Agenda Request Form

Cherokee County School District

Meeting Date	Agenda Item Number
October 17, 2019	C-1

Title

School Board Policy: Goals and Objectives (CA) - - on Final Reading

Requested Action

School Board Consideration of Superintendent's Recommendation for Approval of Modifications to School Board Policy: Goals and Objectives (CA) - - on Final Reading

Summary Explanation and Background

As a result of School Board approval (August 15, 2019) of the New Five-Year Strategic Plan, "Blueprint," which was developed over the previous nine months through an inclusive, community-based process, a new Vision and Core Beliefs Around Rigor, Relevance and Relationships were developed along with five Priority Areas to drive CCSD's continuous improvement over the next five years.

The attached, proposed modifications to School Board Policy regarding Goals and Objectives (CA) reflect the new language from Blueprint and include additional content updates to ensure alignment with other business practices and procedures.

Major System Priority

Increasing Accountability

Financial Impact

N/A

Exhibits: (List)

Policy CA; Blueprint

Board Action	Source of Additional Information
(For Official School Board Records Only)	Dr. Brian V. Hightower (770) 479-1871 Mike McGowan (770) 479-1871 Tom Roach (770) 479-1406

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Approved in Open Board Meeting on: _____
(Date)

By: _____
(School Board Chairman)

Initialized: 3/3/99
Revised: 2/1/16

As reflected in the Cherokee County Board of Education and Cherokee County School District's Five-Year Strategic Plan, "Blueprint," the Mission Statement; Vision Statement; Core Beliefs Around Rigor, Relevance and Relationships; and, the Priority Areas, as contained below, will govern the School District's actions as it relates to continuous improvement.

I. ~~SCHOOL BOARD'S~~ MISSION STATEMENT

We~~, the School Board of the Cherokee County School District,~~ are committed to educating the emerging generation through learning environments designed to increase the performance of all students.

II. VISION STATEMENT

Together, we will prepare the emerging generation to confidently rise up to limitless learning potential and success.

III. CORE BELIEFS AROUND RIGOR, RELEVANCE AND RELATIONSHIPS

A. We believe in a growth mindset, as every student can learn, achieve and thrive.

B. We believe the meaningful connections we forge with students, families and community partners positively influence how we teach, lead and prepare graduates for success in a knowledge-based, technology rich and culturally diverse world.

C. We believe safe, diverse and inclusive schools are critical for successful teaching and learning and strengthening our culture of belonging, kindness and possibility.

IV. PRIORITY AREAS

A. Student Achievement: Equity and Access

B. Organizational and Operational Effectiveness

C. Family, Partner and Community Involvement

D. Positive Culture and Climate

E. Quality Workforce

~~II. SCHOOL BOARD'S BELIEF STATEMENTS~~

~~A. All students deserve the opportunity to learn, achieve success and become productive citizens.~~

~~B. Education/learning is a shared responsibility and should take place in the home, at school and in the community.~~

C. All students can learn; but they learn in different ways, at different rates and with different preferential learning styles.

D. Learning is achieved through the use of a variety of effective teaching techniques.

E. A safe and secure environment is essential for teaching and learning.

F. All students should be taught by teachers and parents how to learn and how to become lifelong learners.

G. All students deserve equal access to a quality education.

H. Quality education requires quality staff, programs, facilities, equipment and technology.

I. Parent and community participation, support and responsibility are essential to the positive social, emotional, cultural and academic development of every student.

J. Student achievement is enhanced through partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities.

K. All policy, administrative, instructional and educational support decisions should be based on student needs and what is best for students.

L. Diversity should be promoted so that isolation of racial, ethnic, disabled, and socioeconomic groups is avoided and education is enhanced in a diverse, inclusive setting.

M. All schools should be accountable for improving student achievement.

N. All schools should reflect school-based, participatory management.

O. All students must be prepared to function effectively in a knowledge-based, technologically rich and culturally diverse 21st century.

P. All staff should have access to results-driven professional development and training which is aligned with the School Board's Major System Priorities and School Improvement Plans. Such professional development and training must be standards-based, job-imbedded, collaborative and build an organizational culture that insures continuous improvement.

III. SCHOOL BOARD'S MAJOR SYSTEM PRIORITIES

~~A. Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.~~

~~B. In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that career, technical and agricultural education programs prepare students for a diverse and technologically rich society.~~

~~C. Insuring that all students and staff have a safe and secure environment for teaching and learning.~~

~~D. Attracting, retaining and training the best teachers, principals and support staff.~~

~~E. Utilizing technology both to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.~~

~~F. Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.~~

~~G. Addressing continued exploding student population growth, recognizing that there remains a significant gap between the school district's facilities and technology needs and available capital outlay revenue.~~

~~**IV.**~~

V. SCHOOL BOARD ROLES, RESPONSIBILITIES AND STRUCTURES

A. Responsibilities

1. Employ a professional Superintendent to operate the School District.

2. Adopt an annual budget as recommended by the Superintendent.

3. Review/approve ~~the District Strategic Plan,~~ all School Improvement Plans ~~and all Waiver Requests~~ annually.

4. Monitor schools' progress in addressing the ~~School Board's Major System Priorities~~ Priority Areas and School Improvement Plan (SIP) objectives.

5. Authorize and facilitate school and district-level partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities to improve student achievement and increase school effectiveness.

B. Vision/Philosophy/Goals

1. The School Board adopts, focuses and reviews the School D~~d~~istrict's ~~v~~Vision for students.

2. The School Board adopts, reviews and revises its ~~m~~Mission ~~s~~Statement that defines its work ~~and is parallel to the district's mission statement~~.

3. The School Board adopts Core Beliefs related to the importance of introducing rigor, relevance and relationships to all students.

4. The School Board, with Superintendent's input, ~~annually~~ adopts ~~board and district goals~~ ~~p~~Priority ~~a~~Areas for continued improvement.

5. The School Board, upon recommendation of the Superintendent, adopts policies and ~~implementation~~ strategic plans to facilitate the accomplishment of stated goals.

C. Systematic Improvement

1. The School Board participates in annual training and professional development that meets or exceeds the requirements of Georgia law.

2. The School Board and Superintendent participate in ~~a team-building activity~~ collaborative activities focused on ~~assessment of previously adopted goals~~ developing Priority Areas for continued improvement.

3. The School Board and the Superintendent use a retreat/strategic work session environment and process to function as a team to accomplish the following: ~~*~~
   a. Assess progress made to update and revise action plans to accomplish the School D~~d~~istrict's ~~v~~Vision/Mission/Core ~~b~~Beliefs ~~statements~~ and ~~p~~Priority ~~a~~Areas for continuous improvement ~~philosophy/goals~~.
   b. Assess the strengths and improvements needed in the S~~s~~chool D~~d~~istrict.
   c. Consider any compelling problem(s) or emerging issue(s).
   d. Study and explore trends, opportunities and anticipated challenges.
   e. Reflect on the leadership team's educational and leadership philosophy and performance.
   f. Complete any statutorily-specified reviews of laws, rules or regulations for local school boards.
   g. (May) participate in statutorily-required School Board training.
   h. (May) evaluate the Superintendent's annual performance.
   ~~i. Review the Georgia School Boards Association Standards for Local Boards of Education.~~

~~* The School Board and Superintendent function as a team to accomplish these items.~~

4. Conduct a ~~School Board~~ Governance Team self-evaluation in order to assess working relationships among the School Board and improve Ssuperintendent and School B~~b~~oard relations.

D. Organizational Structure

1. The School Board establishes and, along with the Superintendent, follows federal law, state law, State Department of Education policies and rules, local policies, procedures and ethical standards governing the conduct of the School Board and Superintendent.

2. The officers of the School Board are elected using the procedures defined in state law and board policy and carry out their duties that are clearly delineated in law or policy.

3. The School Board uses the superintendent as its chief executive officer with full authority to administer district affairs.

4. The School Board, organizes and distinguishes its role as a policy-making body from the roles/responsibilities authorized to the Superintendent for the administration of the district.

5. The School Board and Superintendent function as a leadership team, while maintaining careful recognition of appropriate roles and responsibilities.

E. Board Operations: Policy Development

1. The School Board adopts and revises its written policies so that they are clear, up-to-date, and in compliance with the state constitution and state and federal laws.

2. The School Board follows policies and procedures for:
   a. Policy adoption
   b. Emergency adoption of policy
   c. Policy dissemination
   d. Policy repeal
   e. The School Board considers the following when it adopts policies:
      i. The recommendation, usually in writing from the Superintendent
      ii. An opportunity for public review
      iii. Provisions whereby policies ~~The policy~~ will be reviewed periodically

F. Board Operations: Board Meetings

1. The School Board develops meeting agendas, posts agendas for public review and conducts its meetings in accordance with the Open Meetings Law (O.C.G.A. § 50-14-1 et seq.)
2. School Board procedures provide an opportunity, prior to board meetings, for members of the School Board to:

   a. Suggest items to be removed from or placed on the agenda and/or

b. Request additional information on an agenda item.

3. The agenda provides a sound order of business, including an opportunity to make adjustments to the agenda, which facilitates productive meetings.

4. The School Board uses a "consent agenda" procedure when appropriate.

5. The approved agenda is followed, and the School Board departs from it only under special circumstances and with concurrence of a majority of its members present.

6. The School Board has procedures in place to facilitate public input.

7. School Board minutes properly record agenda motions/votes/actions of the School Board.

G. Board Operations: Personnel

1. The School Board oversees the management of the School D~~d~~istrict by employing a Superintendent and evaluating his/her performance in providing educational leadership, managing daily operations and performing all duties assigned by the School Board and/or required by law.

2. The School Board authorizes the employment, assignment and dismissal of personnel only on the recommendation of the Superintendent.

3. The Superintendent is accountable to the School Board in developing, following state law, and conducting a fair and equitable evaluation of all personnel in the district.

4. The School Board refrains from applying pressure on the Superintendent to employ persons on the basis of any criteria other than professional and/or occupational qualifications as defined in currently approved job descriptions.

5. The School Board has been trained in the Superintendent evaluation process and follows that process for evaluation.

6. Periodically, but at least once in any 12-month period, the School Board, using the process agreed upon by the School Board and the Superintendent, evaluates the professional performance of the Superintendent.

H. Board Operations: Financial Management

1. The School Board provides guidance to the Superintendent in developing the budget and:
   a. Conducts pre-budgeting discussions with the Superintendent.

b. May establish specific budget parameters where deemed necessary or appropriate.
c. Examines allocations as they relate to the School Bboard and School Ddistrict budget goals annually adopted.

2. The School Board receives the draft budget from the Superintendent and after careful study gives tentative budget approval.

3. The School Board publishes the budget and provides opportunity for public review and reaction.

4. The School Board approves the annual budget after consideration of the Superintendent's recommendation.

5. Once a budget that incorporates sound business and fiscal practices is approved, the Superintendent implements and administers the budget.

6. The School Board, by policy, establishes the level of spending beyond the budget for which the Superintendent must seek School Board approval.

7. The School Board receives monthly financial reports on the status of the budget.

8. The School District's Board's financial records are audited annually.

I. Board/Staff/Community Relations

1. The School Board and individual School Board members maintain an appropriate and professional relationship with the Superintendent, staff and community.

2. The School Board recognizes and protects the concept of chain of command.

3. The School Board works with the Superintendent to provide and follow a process, when it is appropriate, that encourages and seeks the input of staff at all levels of decision-making on significant issues.

4. The School Board periodically receives input from citizens on matters relating to the Sschool Ddistrict.

5. The School Board working with the Superintendent seeks advice and communicates with the community through:
   a. Providing leadership, policies and training to school councils.
   b. Collaboration agreements with local and state agencies.
   c. Community groups, community forums and media.
   d. Allowing and considering appropriate public input.

~~V.~~

VI. ORGANIZATION OF SCHOOL DISTRICT ADMINISTRATION

Proper administration of the schools is most vital to a successful educational program. The general purpose of the School District's administration will be to coordinate and supervise, under the policies of the School Board, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions will be appraised in terms of the contribution made to improving instruction and learning. The School Board will rely on its chief executive officer, the Superintendent, to provide at the district level the professional administrative leadership demanded by such a far-reaching goal.

The School District's administrative organization will be designed so that all district-level divisions and departments and all schools are part of a single accountability system guided by School Board policies which are implemented through the Superintendent. Principals and district-level administrators are all expected to administer their units in accordance with School Board policy and the Superintendent's rules and procedures. However, the mere execution of directives cannot, by itself, be construed as good administration. Vision, initiative, resourcefulness, and wide leadership – as well as consideration and concern for staff members, students, parents and others – are essential for effective administration.

Within the concept of an effective total system, it will be the policy of the School Board that ways ~~shall~~ will be sought to decentralize administration in order to bring administrative decisions closer to, hence more responsible to, specific needs of individual students and the school communities.

The Superintendent, each principal, and all other administrators will have the authority and responsibility necessary for their specific administrative assignment. Each will likewise be accountable for the effectiveness with which the administrative assignment is carried out. The School Board will be responsible for clearly specifying requirements and expectations of the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent will be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration in the School District ~~shall~~ will be:

1. To manage the School District's various divisions, departments, units~~,~~ and programs effectively.

2. To provide professional advice and counsel to the School Board and to advisory groups established by the Superintendent.

3. To implement the management function so as to assure the best and most effective learning programs, through achieving such sub-goals as:

   (a) providing leadership in keeping abreast of current educational developments;

   (b) arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs;

   (c) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials;

   (d) providing access to the decision-making process for improvement of ideas of staff, students, parents and others.

REVISED: ~~**July 21, 2016**~~
September 19, 2019

Cherokee County Board of Education