

Clayton County Public Schools

Office of the Superintendent

1058 Fifth Avenue • Jonesboro, Georgia 30236 • 770.473.2700 • FAX 770.473.2778

Edmond T. Heatley, Ed.D.

Superintendent of Schools

August 23, 2010

Dr. Mark Elgart
AdvancEd President and Chief Executive Officer
Southern Association of Colleges and Schools
2520 Northwinds Parkway, Suite 600
Alpharetta, GA 30099

Dear Dr. Elgart:

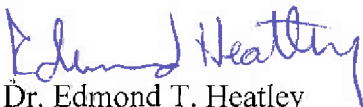
This report is a record of the progress achieved as a result of the Special Team Review of the Clayton County Public Schools from April 14-16, 2010. Each of the nine Mandates and four Recommendations is addressed.

Our document is submitted on the Institution Progress Report Form provided by SACS CASI. It includes actions taken to address the recommendations/mandates, supporting evidence and results of those actions and our next steps with regard to the recommendations and mandates. The closing section presents a brief statement of our efforts.

The engagement of stakeholders, including many individuals and multiple groups, has greatly assisted us in obtaining positive results. It is my belief that this report will substantiate their efforts.

We look forward to hosting the Monitoring Team on October 4-6, 2010. If you or any member of the team desire any additional information or have any questions, please do not hesitate to contact me.

Sincerely,



Dr. Edmond T. Heatley
Superintendent

Internal SACS CASI Committee

SACS CASI Report
Presented to the Clayton County Public Schools
Superintendent and Board of Education

August 23, 2010

This Report was presented to and reviewed by the Clayton County Public Schools
Board of Education and Dr. Edmond T. Heatley, Superintendent



Dr. Alieka Anderson, Chair

8/23/10

Date of Approval



Dr. Edmond T. Heatley, Superintendent

8/23/10

Date of Approval

Internal SACS CASI Committee

SACS CASI Report
Presented to the Clayton County Public Schools
Superintendent and Board of Education

August 23, 2010

This Report was presented to and reviewed by the Clayton County Public Schools
Board of Education and Dr. Edmond T. Heatley, Superintendent

Dr. Alieka Anderson, Chair

Date of Approval

Dr. Edmond T. Heatley, Superintendent

Date of Approval

(Original document with signatures attached separately.)

Clayton County Public Schools

Office of the Superintendent

1058 Fifth Avenue • Jonesboro, Georgia 30236 • 770.473.2700 • FAX 770.473.2778

Edmond T. Heatley, Ed.D.

Superintendent of Schools

August 23, 2010

Dr. Mark Elgart
AdvancEd President and Chief Executive Officer
Southern Association of Colleges and Schools
2520 Northwinds Parkway, Suite 600
Alpharetta, GA 30099

Dear Dr. Elgart:

This report is a record of the progress achieved as a result of the Special Team Review of the Clayton County Public Schools from April 14-16, 2010. Each of the nine Mandates and four Recommendations is addressed.

Our document is submitted on the Institution Progress Report Form provided by SACS CASI. It includes actions taken to address the recommendations/mandates, supporting evidence and results of those actions and our next steps with regard to the recommendations and mandates. The closing section presents a brief statement of our efforts.

The engagement of stakeholders, including many individuals and multiple groups, has greatly assisted us in obtaining positive results. It is my belief that this report will substantiate their efforts.

We look forward to hosting the Monitoring Team on October 4-6, 2010. If you or any member of the team desire any additional information or have any questions, please do not hesitate to contact me.

Sincerely,

Dr. Edmond T. Heatley
Superintendent

(Original document with signature attached separately.)

Acknowledgements

The members of the Internal SACS CASI Committee would like to thank and acknowledge the Clayton County Public Schools Board of Education and Superintendent Dr. Edmond T. Heatley for their consistent support of this ongoing process.

Board Members

Dr. Alieka Anderson, Board of Education Chairperson
Ms. Ophelia Burroughs, Board of Education Vice-Chairperson

Dr. Pam Adamson
Ms. Mary Baker
Mr. Charlton Bivens
Ms. Trinia Garrett
Ms. Jessie Goree
Mr. Michael King
Ms. Wanda Smith

Dr. Edmond T. Heatley
Superintendent of Schools

Internal SACS CASI Committee

Dr. Pam Adamson, Member Board of Education
Dr. Angie Bacon, Director of Technology
Ms. Katrina Ford, Coordinator of Science
Ms. Patricia Hill, Principal Morrow High School
Dr. Cephus Jackson, Chief Operations Officer
Dr. Mildred McCoy, Director of Professional Development
Ms. Jammie Miller-Brown, Principal Forest Park Middle School
Ms. Susan Patrick, Area I Superintendent
Dr. Stefanie Phillips, Deputy Superintendent
Dr. Janice Sills, Principal Kemp Elementary School
Ms. Kay Sledge, Director Fine Arts
Mr. Charles White, Director of Communications
Ms. Monika Wiley, Principal North Clayton Middle School
Ms. Delphia Young, Director of Special Projects



Institution Progress Report

**Clayton County Public Schools
1058 Fifth Avenue
Jonesboro, Georgia 30236**

Prepared for the AdvancED Monitoring Visit Team

Date Submitted: August 24, 2010

Date Accepted:

About AdvancED and NCA CASI /SACS CASI

Background

Dedicated to advancing excellence in education worldwide, AdvancED provides accreditation, research, and professional services to 27,000 institutions in 65 countries. AdvancED provides accreditation under the seals of the North Central Association Commission on Accreditation and Institution Improvement (NCA CASI) and the Southern Association of Colleges and Institutions Council on Accreditation and Institution Improvement (SACS CASI).

The Accreditation Process

To earn and maintain accreditation, an institution must:

- 1. Meet the AdvancED Standards.**

Institutions demonstrate adherence to the AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for educational institutions to achieve quality student performance and organizational effectiveness.

- 2. Engage in continuous improvement.**

Institutions implement a continuous improvement focused on improving student performance and organizational effectiveness.

- 3. Demonstrate quality assurance through internal and external review.**

Institutions engage in a planned process of ongoing internal review and self-assessment. In addition, institutions host an external Quality Assurance Review team once every five years. The team evaluates the institution's adherence to the AdvancED quality standards, assesses the efficacy of the institution's improvement process and methods for quality assurance, and provides commendations and recommendations to help the institution improve. The institution acts on the team's recommendations and submits an Accreditation Progress Report at prescribed intervals following the Quality Assurance Review.

Special Reviews

At any point during an institution's accreditation, a special review may be conducted in response to complaints or information about the institution and/or its system (district, board, or corporation) to investigate adherence to the AdvancED standards. The institution and/or its system must respond to the recommendations of the Special Review team. Monitoring teams may be sent to the institution and/or its system at regular intervals to ensure that progress is being made toward the Special Review team's recommendations.

A Process of Continuous Improvement

The AdvancED accreditation process engages the institution in a continuous process of self-evaluation and improvement. The overall aim is to help institutions be the best they can be on behalf of the students they serve.

Overview to the Institution Progress Report

Purpose

The Institution Progress Report engages the institution in a detailed review and analysis of the steps it has taken to address the recommendations made by the AdvancED Special Review team. The institution uses the report to help prepare for the AdvancED Monitoring Team visit. The institution completes and submits the report at least two weeks prior to the scheduled Monitoring Team visit. The Monitoring Team uses the completed report as the basis for its on-site progress review.

Structure of the Report

The Institution Progress Report is organized around the recommendations in the Special Review team report. The progress report lists the recommendation from the Special Review team report. For each recommendation, the institution must indicate a progress status and provide a detailed response describing the actions it has taken and the results obtained. The institution must provide a response for each of the Special Review team recommendations. It is the responsibility of the institution to address each of the recommendations made by the Special Review team within the timelines specified in the Special Review team report.

Institution Progress Report

Clayton County Public Schools hosted a Special Review team on April 14-16, 2010. Through interviews with institution stakeholders, observations, and reviews of institution documents, the team developed a Special Review team report detailing its findings from the visit.

The Special Review team report contained specific recommendations for the institution. The institution is responsible for addressing each of the recommendations in the report. Below, please find the recommendations from the Special Review team report and the institution's response to each recommendation.

MANDATE 1: ESTABLISH A GOVERNING BOARD THAT IS CAPABLE OF FULFILLING ITS ROLES AND RESPONSIBILITIES (IN PROGRESS)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

Much progress has been made by the Clayton County Board of Education in becoming effective and responsible. These actions include completing the annual evaluation for the Superintendent, completing the board’s self-evaluation and using those data to determine board goals and professional development, designing systems for gaining public input and collaboration on board operations, reviewing the system’s Strategic Plan, completing policy review and revisions, continuing to uphold standards established for board member conduct, and structuring work session, board meeting, and retreat agendas to maximize board efficiency, effectiveness, and leadership.

Board members are given the opportunity to suggest agenda items for board work sessions, monthly meetings, and retreats. At its June retreat, board members requested a calendar that would reflect the deadlines for submitting agenda items; they further requested that the superintendent compile a list of informational reports that the system would prepare for presentation to the board throughout the year (i.e., Adequate Yearly Progress updates, benchmark student assessment data, Strategic Plan revisions, etc.). In addition, at its June retreat, the board chair designated parts of the agenda over which other members presided. Further, at the request of board members, Judge Stephen Teske presented a report on the collaborative efforts between the school system and the juvenile courts to keep students in school to receive a quality education. The board also requested training and implementation of the e-Board system as soon as possible. This training has been scheduled for the board’s August retreat. Members of the district leadership team regularly present updates to the board at its retreats and work sessions.

At its June work session, the board finalized the plan for completing the superintendent’s evaluation. Each board member completed the evaluation instrument individually and submitted it to the board attorney for compilation. At the July work session, the board met in executive session to discuss the compiled results, determine final scoring, and add commentary as appropriate. The board’s attorney compiled the final evaluation and forwarded it to the superintendent for his review. At its August meeting, the board and superintendent discussed the evaluation. As a result of this evaluation process, the board determined that it needed more detailed training on the process of developing a budget and asked the superintendent to schedule this training before the budgeting process begins for FY2012. The board noted that this year’s evaluation process was somewhat delayed and made a commitment to complete the next evaluation prior to July 1, 2011.

The board elected to use the Georgia School Board Association’s Standards for Boards of Education as the basis of its self-evaluation. Board members individually completed this instrument and submitted it to the board’s attorney for compilation. Aggregated results were given to the board for review at its work session on July 26. At its August 2nd meeting, the Board discussed the compiled results and adopted board goals for the 2010-2011 year. The board

will continue its work at future retreats in formulating an action plan for improvement of board operations and performance, including professional development as needed.

A schedule for professional development activities for the board is under construction. Currently, the board will receive e-Board training at its retreat in August and detailed budget development training prior to the beginning of the budget development process as requested by the board at its June 26 board retreat. The board continues its practice of reading current professional books on leadership and governance. The board will discuss the third book in its series at the October retreat and begin reading the fourth book in the series thereafter. Additionally, two board members have been designated to gather suggested book titles from other board members. These suggestions will be compiled and the list prioritized by the board for future reading assignments.

At its June retreat, the board expressed its desire to receive timely public input on issues under consideration as well as on board operations. The board reviewed the observation instrument that is completed by a small sample of the audience at each board meeting; suggestions for improving that instrument will be discussed at the October retreat. The board is also engaged in designing a web-based survey that will gather information on the public's perception of how well the board is leading the district. This survey will be discussed at the October board retreat. The board requested and is receiving in a timely manner public input regarding general school system operations, budget suggestions, and proposed policy revisions.

Because of the board's commitment to effective governance in the area of policy development, seven board members attended the Georgia School Board Association's pre-conference training on policy development this June in Savannah, Georgia. With the assistance of system personnel and the Harbin and Hartley law firm, the board has actively engaged in revising its policy manual and is on track to complete the first round of policy revisions by November 2010. At its June retreat, the board established a protocol for policy revision which includes a first read of policy changes under consideration at a monthly work session, a second read at the next month's work session, and the final vote on policy revisions at the following board meeting. Policy revisions under consideration are to be posted on the system's website beginning with the first read and continuing through the second read, giving the public ample time to make comments and for those comments to be communicated to the board. The board has established a schedule for policy revisions for 2011, which will complete a second annual review of all policies for Clayton County Public Schools.

Conduct and ethical behavior continue to be a priority for the Board. At a called meeting in July, the Board reprimanded one of its members for interrupting a school system meeting and making inappropriate comments. The board continues to assign high priority for the behavior of its members and refers complaints about conduct or ethics to the board's attorney for verification of violations prior to taking action. The board chair continues to lead meetings in accordance with Robert's Rules of Order. As a result of the increased understanding by the board of Robert's Rules as well as budgetary constraints, as of July 1 the services of an outside parliamentarian were eliminated and responsibility for parliamentary procedures advice assigned to the board's attorney. While not all board decisions are made unanimously, though many are, all discussions are conducted with respect for varying opinions.

Four board members were up for re-election during the recent July primary. One board member was unopposed; two board members won their primary contests decisively; and one Board member won his run-off election. No board member has opposition in November. These election results speak of the community's support for these board members' capacity for governing the school district effectively.

Results of Actions

A board calendar has been developed that includes meeting dates, deadlines for agenda items, categories of policy revisions to be considered, and anticipated reports on district operations and teaching/learning. The superintendent's annual evaluation has been completed with input and collaboration from all board members. The board's self-evaluation has been completed with input from all board members, and professional development needs were identified as a result of that self-evaluation. Various methods of obtaining input from the public on Board and system operations and effectiveness are being implemented. All board policies will be reviewed and possibly revised by November 2010. A second round of policy revisions has been scheduled for 2011. A review of the system's Strategic Plan will be completed by November 2010. The board is monitoring the conduct and ethical behavior of its members. Board meetings are comprised of respectful discussions based on various members' opinions and questions.

Evidence

- Board calendar of meetings deadlines, policy revisions, presentations, etc.
- Verification from board's attorney that superintendent's annual evaluation was completed
- Board's self-evaluation summary
- Board meeting observation form
- Board policy revision schedule
- Sample policy revisions
- Agendas and minutes for Board meetings, work sessions, and retreats
- Reprimand of board member
- Sample public input on board and system operations
- Primary election results

Next Steps

The board will complete the schedule for their professional development and select professional reading materials. Members will continue to monitor and enforce acceptable board conduct and ethical behaviors. The board will complete its first round of policy revisions and follow the established schedule into 2011. The board will also establish a schedule for the superintendent's evaluation and the board's self-evaluation in order to complete both processes prior to July 1, 2011. The online survey of public perception of board effectiveness in governing the district will also be completed.

MANDATE 2: REMOVE THE INFLUENCE OF OUTSIDE GROUPS/INDIVIDUALS THAT ARE DISRUPTIVE TO THE WORK OF THE SCHOOL DISTRICT (IN PROGRESS)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

All members of the Clayton County Board of Education have signed affidavits of agreement to the Code of Ethics and Conflict of Interest Policy. Board policies state that the Board of Education members may not be an officer or hold a leadership position in a professional organization or association that compromises their role on the Board of Education. At the June 26, 2010, Board of Education retreat, extensive discussion was held regarding the definition and clarification of “an outside influence.” Members were able to articulate that an outside influence was anything or anyone that interfered with their ability to vote their own conscience and beliefs.

The Board self-evaluation was completed between June 26 and July 12, 2010. The data were aggregated and summarized to direct professional learning and growth of board members. The self evaluation was presented to stakeholders at the August 2, 2010, Board of Education meeting. Continuous stakeholder evaluations of the Board of Education meetings have been sought, conducted, aggregated, and reviewed to determine strengths and areas of improvement in governing the district’s school system. These data have been used by the board to evaluate board effectiveness.

Results of Actions

No member of the Board of Education holds an office or leadership position in an organization or association that compromises his/her role as a board member. There has been no evidence of disruptive outside influences on the Board of Education. Members have reminded each other of the importance of using the word “our” instead of the word “my” when addressing issues that relate to the district. This has fostered a sense of the district as a community rather than separate entities within the whole.

Evidence

- Signed affidavits to the Code of Ethics and Conflict of Interest Policy
- Board minutes and agendas
- Video archives of board meetings
- Video archives of board trainings
- Summary of board self-evaluation
- Summary of stakeholder evaluations

Next Steps

The Board of Education will continue to be free of disruptive influences from outside groups and individuals who would seek to alter the focus of the work of the district. Members will monitor themselves and each other as they work for the good of the Clayton County community.

MANDATE 3: ENACT AND COMMIT TO AN ETHICS POLICY THAT GOVERNS THE ACTIONS AND WORK OF THE MEMBERS OF THE BOARD OF EDUCATION AND STAFF INCLUDING APPROPRIATE STEPS WHEN SAID POLICY IS VIOLATED (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

At the April 12, 2010, board meeting, Board Policy BBBA (Board Operations-Board Member Duties) was passed. This policy delineates responsibilities and decorum for the board, including corrective actions to be taken if the policy is not followed. The board is also adhering to its policy BH/GAG (Board Ethics.) The Board Chairperson reads the Code of Ethics at every Board of Education meeting and work session. Opportunity is provided for any member with a conflict of interest to identify that conflict and abstain from participating in the discussion and vote.

A directive was given to the board from the April 14-16 Special Review Team report to continue to monitor the ethics policy for compliance. On Monday, June 14, 2010, the Board of Education demonstrated compliance and diligence in self-monitoring of the ethics policy by reprimanding one of its members for violating five board policies and once accreditation standard during the month of May. Additionally, another member had been charged with violations through the Ethics Commission. While the appeal of that legal case was denied by the Superior Court of Clayton County, it remains under appeal to the Georgia Supreme Court.

Board members completed a self-evaluation between June 26 and July 12, 2010. The data from those evaluations have been aggregated and summarized to direct professional learning and growth of board members. A summary of these data was presented at the August 2010 Board of Education meeting.

District staff has continued to document their compliance with the Code of Ethics, appropriate internet usage, the sexual harassment policy, mandated child abuse reporting, and maintaining a drug and alcohol free workplace. Training videos are available through the Clayton County website at <http://chalkboard.clayton.k12.ga.us/Administrative/SISAdmin/TrainingVideos.asp>.

Results of Actions

As a result of the emphasis on ethical standards and behaviors, the Board of Education has made great strides in self-monitoring and board decorum. The board has consistently demonstrated commitment to ethical actions and is diligent in self-monitoring of all behaviors.

Evidence

- Agenda and minutes of Board of Education meetings
- Board Policy BBBA
- Board Policy BH/GAG

- Ethics Statement
- Video archive of board meetings
- Print archives of censure of board member
- Sample documentation of staff adherence to Code of Ethics
- Web site: <http://chalkboard.clayton.k12.ga.us/Administrative/SISAdmin/TrainingVideos.asp>

Next Steps

The Board of Education will continue to focus on and adhere to all policies that address board member behavior and conduct that may conflict with the ethics policy and/or decorum of the board meetings. The Board of Education will take appropriate action steps as necessary for compliance with any legal ruling of the court system. The Board of Education will use the results of its self-evaluation to drive their professional growth.

MANDATE 4: IMPLEMENT A COMPREHENSIVE REVIEW OF BOARD POLICIES THAT INCLUDES TRAINING FOR BOARD MEMBERS ON THE PURPOSE AND EXPECTATIONS OF SAID POLICIES (IN PROGRESS)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

The Board remains committed to fulfilling its responsibility in the area of policy review and development by adhering to its publicly approved schedule. At its June 2010 retreat, the Board established a protocol for policy revision which includes a first read of policy changes under consideration at a monthly work session, a second read at the next month’s work session, and the final action on policy revisions at the following Board meeting. Policy revisions under consideration are to be posted on the system’s website beginning with the first read and continuing through the second read, giving the public ample time to make comments and for those comments to be communicated to the Board. Since the last SACS Special Review Team visit, the Board has reviewed and approved the following policy sections:

- A: School District Organization
- B: School Board Operations
- C: General Administration
- D: Fiscal Management
- E: Business Management
- I: Instructional Program

Final action is anticipated in September for policy sections *F: Facility Expansion Program* and *K: General Public Relations*. Policy section *H: Negotiations* has been placed in the review cycle even though the district does not have any Board policies in that section. The Board is also on schedule to take final action in October on policy sections *L: Inter-Organizational Relations* and *M: Relations with Other Agencies*. Based on the existing schedule, the Board will complete its 2010 policy review process in November 2010. The Board is scheduled to begin the 2011 review process in January with policy section *J: Students*.

Each policy section is inspected for content, clarity, and relevancy. All exhibits, regulations, and administrative rules are reviewed concurrently. The superintendent’s staff, assisted by Harbin and Hartley, writes or revises administrative rules that support policies or, in some cases, replace policies. While the board does not approve administrative rules, these new or revised rules become effective as the board approves policy revisions. Revised policies and administrative rules are posted on the school system’s website using the e-Board management system.

Beginning July 2010, the district has implemented a comprehensive communications strategy to ensure internal stakeholder awareness of policy review opportunities. An announcement of this opportunity is placed on the district’s AS400 “Green Screen” and is included in a message that is sent to all employees who have a district e-mail

account. The message includes instructions to share the information with employees who do not have a district e-mail account.

Board members have continued to receive training in the area of policy development. Such training has held a prominent place on the agendas of board retreat sessions. Seven board members received additional policy training from the Georgia School Boards Association prior to the GSBA summer meeting in Savannah. The training, conducted by Harbin and Hartley, was a full day and earned the board sufficient credits to meet the annual requirement.

Results of Actions

Policies in sections *A, B, C, D, E,* and *I* have all been reviewed and approved since the last visit of the Special Review Team of SACS CASI. Prior to this visit in April, all policies in the *J* section had been completed. All board considerations are based on the work of district administrative leadership and contracted legal assistance. All Administrative Rules are reviewed by the superintendent's staff concurrent with the board's review of policies. Sufficient time is given for public input on policy revisions prior to the board's final vote. All board policies are available to the internal and external stakeholders through the e-Board management system.

Evidence

- Hard copy of existing policy manual
- Policy Development/Review Process visual
- Proof of Green Screen Placement
- Proof of CCPSINFO delivery
- Comments from public
- 2010 BOE Policy Review Schedule
- Agendas of Board Retreats (training)
- Agendas of Harbin and Hartley training in Savannah
- Board Agendas and minutes since April 2010
- Video archives of Board Work Sessions and Regular Meetings

Next Steps

In a continuing effort to maintain transparency with stakeholders, the superintendent and the board will monitor any needed policy revisions to be considered outside of the approved schedule for policy manual review. The board will continue the policy review schedule for 2010 and complete its work by November using the protocol that allows sufficient time for public input on revisions and/or additions to the policy manual. The next round of formal policy manual review is set to begin in January 2011.

Mandate 5: Conduct a full, forensic audit of financials by an independent, certified accounting firm and take appropriate steps to address the findings of such an audit (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

In response to both the forensic audit of 2008-2009 and the Broad Center for the Management of School Systems audit of 2009, the district has continued to comply with all recommendations. The National Automotive Parts Association (NAPA) parts inventory control system has continued to eliminate the warehousing of spare parts. This state approved contract has saved over one million dollars in inventory, salary, benefits, and labor hours and has eliminated accounting errors.

To align with the district’s budget reduction measures, district zones for the Maintenance Department and the Foods and Nutrition Department have been reduced from four to three to match academic areas in the district. Each of the three zones has a liaison to promote better communication with school level administrator for efficiency and speed of response. This new organizational structure has produced greater stakeholder ownership across departments in the district.

In a continuous effort to monitor all departments associated with operations in the district, an audit of warehousing and distribution has been completed. Recommendations from this audit are being implemented to increase the efficiency of warehousing and distribution.

The Foods and Nutrition Department is using new software to assist with inventory control and food supply orders. School nutrition staff was trained on this software in February, March and April of 2010. Training for new employees will be conducted in September. In an effort to assist parents and guardians of our students, this department has also implemented *Nutri-Link* Online Applications for Free and Reduced Lunches.

In an effort to reduce the number of work orders associated with 21st Century digital classrooms, the Technology Department has conducted digital classroom training to teach troubleshooting and simple repairs to staff. This has resulted in staff gaining increased abilities and competencies.

The Operations Department holds weekly leadership meetings and monthly individual departmental meetings to enhance synergy, increase collaboration among departments, and avoid duplication of services. One of the benefits of these “decision conferences” has been awareness of interdependence among all operations departments. This collaboration and cross training has resulted in improved support of projects and programs and cost savings to the district.

Results of Actions

The district has seen a reduction in costs related to transportation parts since the inception of the NAPA inventory control system. The three district zones have allowed for better communication between schools and departments. The inventory control of the foods and nutrition department has greatly improved. The use of *Nutri-Link* has expedited the free and reduced lunch application process. The Maintenance Department has been able to assist the Technology Department in reducing the number of digital classroom work orders over the last six months of the school year. Departmental meetings have improved communication and a sense of collegiality.

Evidence

- Copy of Warehousing and Distribution Audit
- Sign in sheet from School Nutrition training
- Copy of Agenda from Weekly Meeting
- Technical Training Agenda for Digital Classrooms

Next Steps

District leadership will continue to ensure that all action items from all audits are handled in a responsible and timely fashion. Any recommendation from the warehouse audit that has not been fully met will be completed. The district will continue to work with independent auditors to monitor areas of concern in all annual audits.

MANDATE 6: CONDUCT A COMPREHENSIVE AUDIT OF STUDENT ATTENDANCE RECORDS AND TAKE APPROPRIATE STEPS TO ENSURE THAT ATTENDANCE RECORDS ARE ACCURATE AND MEET LEGAL REQUIREMENTS (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

Random attendance data samples continue to be collected, reviewed and monitored for accuracy in attendance reporting. The district mainframe computer generates a list of students by school who have been absent, who have withdrawn, or who have had a disciplinary infraction recorded in the system. District level observers visit the school to review documentation for the entry into the computer. A greater awareness of attention to detail in record keeping has resulted.

Superintendent Heatley set 97% attendance as a Key Performance Indicator (KPS) for all schools during the 2009-2010 school year. Those schools not meeting the KPI will outline plans for addressing and improving attendance in their individual School Improvement Plans.

Personal training of attendance personnel for data entry has been done at regular intervals throughout the year. Training can also be accessed on line through the Clayton County Public Schools web site when situations deem that a new employee assume these responsibilities. Social workers have been reassigned to area clusters with school-based offices in an effort to improve support to students, families, and schools experiencing chronic absenteeism. Alternatives to out-of –school suspension were revised to include programs during the school day as well as in the evening.

The school district attendance protocol committee met on July 27, 2010, to review a proposed comprehensive attendance and truancy protocol, which was led by Dr. Heatley and Judge Stephen Teske. Representatives from many agencies attended the meeting including the Department of Family and Children Services (DFACS), the Clayton County Sheriff’s Department, the Clayton County Police Department, the Department of Labor, faith-based organizations, the Clayton County Fire Department, Juvenile Justice, and community services. The protocol includes mandatory Saturday school for parents and students, a revised Response to Intervention (RTI) process, and a truancy center. The revised RTI process will include student referrals to a student attendance and behavioral review board, which will submit referrals to the courts as appropriate. The truancy center will be established with staff support from the sheriff’s office. The Clayton County Public Schools and members of the committee will establish a meeting date to develop implementation plans.

Results of Actions

Even withstanding a high number of students with H1N1 influenza during fall 2009, Clayton County students had an average attendance percentage of 94.6% in 2009-2010 as compared to the district average of 95.1% in 2008-2009.

In 2009-2010, the average attendance percentage for high school students was 91.7% which was .1% better than in 2008-2009. Middle school students averaged 95.4% attendance in 2009-2010 which was .8% lower than in 2008-2009. Elementary school students averaged 95.7% in 2009-2010 which was .7% lower than in 2008-2009. While these numbers are extremely close mathematically, 2009-2010 numbers reflect increased monitoring and attention to detail.

Evidence

- Sample of random audits
- Training agenda
- Training sign-in sheet
- Attendance letters in various languages; attendance procedures in flow chart; Attendance Protocol Manual dated September, 2009; tardy procedures in a flow chart; and TEAM (Truancy Awareness Education Meeting) and SAC (Student Attendance Committee) logs can be located at:
www.chalkboard.clayton.k12.ga.us/department/student-services
- Website for on-going training and re-training
- Minutes from the district attendance protocol meeting

Next Steps

Clayton County will continue to train and update personnel to ensure compliance with all attendance procedures and laws. Random sampling of student attendance records, student withdrawals, and disciplinary infractions will continue. The district will continue to work collaboratively with parents, Juvenile Court, and law enforcement agencies to ensure that student attendance remains a priority in our community. Student Services will continue to work on evaluating and improving disciplinary consequences by designing and implementing alternatives to out-of-school suspension.

MANDATE 7: ENSURE THAT EACH MEMBER OF THE BOARD IS A LEGAL RESIDENT OF THE COUNTY AND IS ELIGIBLE TO HOLD THE ELECTED SEAT ON THE BOARD (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution's next steps with regard to the recommendation.

Actions Taken

Each member of the Board of Education signed and submitted residency verification as assurance that he/she is a legal resident of the county and eligible to hold the office to which he/she was elected. Members who were re-elected to the Board of Education to continue their positions on the board in January 2011 also submitted residency verification to the Clayton County Elections Commission.

Results of Actions

All members of the Clayton County Board of Education reside within the district they serve.

Evidence

- Board members' residency verification forms

Next Steps

Clayton County Public Schools will continue to ensure that all members of the Board of Education sign an affidavit of residency annually.

MANDATE 8: SECURE THE SERVICES OF OUTSIDE CONSULTANT(S) WITH EXPERTISE IN CONFLICT RESOLUTION, GOVERNANCE, AND ORGANIZATIONAL EFFECTIVENESS (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

The board elected to use the Georgia School Board Association’s Standards for Boards of Education as the basis of its self-evaluation. Board members individually completed this instrument and submitted it to the board’s attorney for compilation. Aggregated results were given to the board for review at its work session on July 26. At its August 2nd meeting, the Board discussed the compiled results and adopted board goals for the 2010-2011 year. The board will continue its work at future retreats in formulating an action plan for improvement of board operations and performance, including professional development as needed.

The board has continued its relationship with the Georgia School Boards Association. Seven board members attended the June GBSA policy workshop in Savannah, Georgia. At its August retreat, the board will receive a full day of training on eBoard conducted by GBSA.

The board has begun to identify its own professional needs. As a result of the superintendent’s evaluation process, the board has requested more detailed training in budget preparation. This training will occur prior to the budget development process. At the request of board members, Judge Stephen Teske presented a report on the collaborative efforts between the school system and the juvenile courts to keep students in school. This presentation occurred at the June board retreat.

The district has also continued its productive relationship with the Georgia Leadership Institute for School Improvement. Principals are involved in the *Power of 100* program for professional growth and development. To maintain a laser focus on student achievement, district leadership led the *Hands-On/Minds-On* workshop to increase the capacity of district school-based educators. The *Rigor-Meter* has become the model for guiding instruction to promote higher level thinking skills. Extended professional development opportunities have been provided to district classified staff in the areas of foods and nutrition and transportation to enhance organizational effectiveness.

Results of Actions

The board has completed the self evaluation process and is developing and implementing a professional development plan. As a result of the GSBA training, board members are more adept at policy review and revision. The district continues to provide exemplary professional development for its employees.

Evidence

- Board self-evaluation
- Board goals for 2010-2011
- Registration for GSBA trainings
- eBoard training agenda
- Board training agenda
- Board attendance sheet for training
- GLISI training agendas and sign-in sheets
- District training agendas
- Copy of Rigor-Meter

Next Steps

The district will continue to collaborate with GSBA to strengthen the effectiveness of the board. The board will complete its professional growth plan. The district will provide professional growth opportunities to enhance organizational effectiveness. The board will continue to collaborate with community stakeholders with identified areas of expertise.

MANDATE 9: APPOINT A PERMANENT SUPERINTENDENT WITH THE EXPERIENCE AND EXPERTISE TO LEAD THE SCHOOL SYSTEM AND ESTABLISH THE PROPER CONDITIONS FOR EFFECTIVENESS (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

At its June work session, the Board finalized the plan for completing the Superintendent’s evaluation. Each board member completed the evaluation instrument individually and submitted it to the board attorney for compilation. At the July work session, the Board met in executive session to discuss the compiled results, determine final scoring, and add comments as appropriate. The Board’s attorney compiled the final evaluation and forwarded it to the Superintendent for his review. At its August meeting, the Board and Superintendent discussed the evaluation. The Board expressed concern that this year’s evaluation process was somewhat delayed and made a commitment to complete the next evaluation prior to July 1, 2011. Evaluation of the criteria established for awarding the Superintendent’s incentive bonuses (per his contract) will occur as soon as data are available for each of the goals.

The Superintendent has begun implementation of Phase I and Phase II of his plans for Clayton County Schools that were outlined in his report on his first 90 days in office, Summary of Superintendent’s Observations and Plans Resulting from the First 90 Days of Tenure. He continues to exhibit the experience and expertise to lead the district through times of economic challenges, the pressures of restoring accreditation completely, and regaining public confidence. He has renewed the district’s focus on teaching and learning and reorganized the district office to serve schools more efficiently and effectively. The Board passed the Superintendent’s proposed budget that included over \$40,000,000 in expenditure cuts, including significant reductions in force. The Superintendent has established a new organizational chart to reflect these reductions in staffing and made appropriate adjustments to job descriptions to provide services with fewer staff members. The district is completing capital outlay projects funded by SPLOST III (Special Purpose Local Option Sales Tax) and is beginning SPLOST IV projects. This special funding source continues to provide Clayton County with beautiful, well-maintained facilities.

The Strategic Plan that was adopted by the Board during the 2009-2010 school year will be reviewed in September by a broad-based committee of stakeholders, including school system personnel, parents, community members, students, and board members. This plan continues to guide the work of the district.

Results of Actions

The Board of Education has completed the superintendent’s evaluation and established goals for the future. The superintendent has begun work on Phase I and Phase II of his plan for the district. A renewed emphasis on teaching and learning has permeated the district operations as the Strategic Plan continues to guide the work of the school district.

Evidence

- Verification from Board Attorney of Completion of Superintendent's Evaluation
- Superintendent's Contract
- Superintendent's Evaluation Criteria
- Superintendent's Incentive Bonus Criteria
- Summary of Superintendent's Observations and Plans Resulting from the First 90 Days of Tenure
- FY2011 budget
- SPLOST Construction Report
- New Organizational Chart and Revised Job Descriptions
- Strategic Plan

Next Steps

The Board of Education will establish timelines to complete the superintendent's evaluation prior to July 1, 2011. The board will also complete the evaluation of the criteria for awarding the superintendent an incentive bonus. Phase I, II and III of the superintendent's plan for Clayton County Public Schools will be implemented. The Strategic Plan will be reviewed and revised, if needed. The superintendent and board will continue to seek sources for funding and expenditure cuts.

Recommendation 1: INITIATE A COMPREHENSIVE, COMMUNITY-BASED PROCESS TO REVIEW AND REVISE ACCORDINGLY THE VISION, MISSION, AND VALUES OF THE CLAYTON COUNTY PUBLIC SCHOOLS (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

The district’s Vision, Mission, Beliefs, and Goals were developed and reviewed in a transparent public process with stakeholder input. The Vision, Mission, Beliefs, and Goals were approved by the Board of Education during a regularly scheduled meeting and posted on the district’s website. The Vision, Mission, Beliefs, and Goals are continually presented to stakeholders through a variety of means and are often revisited by stakeholders as district business is conducted.

The Vision, Mission, Beliefs, and Goals will be reviewed at a progress report of the Strategic Plan to stakeholders on September 3, 2010. Approximately 125 stakeholders, including community members, district employees, board members, parents, and students, have been invited to attend and hear updates on the district’s goals and provide valuable input regarding the district’s drive for continued improvement. This session is the first in a series of review sessions that have been scheduled to provide optimum stakeholder involvement in the district’s Strategic Plan. Stakeholder feedback will be welcomed, received, and reviewed. Results of this stakeholder review will be presented to the Board of Education and the community.

A key activity of these sessions will be obtaining stakeholder perception of the alignment of the district’s Strategic Plan to the district’s Vision, Mission, Goals and Beliefs as a way of determining their appropriateness or relevancy. Outcome for this and similar sessions will be used to authenticate and/or refine the district’s Vision, Mission, Goals and Beliefs.

Results of Actions

All work of the District (instructional, administrative, operational, etc.) must be aligned with the Vision, Mission, Beliefs, and Goals. The District’s Vision, Mission, Beliefs, and Goals are an integral part in the development of the District’s Strategic Plan. All Performance Objectives, Action Steps, and Performance Measures have been created using the Vision, Mission, Beliefs, and Goals as the guiding principles for their development. The Vision, Mission, Beliefs, and Goals are also reflected in the scheduling and planning of school district interactions with external and internal stakeholders

Evidence

- Copy of the district's Vision, Mission, Beliefs, and Goals
- Copy of the Strategic Plan
- Announcement of the Strategic Planning Community Update session
- Copy of September 3, 2010, agenda and feedback form

Next Steps

The Vision, Mission, Beliefs, and Goals will continue to be open for stakeholder review and comment through an online comment box on the district's website. Written feedback is accepted at central office and stakeholders are welcome to make comments during the public participation at Board of Education meetings. After the September review of the Vision, Mission, Beliefs, and Goals, these guiding principles will be assessed again in January, 2011, and will continue to be reviewed twice a year. During 2010-11, administrators are encouraged to take a more active role in engaging both internal and external stakeholders in substantive discussions.

RECOMMENDATION 2: IMPLEMENT IMMEDIATELY A SYSTEMIC AND COMPREHENSIVE STRATEGIC PLANNING PROCESS AT THE SYSTEM AND SCHOOL LEVELS THAT INVITES BROAD AND MEANINGFUL INVOLVEMENT FROM ALL MAJOR STAKEHOLDER GROUPS AND REFOCUSES THE SYSTEM’S ENERGIES ON IMPROVING STUDENT ACHIEVEMENT (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

The Strategic Plan and Balanced Scorecard of Clayton County Public Schools were presented to the Board of Education on March 22, 2010. The content and data from the Strategic Plan have been loaded into eBoard software which is available on line. The Balanced Scorecard was provided as a tracking instrument for schools, divisions, departments and individuals assigned to specific actions. Principals were provided an overview of the process of aligning their school improvement plans with the district Strategic Plan. All district leaders were given a copy of the Strategic Plan, the School Improvement Template, a copy of the Leader Keys, the Leader Key Rubric, a synopsis of the Leader Keys, and a template for a school safety plan. Each is aligned to the district Strategic Plan.

Performance measure data from the 2010 school year have been loaded into the Balanced Scorecard alongside data from the previous year and target goals. These performance measures align with the performance objectives and initiatives under each of the strategic goals.

The on-going work guided by the Strategic Plan will be presented to the Clayton County community at a Strategic Plan update on September 3, 2010. Presenters include various stakeholders who have facilitated advancement of each of the particular strategic goals. A report of the district’s progress on implementing the Strategic Plan will be presented to the Board of Education in November.

Results of Actions

As a result of the development and utilization of the Strategic Plan and Balanced Scorecard, each individual School Improvement Plan has been aligned to the district plan. This has provided the district with consistency and uniformity in our continuous improvement process. Leaders at all levels are able to articulate the process for improvement.

Evidence

- Copy of the Strategic Plan and Balanced Scorecard
- Agendas, minutes, notes from Internal Team meetings
- Agenda and feedback forms from Strategic Plan update on September 3, 2010
- External jump drive with documents provided to school leaders
- Agenda, handouts, training materials, and sign in sheets from principal’s training on June 16, 2010

Next Steps

The district will hold the Strategic Plan update to the community on September 3, 2010. Feedback from stakeholders will be utilized to guide the refinement of the plan. Data from the Balanced Scorecard will be utilized to guide the work of the district and to evaluate effectiveness of past practices. Goals will continue to be tailored to be challenging yet reasonable as the district moves forward in a positive manner.

RECOMMENDATION 3: CONDUCT A COMPREHENSIVE REVIEW OF THE ORGANIZATIONAL STRUCTURE OF THE SYSTEM AND INITIATE A REVIEW OF JOB DESCRIPTIONS THAT SUPPORT THE ORGANIZATION (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

Since the last Quality Assurance Review in April 2010 and under the leadership of Superintendent Heatley, the district has revised job descriptions and the organizational chart to align responsibilities and duties as well as to work in concert within the reduced budget. Dr. Heatley reorganized the district’s resources and substantially reduced payroll requirements to decrease the amount of the budget deficit over a three year period. Even through these difficult economic times, Dr. Heatley has remained firm in his dedication to the students of Clayton County Public Schools as outlined by his organizational chart. The Board of Education members have demonstrated their support through their approval of the budget recommendations. As evidenced in the organizational chart and approved budget reductions, the district continues to ensure equity of learning opportunities and support services for all students and to show evidence of the continued support of the district’s mission and vision.

Results of Actions

With the revised organizational chart and job descriptions, there continues to be a strong focus on student achievement. The reorganization has enabled the board and superintendent to establish guidelines for promotions and hiring. The current structure of the district demonstrated the board and superintendent’s commitment to systematic processes that are guided by the district’s mission and vision. The actions taken under this recommendation have truly exemplified our motto: *It’s all about the children.*

Evidence

- Samples of job descriptions which have been reviewed, revised, and implemented
- 2010-2011 Organizational Chart
- Superintendent’s approved budget

Next Steps

The district will continue to monitor the effectiveness of the organizational chart to ensure that it remains aligned with the vision and mission and that the focus remains entirely on student achievement.

RECOMMENDATION 4: ESTABLISH A CLEARLY ARTICULATED ACTION PLAN (INCLUDING DEFINING THE CHAIN OF COMMAND) FOR THE RESOLUTION OF PROBLEMS AND CONFLICTS WITH AN EMPHASIS ON HAVING ALL STAFF AND MEMBERS OF THE BOARD OF EDUCATION UNDERSTAND AND COMMIT TO THE PROCESS FOR ADDRESSING SUCH PROBLEMS (COMPLETED)

Progress Status: Please indicate the progress the institution has made toward addressing this recommendation.

X	Completed - All necessary and appropriate actions have been taken and evaluated. The institution has documented evidence that supports fulfillment of the recommendation.
	In Progress - The institution is currently engaged in actions and processes but has yet to fully implement steps necessary to address the recommendation.
	Have Not Addressed - The institution has not taken any action at this time.

Response and Evidence: Provide detail to support the status descriptor noted above. The response should include: 1) the actions taken to address the recommendation; 2) the evidence supporting those actions and any results of those actions; and 3) the institution’s next steps with regard to the recommendation.

Actions Taken

The board is continuing to conduct itself in a manner that positively reflects an understanding of the roles of members of a board of education. Board members are participating in the review of board policies and are voting on updates and revisions to policies.

Board members understand and follow all procedures for internal and external complaint resolution. They follow and use the Standards of Practice for school board members, which were signed by all members of the board. They hold themselves accountable for upholding board policies. For example, one board member received a reprimand for her involvement in District Better Seeking Team meeting. The board held a called meeting to address the member’s action and gave her a directive to follow all board procedures for interacting with school staff.

The board has completed its annual self-evaluation. The results of the evaluation were compiled by the board attorney. The findings will be used to determine the types of professional development and experiences board members need to increase their effectiveness.

The district has created two processes for receiving and responding to complaints and problems. One process uses a flowchart to spell out the steps an external stakeholder should follow when submitting a complaint. The flowchart is posted on the district’s website. Poster-sized documents of the flowchart are being printed and will be posted in schools and buildings for the public to view.

The second process is for internal staff. A series of board policies, videos, and other documents are posted on the district’s website concerning the chain of command and the resolution of problems and conflicts. In addition, school and department leaders will conduct frequent informational meetings to remind staff of the process for receiving and responding to complaints and problems.

Results of Actions

A clear process for addressing external and internal conflicts, complaints, and problems has been established. The information has been posted on the front page of the district's website.

Board members use information from their self-evaluation to ensure they participate in appropriate professional learning activities. Board members have voted on numerous policies that support the operation of the Board as well as other functions of the school district.

Evidence

- The Parent/Community Complaint Resolution Process Flowchart
- Board self-evaluation
- Employee Ethics Complaint Resolution Information from the website
- Board meeting agendas/minutes evidencing self-evaluation
- Sample board policies

Next Steps

The board will continue to monitor members' conduct and respond accordingly. The complaint resolution process will be followed by both internal and external stakeholders. The board will continue to self-evaluate to determine if these processes are successful.

SUMMARY OF RESULTS

Continuous efforts to develop systemic improvements benefitting student achievement and district operations have produced significant positive changes to Clayton County Public Schools. The realization that student learning is the primary focus of our work has energized the district. Building upon these positive changes, we will offer our students a quality education in a safe and supportive environment, recognize individual differences and needs, and provide an education that validates the fact that all children can learn. The process of deserving, regaining, and maintaining the trust and confidence of stakeholders has been the motivation of all employees, especially those in leadership positions.

The leadership of Superintendent Heatley and the quality of governance provided by the Board of Education offer support for all employees but especially for all those who are close to the students: teachers, bus drivers, foods and nutrition workers, paraprofessionals, and classified staff at the local site level. The future of our society rests on the shoulders of those who interact daily with our children.

Clayton County Public Schools welcomes the involvement of SACS CASI and the Special Review Team. Working together, we will ensure improvement in the quality of education our students receive day after day and year after year. It's all about the children!