theoretical and experimental data.
12.2 Use statistics to determine theoretical outcomes.
12.3 Illustrate the use of statistics in the engineering design process.
12.4 Determine probability and graph data and outcomes using industry-standard software.

Course Standard 13

STEM-RDPM-13

Critique and synthesize how related career and technology student organizations are integral to career and technology education courses. Students will develop leadership, interpersonal, and problem-solving skills through participation in co-curricular activities associated with the Technology Student Association (TSA).

13.1 Explain the goals, mission, and objectives of Career Technical Student Organizations (CTSOs).
13.2 Explore the impact and opportunities a student organization (TSA) can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
13.3 Explore the local, state, and national opportunities available to students through participation in related student organization (TSA) including but not limited to conferences, competitions, community service, philanthropy, and other (TSA) activities.
13.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
13.5 Demonstrate teamwork, leadership, interpersonal relations, and project management.
13.6 Through teamwork, apply the skills and abilities in requirements analysis and configuration control while working with plans, processes, and projects as assigned.
13.7 Through teamwork, use the skills required in project management to track and assess the progress of a plan, process, or project as assigned.
13.8 Through teamwork, apply the skills in quality assurance as well as those in process management and development for appropriate applications of systems integration techniques to an assigned project.
13.9 Effectively use project management techniques (e.g., teamwork, appropriate time management practices, practical organizational skills, conduct analysis of cost, resources, and production capacity, and quality practices with continuous improvement).
13.10 Understand and demonstrate proper work ethics when working with plans, processes, and projects, as assigned.

All Rights Reserved

Career, Technical and Agricultural Education
Research, Design, and Project Management Standards Committee

Review Team Members
(BI) Business and Industry Review Team Members: Brian Cooksey – Shaw Industries Nikki Bailey – Anton-Hearing Aaron Williams – Kubota Allison Krache Giddens – Win-Tech, Inc Mitchell Hardy – Pike Enterprises, LLC Jon Reitz – 4Front High Performance Doors Ted Arnold – Kia Tony Hamrick – Kia Marsha Tomlin – Gulfstream Amber Coen - Kubota Ricardo Palacio – Southern Company
(ET) Expert Teacher Review Team Members: Angela Quarles – Pickens County High School Susan Hall – Bennett's Mill Middle School Lucretia Gant – Chamblee High School Jess Bush – Toombs County High School Camelia Calvert – Parkview High School Kenardo Leslie – Towers High School Mariama Boone – Mays High School Travis Hodges – South Forsyth High School Christie Schmitt – Ola High School Brandon Myers – Maxwell High School of Technology
(AD) Administrators Review Team Members: Eric Knapp – DeKalb County Tim Schmitt – Newton County Mark Crenshaw – Newton County Shannon Christian – Bremen City Paul Camick-GaDOE Roger Ivey - GaDOE

Georgia Department of Education

Government and Public Administration Career Cluster
Army JROTC Cyber 1
Course Number: **.*****

Course Description:

The course begins with fundamental JROTC Leadership Training. Cyber year one focuses on the foundational skills needed to begin a pathway into cybersecurity. It begins with an introduction to ethics and cybersecurity, moves on to global connectivity, and then transitions to understanding hardware, operating systems, networks, cryptography, and operating procedures. The course ends with a service learning-oriented capstone project that encourages problem solving and team building. This course covers topics associated with CompTIA A+ certification
Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course.

Army JROTC Cyber 1 is the first course in the Army JROTC Cybersecurity pathway in the Government and Public Administration career cluster. There is no pre-requisite for this course.

Course Standard 1

GPA-ACYB1-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

All Rights Reserved

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

All Rights Reserved

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior, and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism

All Rights Reserved

International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Leadership Education Training

Course Standard 2

GPA-ACYB1-2

Cadets will demonstrate organizational awareness through the application of communication skills and explore law, policy, and ethics as related to cybersecurity and Army JROTC.

2.1 Identify how social goals reflect the foundational values held by society; these core societal values are reflected in cybersecurity choices.
2.2 Foster personal growth through careful examination of what it means to utilize ethical reflection and judgement to consider potential harms, benefits, and tradeoffs involved in cybersecurity.
2.3 Interpret how ethical foundations are applied to situations rising from the interconnected world through examining diverse ethical dilemmas arising from cybersecurity practices that can cause ethical conflicts.
2.4 Compare various cybersecurity career paths to prepare for expanding job types related to cybersecurity.
2.5 Explore cybersecurity careers related to skills being taught and tie these careers to opportunities in industry, military, and associated work roles.

Introduction to Cybersecurity

Course Standard 3

GPA-ACYB1-3

Identify and apply basic concepts of cybersecurity, the Central Intelligence Agency triad, and types of cybersecurity attacks and associated risks.

3.1 List and describe the fundamental concepts of the cybersecurity discipline and put them into practice to provide system security.
3.2 Describe cybersecurity's reliance on confidentiality, integrity, and availability – the Confidentiality, Integrity, and Availability (CIA) triad – and how it is implemented.
3.3 Cadets will be able to identify and describe common attack types and adversary types.
3.4 Cadets will be able to identify/analyze cybersecurity risk through the measure of potential damage or loss a vulnerability could cause weighed against the likelihood of an attack.

All Rights Reserved

Global Connectivity

Course Standard 4

GPA-ACYB1-4

Identify and explain key concepts of global connectivity including societal responses, the cyber system, networked systems and the evolution of the Internet.

4.1 Discuss key historic events related to the evolution of computers and cybersecurity and delineate the impact of these events on society.
4.2 Recognize and analyze online and offline behaviors in societies (i.e., themselves, peers, families, communities, and countries) and deduce the values that govern these behaviors.
4.3 Explain how cyberspace is a very large, complex system of cyber systems that include hardware, software, social, economic, and political components.
4.4 Explain how the decentralized and dynamic nature of networked systems create the potential for a system to fail or behave incorrectly due a component the designer did not even know existed.
4.5 Summarize and interpret the impact of cybersecurity ideas and events on the evolution of the field.
4.6 Explain how the idea of the open Internet led us to new innovations that impact our daily lives and our security.

Hardware Standards and Resources

Course Standard 5

GPA-ACYB1-5

Identify, explain, and apply knowledge of computer hardware equipment including assembly, maintenance, troubleshooting and software/hardware interface.

5.1 Convey that computer hardware refers to the physical parts of a computer and related devices.
5.2 Identify how hardware and software work together in complex ways to achieve an overall objective.
5.3 Identify some common hardware-related vulnerabilities.
5.4 Demonstrate the ability to replace hardware/devices.
5.5 Demonstrate the installation of components within the display of a laptop.
5.6 Use appropriate laptop features.
5.7 Compare and contrast characteristics of various types of other mobile devices.
5.8 Connect and configure accessories and ports of other mobile devices.
5.9 Configure basic mobile device network connectivity and application support.
5.10 Use methods to perform mobile device synchronization.
5.11 Summarize power supply types and features.
5.12 Install and configure common devices.
5.13 Utilize the best practice methodology to resolve problems.
5.14 Troubleshoot problems related to motherboards, RAM, CPUs, and power.
5.15 Troubleshoot video, projector, and display issues.
5.16 Troubleshoot common mobile device issues while adhering to the appropriate procedures.
5.17 Troubleshoot common problems with printers.
5.18 Troubleshoot common wired and wireless network problems.

All Rights Reserved

Virtualization and OS

Course Standard 6

GPA-ACYB1-6

Compare and explain the variety of computer systems including cloud, virtual, and physical.

6.1 Compare and contrast cloud computing concepts.
6.2 Set up and configure client-side virtualization.
6.3 Convey that computer hardware refers to the physical parts of a computer and related devices.
6.4 Describe the hardware components of modern computing environments and their individual functions.
6.5 Properly use the vocabulary associated with cybersecurity.

Operating Systems

Course Standard 7

GPA-ACYB1-7

Explain and apply software skills to initiate and maintain a network; utilize features of Linux to demonstrate basic cybersecurity operator functions

7.1 Explain how cybersystems are complex systems
7.2 Develop a script using Windows Command-Line Interface, Windows Management Instrumentation Command-Line (WMIC), and PowerShell to bring a network to an operational state per practical exercises
7.3 Identify Windows processes using Sysinternals tools to maintain it in an operational state.
7.4 Demonstrate using the Registry hierarchy and primary components to check for suspicious activity in an operational environment
7.5 Demonstrate security techniques on user accounts using WMIC, Windows Command-Line Interface, and PowerShell to maintain an operational environment.
7.6 Demonstrate an understanding of Linux Core Features by employing commands using common shells to analyze a Linux file system and parse HTML
7.7 Describe the Linux boot process.
7.8 Identify Linux processes to bring a network to an operational state per the instruction given
7.9 Analyze an audit log, identifying all activities that affect an operation, procedure, event, file, or document.
7.10 As a collection operator in an operational environment, Cadets will apply Linux operating system commands in accordance with applicable policy, instructions, doctrine, tactics, techniques, and procedures.

All Rights Reserved

Introduction to Cryptography

Course Standard 8

GPA-ACYB1-8

Investigate the uses of cryptography and apply key cryptography concepts.

8.1 Properly use the vocabulary associated with cybersecurity.
8.2 Define cryptography and explain how it is used in data security.
8.3 Convert numbers into scientific notation.
8.4 Perform Modulo-2 addition.

Networking

Course Standard 9

GPA-ACYB1-9

Explain secure network concepts and demonstrate the ability to set up a secure network.

9.1 Differentiate between threats, vulnerabilities, and attacks.
9.2 Analyze how the cybersecurity attack lifecycle/kill chain is essential to adversarial thinking.
9.3 Convey that computer hardware refers to the physical parts of a computer and related devices.
9.4 Compare and contrast Transmission Control Protocol (TCP) and User Datagram Protocol (UDP) ports, protocols, and their purposes.
9.5 Compare and contrast common networking hardware devices.
9.6 Install and configure a basic wired/wireless Small Office/Home Office (SOHO) network.
9.7 Compare and contrast wireless networking protocols.
9.8 Summarize the properties and purposes of services provided by networked hosts.
9.9 Explain common network configuration concepts.
9.10 Compare and contrast Internet connection types, network types, and their features.
9.11 Use appropriate networking tools.
9.12 Demonstrate security techniques on user accounts using WMIC, Windows Command-Line Interface, and PowerShell to maintain an operational environment.
9.13 Demonstrate their skills by applying Linux concepts in support of offensive and defensive cyber operations and successfully passing the Linux final examination

Security

Course Standard 10

GPA-ACYB1-10

Apply cybersecurity skills in a variety of scenarios including system security, threat evaluation, wireless security protocols, data security and disposal

10.1 Describe potential system attacks and the actors that might perform them.
10.2 Properly use the vocabulary associated with cybersecurity.
10.3 Evaluate physical and environmental security concerns.
10.4 Identify physical controls that are used to secure data.
10.5 Summarize the importance of physical security measures and explain logical security concepts.
10.6 Compare and contrast wireless security protocols and authentication methods.

All Rights Reserved

10.7 Detect, remove, and prevent malware using appropriate tools and methods.
10.8 Compare and contrast social engineering, threats, and vulnerabilities.
10.9 Compare and contrast the differences of basic Microsoft Windows OS security settings.
10.10 Implement security best practices to secure a workstation and mobile devices.
10.11 Implement appropriate data destruction and disposal methods.

Operating Procedures

Course Standard 11

GPA-ACYB1-11

Identify, describe, and apply cybersecurity practices including security testing, documentation, change management, disaster prevention and recovery methods

11.1 Describe appropriate measures to be taken should a system compromise occur.
11.2 Properly use the vocabulary associated with cybersecurity.
11.3 Conduct standard security testing and assessments.
11.4 Explain how cybersystems are complex systems.
11.5 Compare and contrast best practices associated with types of documentation
11.6 Implement basic change management best practices.
11.7 Implement basic disaster prevention and recovery methods.
11.8 Explain common safety procedures, environmental impacts and appropriate controls, and the processes for addressing prohibited content/activity, and privacy, licensing, and policy concepts.
11.9 Utilize proper communication techniques and professionalism.
11.10 Identify the basics of scripting.
11.11 Utilize remote access technologies.

JROTC Leadership Education Training & Capstone Project

Course Standard 12

GPA-ACYB1-12

Cadets will work with a team to complete a cybersecurity service-learning project to benefit the school, community, or region.

12.1 Apply the knowledge and skills acquired in their courses to a service-learning project.
12.2 Extend academic experience into areas of personal career interests, to include working with new ideas, organizations, and individuals in a service-learning environment.
12.3 Apply creative and critical thinking about academic, professional, and/or social issues to further develop analytical and ethical leadership skills.

All Rights Reserved

Army Junior Reserve Officer's Training Corps Standards Committee

Dr. Frank Jones
Coordinator of Academies – JROTC/JLC, Curriculum and Instructional Support
Gwinnett County Schools

Tania Williams
Assistant Director of Center for Cybersecurity and Research Education
University of Alabama in Huntsville

Edith Pickens
Senior Advisor for Workforce Development and Integration
US Army, ASA (MRA)

Angela Mitchell
US Army

All Rights Reserved

Georgia Department of Education

Hospitality and Tourism Career Cluster
Hospitality and Hotel Management Pathway
Hotel Operations and Management
Course Number: **.*****

Course Description:

The third course in the Hospitality and Hotel Management Pathway ensures that students gain an understanding of the organizational structures of different hotels and daily operational procedures. The course will lead the students to examine the roles and responsibilities of various divisions within a hotel operation and the impact of each on guest experience. The students will determine the different types of staffing that is necessary for different properties as well as analyze financials for the hotel industry.

Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course.

Hotel Operations and Management is the third course in the Hospitality and Hotel Management pathway in the Hospitality, Recreation and Tourism career cluster. Students enrolled in this course should have successfully completed Hospitality, Recreation and Tourism Essentials and Hospitality, Recreation and Tourism Management.

Course Standard 1

MKT-HOM-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback

All Rights Reserved

				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

All Rights Reserved

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior, and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates

All Rights Reserved

Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Course Standard 2

MKT-HOM-2
Describe the various operational structures of hotel enterprises.

2.1 Identify and describe different corporate structures for hotels.
2.2 Analyze the relationship of the hotel organizational structure and the operational strategies employed by hotel management.
2.3 Outline the typical departments in small, mid-sized and large hotels and explain how they collaborate to accomplish the mission and goals of the hotel.
2.4 Create an organizational chart for different categories of hotels.
2.5 List and describe key positions in hotel operations and outline the roles and responsibilities for each.
2.6 Compare and contrast various rating services and scales for hotels.
2.7 Discuss the impact of social media on hotel reviews and ratings.

Course Standard 3

MKT-HOM-3
Examine the role and responsibilities of the General Manager in the hotel industry.

3.1 Summarize the general duties and daily responsibilities of a General Manager of a hotel.
3.2 Define the services within a hotel that are directly related to the role of the General Manager.
3.3 Discuss the General Manager's role as a leader and coach for the staff of a hotel.
3.4 Investigate conflicts that could impact multiple departments within a hotel and identify factors that contribute to various circumstances.
3.5 Examine different approaches to conflict management within the hotel environment.
3.6 Map the various career pathways to become a General Manager of a hotel.

Course Standard 4

MKT-HOM-4
Determine the significance of the rooms division department in a hotel and describe the daily functions.

4.1 Identify and describe the departments within the rooms division of a hotel.
4.2 Compare the organizational structures of the front office in different sized hotels.
4.3 List the positions within the front office and describe typical job duties for each.
4.4 Identify the factors that contribute to a successful front office operation.
4.5 Describe a typical career path for a front office manager of a hotel.
4.6 Analyze and discuss the importance of effective communication amongst the front office team.
4.7 Determine how the rooms division can achieve income generation for a hotel property.

All Rights Reserved

4.8 Recommend how hotel staff can manage a guest complaint and pivot for a positive experience.

Course Standard 5

HRT-HOM-5

Examine the evolution of the guest's services department and the function it serves in the operations of a modern hotel.

5.1 Determine the role of occupancy forecasting on scheduling, budgeting, and purchasing for a hotel property.
5.2 Evaluate the task of forecasting in the hotel industry and recognize how the role and responsibility may differ depending on the size and organizational structure of the hotel.
5.3 Investigate the effects of overbooking and justify reasons why hotels employ this practice.
5.4 Explore the guests experience from pre-booking through check-out and describe experiences that will have positive or negative influence on a guest's review.
5.5 Illustrate the check-in process and room assignments.
5.6 Discuss the role of the property management system in capturing guest history, maintaining guest records and yield management.
5.7 Differentiate the various duties that need to be performed by each of the standard shifts: first shift, second shift and night audit.
5.8 Describe methods to establish and control room rates.
5.9 Identify discount types and determine how and when they are used.
5.10 Compute occupancy, ADR, REVPAR and yield and explain how each is used to measure financial performance.

Course Standard 6

MKT-HOM-6

Explain the roles and duties of the housekeeping, security, and engineering departments in a hotel organization.

6.1 Compare the organization of the housekeeping and security departments for different sized hotels.
6.2 Discuss the role and responsibilities of the Executive Housekeeper.
6.3 Outline the positions within the housekeeping department and list the duties associated.
6.4 Examine the role that housekeeping plays in the overall guest experience and security and loss prevention.
6.5 Analyze how inaccurate reporting of room status can impact profitability of a hotel.
6.6 Discuss the role and responsibilities of a Director of Security for a hotel.
6.7 Outline the positions within the security department and list the duties associated.
6.8 Describe the function of the engineering department in different sized hotels.
6.9 Discuss the role and responsibilities of the Chief Engineer.
6.10 Outline the positions within the engineering department and list the duties associated.

Course Standard 7

MKT-HOM-7

Describe the diverse roles and responsibilities within the food and beverage department of a hotel operation.

7.1 Identify the various departments managed within the food and beverage division of a hotel.

All Rights Reserved

7.2 Compare the organizational structures of the food and beverage department in different sized hotels.
7.3 Outline the positions within the food and beverage department and list the duties associated.
7.4 Compare and contrast how hotel food and beverage offerings differ from food and beverage establishments that are not located on hotel properties.
7.5 Describe the role of a manager in a hotel Food & Beverage Department.
7.6 Identify the role and responsibilities of the Purchasing Department in a large hotel.
7.7 Describe the functions of the banquet and conventions department of a large hotel property.
7.8 Identify the factors that determine profitability in operating a hotel Food & Beverage Department.
7.9 Discuss live entertainment as a function of a hotel food & beverage operation.
7.10 Research and summarize current trends in the Hotel Food & Beverage Industry.
7.11 Analyze how room occupancy affects Food & Beverage sales.

Course Standard 8

MKT-HOM-8
Develop a general understanding of the hospitality and hotel accounting functions and the significant impact on the business.

8.1 Describe the function and duties of the accounting department in different sized hotels.
8.2 Describe the roles of the controller and other accounting staff members.
8.3 Consider the relationships between the accounting department and other hotel departments.
8.4 Distinguish between the transient ledger and the city ledger.
8.5 Trace guest accounts from the front office, through the night audit, and to the city ledger.
8.6 Review daily reports and other management reports generated by the night audit.
8.7 Explain how credit policies and cash control policies are applied in hotels.
8.8 Discuss the division of accounts receivable and accounts payable in hotel operations.
8.9 Examine various fraud and scams that target hotels and recommend prevention methods.
8.10 Account for the types of inventories conducted in each department of a hotel.
8.11 Analyze Profit and Loss statements, statements of cash flow, and balance sheets for a hotel operation.
8.12 Discuss the role of financial reports in budgeting and cost control.
8.13 Explain the process of creating annual budgets.

Course Standard 9

MKT-HOM-9
Determine the functions of the sales and marketing department in the hotel industry.

9.1 Describe the function and duties of the sales and marketing department in different sized hotels
9.2 Discuss the role of the Director of Sales for a hotel property.

All Rights Reserved

9.3 List positions in the sales and marketing office and define their responsibilities and duties.
9.4 Examine the cooperation needed between sales and marketing and the rooms and food and beverage divisions.
9.5 Describe the marketing mix as it applies to hotel operations.
9.6 Analyze the role of the sales department in group reservations and event coordination.
9.7 Demonstrate the sales skills required by hotel managers to market guest services.
9.8 Describe the importance of customer service after the sale.

Course Standard 10

MKT-HOM-10

Examine the role and responsibilities of the Human Resources Department within a hotel organization.

10.1 Compare the functions of the human resources department in different sized hotels.
10.2 Discuss the role of the Director of Human Resources for a hotel.
10.3 List positions in the human resources department and define their responsibilities and duties.
10.4 Explain the importance of the human resources department in protecting the hotel through monitoring hiring, training, and disciplinary processes.
10.5 Classify human resources as a support department.

Course Standard 11

MKT-HOM-11

Explore current technology and trends in the hotel industry.

11.1 Investigate how technology has altered and continues to evolve in the hotel industry.
11.2 Discuss ways that technology influences guest satisfaction.
11.3 List issues management should address when evaluating new technology.
11.4 Identify and practice the basic technological skills that are required for hotel management.
11.5 Provide examples of shifting operational procedures that are critical to successful management of a large hotel.
11.6 Discuss the trends in hotel procedures that indicate increased guest services.
11.7 Identify the advantages and need to cross-train employees in the hotel industry.

Course Standard 12

MKT-HOM-12

Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.

12.1 Explain the goals, mission, and objectives of DECA.
12.2 Explore the impact and opportunities a student organization (DECA) can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
12.3 Explore the local, state, and national opportunities available to students through participation in related student organizations (DECA) including but not limited to

All Rights Reserved

conferences, competitions, community service, philanthropy, and other student organization activities.

12.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.

12.5 Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.

DRAFT

All Rights Reserved

Hospitality and Hotel Management Task Force

Name	Agency or Business Position
Paul Cramer	The Classic Center – President & CEO
Peter Dale	The National Restaurant – Chef and Owner
Danny Bryant	Classic Center – GM of the Arena
Shannon McCullough	The Classic Center – VP of HR & Workforce Development
Katie Williams	Athens Convention & Visitor Bureau - Director
Allison Perfetti	The Classic Center Theatre – General Manager
Candace Crenshaw	Piedmont University
Daniel Spratlin	The Classic Center – Ticketing Supervisor
Whit Richardson	Taziki's Café Restaurant - Owner
Keisha Ryals	Crowning Tier Group - Owner
Emmanuel Stone	Athens Community Career Academy – Community Chef & Culinary Arts Coordinator
David Barbe	UGA Music Business Program - Director
Angela Smith	Hyatt Place Hotel – General Manager
Robert Small	Hyatt Place Hotel – Managing Partner Owner
Dr. Alphonso Buie	Athens Technical College – Program Chair – Hotel, Restaurant, & Tourism Management
Daniel Epting	Epting Events – Food Services- VP of Operations/Owner
Dr James Drake	Piedmont University – Hospitality and Tourism Director
Tomas Ramirez	Clarke County School District – CTAE Director
David Forker	Clarke County School District – ESOL Coordinator
Shelby Anderson	Clarke County School District – Special Education Coordinator
Tessa Barbazon	Clarke County School District – Director of School Counseling and Social Emotional Learning
Summer Simpson	Parent

All Rights Reserved

Transportation, Distribution, and Logistics
Powersports and Small-Engine Preventative Maintenance
Course Number (Given by GaDOE-CTAE)

Course Description:
Powersports and Small-Engine Preventative Maintenance is the foundational course for the Powersports and Small-Engine Maintenance and Repair pathway. Students will gain a fundamental knowledge of two-stroke and four-stroke engines, the basic principles of preventative maintenance of powersports equipment and small engines, powersports and small-engine careers, factors influencing work systems and high-performing teams, technologies, and terminology. Extensive classroom, lab, and field-based activities focus on students demonstrating skills in real-world scenarios under time constraints.

Course Standard 1

TDL-PSEPM-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.
1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter

All Rights Reserved

Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work

DRAFT

All Rights Reserved

Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			

DRAFT

All Rights Reserved

Working in a Cubicle			

Course Standard 2

TDL-PSEPM-2

Perform personal, shop, and administrative functions.

2.1 Explain the purpose for safety policies and their role in a high-performing team.
2.2 Describe the types of fire hazards found in the workplace.
2.3 Demonstrate safe use of personal protective equipment (PPE).
2.4 Comply with company safety policies.
2.5 Understand product liability and legal consequences of personal and team actions.
2.6 Understand shop liability and legal consequences of personal and team actions.
2.7 Identify tools (i.e., hand tools, major equipment, general shop tools).
2.8 Practice tool safety and explain the hazards associated with specific types of equipment and tools.
2.9 Apply customer service skills in a repair shop.

Course Standard 3

TDL-PSEPM-3

Apply reading, writing, and math skills.

3.1 Read a partsfish diagram.
3.2 Properly complete a repair order form and communicate it to necessary team members.
3.3 Utilize appropriate parts identification media.
3.4 Utilize appropriate service identification media.
3.5 Communicate with customer and/or supervisor and team members to determine service requested.
3.6 Maintain work records to account for parts and labor.
3.7 Apply mathematical operations involving whole numbers, fractions, decimals, percentages, mathematical word problems, formulas, ratios, etc., when necessary, including addition, subtraction, multiplication, and division.

Course Standard 4

TDL-PSEPM-4

Identify two-stroke and four-stroke engine components.

4.1 Explain the steps to ignition and the cycle of operation for a two-stroke engine.
4.2 Explain the steps to ignition and the cycle of operation for a four-stroke engine.
4.3 Use correct spark plugs.

Course Standard 5

TDL-PSEPM-5

Perform preventative maintenance.

5.1 Demonstrate the tightening sequence and list torque values for a selected component from a service manual.
5.2 Repair damaged threads using a thread repair kit.
5.3 Remove a broken bolt using a screw extractor set.
5.4 Service an air filter.
5.5 Change engine oil and filter and service all fluids.
5.6 Detail a motorcycle or an ATV.
5.7 Uncrate a new motorcycle, ATV, and small-engine equipment and prepare it for assembly.
5.8 Assemble a new motorcycle/ATV and small-engine equipment.
5.9 Inspect and service drive-train (i.e., inspect and adjust primary chain, gear drive, belt drive).
5.10 Inspect tire condition and adjust tire pressure.
5.11 Inspect brake wear and operation.
5.12 Remove and service a carburetor from powersports equipment and small engines.
5.13 Remove, clean, service, and install a battery utilized by powersports equipment and small engines.

DRAFT

All Rights Reserved

Course Standard 6

TDL-PSEPM-6

Maintain chassis and suspension components.

6.1 Remove, replace/repair, and install a front tire and wheel assembly.
6.2 Remove, replace/repair, and install a rear tire and wheel assembly.
6.3 Replace a damaged rim and respoke and true a motorcycle wheel.
6.4 Remove, replace/repair, and install a tire on an ATV.
6.5 Inspect and replace drive components (i.e., chain, belt, sprocket, CV shaft, differential, shaft drive).

Course Standard 7

TDL-PSEPM-7

Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events.

7.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
7.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
7.3 Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
7.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.

DRAFT

All Rights Reserved

Transportation, Distribution, and Logistics
Powersports and Small-Engine Fuel Systems and Diagnostics
Course Number (Given by GaDOE-CTAE)

Course Description:
Powersports and Small-Engine Fuel Systems and Diagnostics is the second course in the Powersports and Small-Engine Maintenance and Repair pathway. Students will be introduced to maintaining fuel systems on both two-stroke and four-stroke engines. Fuel system diagnostics related to various performance issues will also be explored. Extensive classroom, lab, and field-based activities focus on students demonstrating skills in real-world scenarios under time constraints.

Course Standard 1

TDL-PSEFSD-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.
1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter

DRAFT

All Rights Reserved

Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work

DRAFT

All Rights Reserved

Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			

DRAFT

All Rights Reserved

Working in a Cubicle			

Course Standard 2

TDL-PSEFSD-2

Maintain engine fuel systems.

2.1 Disassemble a carburetor from powersports equipment.
2.2 Disassemble a carburetor from small-engine equipment.
2.3 Reassemble a carburetor from powersports equipment.
2.4 Reassemble a carburetor from small-engine equipment.
2.5 Adjust float level in an engine fuel system.
2.6 Verify passages are clear in an engine fuel system.
2.7 Adjust fuel air ratio in an engine fuel system.
2.8 Inspect and clean cold start systems.
2.9 Remove, clean, and install a fuel tank and fuel valve.
2.10 Identify fuel injection system components (i.e., theory, troubleshooting, utilizing service manual).

Course Standard 3

TDL-PSEFSD-3

Demonstrate basic diagnostic and troubleshooting functions for two-stroke and four-stroke engines.

3.1 Conduct a fuel system inspection.
3.2 Conduct an exhaust inspection.
3.3 Diagnose engine performance issues.
3.4 Identify engine parts critical to diagnostic and troubleshooting functions (i.e., air cleaner shroud, blower house, fuel tank drain plug, crankcase, recoil stater drive cup).
3.5 Complete an inspection of engine parts.

Course Standard 4

TDL-PSEFSD-4

Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events.

4.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
4.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
4.3 Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
4.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.

DRAFT

All Rights Reserved

Transportation, Distribution, and Logistics
Powersports and Small-Engine Systems Performance Theory
Course Number (Given by GaDOE-CTAE)

Course Description:
Powersports and Small-Engine Systems Performance Theory is the third course in the Powersports and Small-Engine Maintenance and Repair pathway. Students will master systems-level approaches to enhancing the performance of two- and four-stroke engines. Special emphasis will be on engine overhaul processes and individual modifications based on specified operational needs. Extensive classroom, lab, and field-based activities focus on students demonstrating skills in real-world scenarios under time constraints.

Course Standard 1

TDL-PSESPT-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.
1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter

DRAFT

All Rights Reserved

Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work

DRAFT

All Rights Reserved

Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			

DRAFT

All Rights Reserved

Working in a Cubicle			

Course Standard 2

TDL-PSESPT-2

Identify the operational functions of two-stroke and four-stroke engine components.

2.1 Identify the function of the intake stroke and related factors that impact engine performance.
2.2 Identify the function of the compression stroke and related factors that impact engine performance.
2.3 Identify the function of the power stroke and related factors that impact engine performance.
2.4 Identify the function of the exhaust stroke and related factors that impact engine performance.
2.5 Explain normal combustion and related factors that impact engine performance.
2.6 Explain abnormal combustion and related factors that impact engine performance.
2.7 Explain the engine fuel system and how the component parts impact engine performance.
2.8 Explain octane and how it impacts engine performance.
2.9 Explain the concept of volatility and how it impacts engine performance.
2.10 Explain the relationship between spark plugs and heat range in relation to vehicle speed and engine performance.
2.11 Explain the charging system components and how each interacts to impact engine performance.
2.12 Explain the starting system components and how each interacts to impact engine performance.

Course Standard 3

TDL-PSESPT-3

Maintain electronic/electrical systems.

3.1 Inspect the charging system.
3.2 Troubleshoot the charging system.
3.3 Repair the charging system.

Course Standard 4

TDL-PSESPT-4

Perform overhaul engine functions.

4.1 Disassemble and reassemble a two-stroke engine.
4.2 Disassemble and reassemble a four-stroke engine.
4.3 Read and interpret wear limit information from a service manual.
4.4 Examine internal engine parts for damage or wear.

Course Standard 5

TDL-PSESPT-5

Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events.

5.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
5.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
5.3 Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
5.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.

DRAFT

All Rights Reserved

Powersports and Small Engine Maintenance and Repair Task Force

Name	Agency/Business
Collin Millsaps	MTF - Trainer
Martin Watson	Pro Tech Cycles - Owner
Jeremy Coker	Star Racing Yamaha- Manager
Brad Hoffman	Star Racing Yamaha - Co-owner
Tommy Hopkins	Storm Services – Partner
Bryan Johnson	MTF - Trainer
Justin Highland	Grady County Fire & Rescue
Dr. Ron O'Meara	Southern Regional Technical College – VP Academic Affairs
Missy Stanaland	Southern Regional Technical College – HS Coordinator
Michell Ausley	Grady County Schools - CTAE Director
Whitney Brannen	Cairo High School - WBL
James Mills	Cairo High School – Industrial Coordinator
Cristie Gilliard	Grady County Schools – Special Education Director
David Coleman	Cairo High School – CTAE Teacher
William Huff	Cairo High School - Principal

All Rights Reserved

STATE CAPITOL, ROOM 340
ATLANTA, GEORGIA 30334
(404) 656-5072 (O)
(404) 657-0498 (FAX)

12850 Hwy. 9, Suite 600-356
Milton, Georgia 30004
EMAIL: jan.jones@house.ga.gov

House of Representatives

JAN JONES
SPEAKER PRO TEM

STANDING COMMITTEES:

APPROPRIATIONS
EDUCATION
ETHICS
REAPPORTIONMENT
RULES

EX- OFFICIO MEMBER:
ALL STANDING COMMITTEES

November 18, 2022

Mr. Jason Downey,
State Board of Education
205 Jesse Hill Jr. Drive SE, Suite 2070
Atlanta, Georgia 30334

Re: State Charter Schools Commission of Georgia

Dear Chairman Downey:

Pursuant to O.C.G.A § 20-2-2082, the State Board of Education appoints two members of the State Charter Schools Commission based on recommendations of the Speaker of the House of Representatives. The Speaker must provide no fewer than two nominations for an initial appointment.

I nominate the following individuals for your consideration.

- Cayanna Good, currently at TCSG, Deputy Director of GOSA under the Deal administration
- Sheena Wright

Please contact my office should you have any questions.

Sincerely,

Jan Jones
Speaker
Georgia House of Representatives

STATE CAPITOL, ROOM 340
ATLANTA, GEORGIA 30334
(404) 656-5072 (O)
(404) 657-0498 (FAX)

12850 Hwy. 9, Suite 600-356
Milton, Georgia 30004
EMAIL: jan.jones@house.ga.gov

House of Representatives

JAN JONES
SPEAKER PRO TEM

STANDING COMMITTEES:

APPROPRIATIONS
EDUCATION
ETHICS
REAPPORTIONMENT
RULES

EX- OFFICIO MEMBER:
ALL STANDING COMMITTEES

November 18, 2022

Jason Downey, Chairman
State Board of Education
205 Jesse Hill Jr. Drive SE, Suite 2070
Atlanta, Georgia 30334

Re: State Charter Schools Commission of Georgia

Dear Chairman Downey:

Pursuant to O.C.G.A § 20-2-2082, the State Board of Education appoints two members of the State Charter Schools Commission based on recommendations of the Speaker of the House. The Speaker must provide no fewer than two nominations for an initial appointment. In the case of a reappointment, the Speaker may recommend that the Board extend an appointment.

I recommend the reappointment of Mr. Buzz Brockway to the State Charter Schools Commission. Mr. Brockway has championed charter schools and quality educational opportunities for Georgia students for years, both during his tenure as a state representative and in his current role as the Vice President of Public Policy for the Georgia Center for Opportunity. He currently serves as Chairman of the Commission.

Please contact my office should you have any questions.

Sincerely,

Jan Jones
Speaker
Georgia House of Representatives

Georgia Department of Education

Educating Georgia's Future

December 2022 Board Report
Summary of Personnel Recommendations

State School Superintendent Richard Woods recommends the following Georgia Department of Education at-will appointments:

Candidate: Brittany McCarty **Title:** Accounting Manager 1
Department: Finance and Business Operations – Accounting
Funding Source: State
Education: Bachelor's Degree – Business Administration and Accounting
Experience Summary: 7 yrs. – Senior Auditor; 3 yrs. - Finance Director

---

Candidate: Katrina Lyons **Title:** Business Support Analyst 1
Department: Curriculum and Instruction
Funding Source: State
Education: Currently Enrolled – Anticipated date of completion - 2024
Experience Summary: 3 yrs. - Administrative Support; 3 yrs. – HR Coordinator

---

Candidate: Amanda Parker **Title:** Accountant 1
Department: Finance and Business Operations – Accounting
Funding Source: State
Education: Master's Degree – Business Administration
Experience Summary: 9 mons. - Asst. VP of Finance and Administration; 5 yrs. – Staff Accountant

---

Candidate: Michele Sherman **Title:** Program Manager
Department: Policy, Flexibility & External Affairs - Educator Support Services
Funding Source: Federal (ESSR)
Education: Master's Degree – Administration and Supervision; Ed.S. – Educational Leadership
Experience Summary: 5.5 yrs. - Associate Superintendent; 7 yrs. – Director, Student Learning; 6 yrs. Principal

---

Candidate: Katrina Massey **Title:** Program Specialist
Department: Policy, Flexibility & External Affairs - Educator Support Services
Funding Source: Federal
Education: Master's Degree – Administration and Supervision; Ed.S. – Administration and Supervision
Experience Summary: 10 yrs. - Principal; 9 yrs. - Assistant Principal; 10 yrs. – Special Education Teacher

STATE BOARD OF EDUCATION
STATE OF GEORGIA

A.C.,	:	
	:	
Appellant,	:	
	:	**CASE NO.: 2023-09**
v.	:	
	:	**DECISION**
LIBERTY COUNTY	:	
BOARD OF EDUCATION,	:	
	:	
Appellee.	:	

This is an appeal by A.C. ("Student") from the decision of the Liberty County Board of Education ("Local Board") to assign him to Horizons Learning Center, an alternative school, for the first semester of the 2022-2023 school year for Assault (physical) or battery of other students or sexual harassment and/or sexual battery in violation of the Liberty County School System Student Information and Code of Conduct ("Code of Conduct"). The Student failed to timely file his appeal with the State Board of Education ("State Board"). Accordingly, the State Board lacks jurisdiction over the Student's appeal, and the appeal is hereby **DISMISSED**.

I. FACTUAL BACKGROUND AND PROCEDURAL HISTORY

The record shows that the Student was in the seventh grade at Lewis Frasier Middle School. On May 13, 2022, an incident occurred between the Student and another male student in the boys' restroom. As a result, the Student was charged with Assault (physical) or battery of other students or sexual harassment and/or sexual battery of the Code of Conduct. A disciplinary tribunal hearing was held on May 24, 2022. The tribunal panel found the Student guilty of the charge and placed him at Horizons Learning Center for the first semester of the 2022-2023 school year.

The Student timely appealed the tribunal panel's decision to the Local Board. At its meeting on June 28, 2022, the Local Board upheld the tribunal panel's decision as to the Student's rule violation and his placement at Horizons Learning Center for the first semester of the 2022-2023 school year.

By letter of June 28, 2022, the Local Board notified the Student of its decision and the Student's right to appeal to the State Board. The letter further notified the Student that the appeal must be submitted within thirty (30) calendar days. The Local Board received the Student's undated appeal on August 3, 2022, thirty-six (36) days after the Local Board's decision.

The Student's appeal was forwarded to the State Board. The Student failed to file a brief in support of his appeal or request oral argument.

II. ISSUES ON APPEAL

A. Did the Student File a Timely Appeal?

The Local Board contends that the Student's appeal should be dismissed because it was filed more than thirty (30) days after the Local Board's decision in violation of O.C.G.A. § 20-2-1160(b). The Local Board issued its decision on June 28, 2022, and the appeal was not filed with the Local Board until August 3, 2022, which was thirty-six (36) days later. Since the Student's appeal was not timely filed, the State Board is without jurisdiction to consider the appeal. *See Kenisha B. v. Cobb Cnty. Bd. of Educ*., Case No. 1994-14 (Ga. SBE, May 1994); *Barry M. v. Houston Cnty. Bd. of Educ*., Case No. 1993-4 (Ga. SBE, Mar. 1993); *Eric S. v. Fulton Cnty. Bd. of Educ*., Case No. 1993-18 (Ga. SBE, May 1993); *J.K. v. Seminole Cnty. Bd. of Educ.*, Case No. 2022-35 (Ga. SBE, Sept. 2022).

III. CONCLUSION

For the foregoing reasons, the State Board concludes that the Student's appeal was untimely, and therefore, the State Board does not have jurisdiction to consider the merits of the appeal. Accordingly, the appeal is **DISMISSED**.

This 8th day of December, 2022.

LEONTE BENTON
VICE CHAIR FOR APPEALS