Cherokee County School District

Agenda Request Form

Meeting Date	Agenda Item Number
June 16, 2022	C-2

Title

Technical Modifications to School Board Policies (5)- - on First Reading

Requested Action

School Board Consideration of Superintendent's Recommendation for Approval of Technical Modifications to School Board Policies (5)- - on First Reading

Summary Explanation and Background

As part of this year's Policy review process, an annual staff and legal review of School Board Policies was conducted to ensure continued alignment with State and Federal Laws/regulations. The attached technical modifications to five School Board Policies are recommended by the Superintendent for School Board approval on first reading.

Policies include:

- Goals and Objectives (BA)
- Cash in School Buildings (DL)
- Harassment (GAEB)
- Technology Use Policy (IFBGA)
- Class Rankings (IHC)

Priority Area

Organizational and Operational Effectiveness

Financial Impact

N/A

Exhibits: (List)

Policies (5)

Source of Additional Information

Dr. Brian V. Hightower, Superintendent of Schools	770.479.1871
Mike McGowan, Chief of Staff	770.479.1871
Tom Roach, School Board Attorney	770.479.1406

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. MISSION STATEMENT

We 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 and Opportunity

B. Organizational and Operational Effectiveness

C. Family, Partner and Community Involvement

D. Positive Culture and Climate

E. Quality Workforce

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 all School Improvement Plans annually.

4. Monitor schools' progress in addressing the 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 District's Vision for students.

2. The School Board adopts, reviews and revises its Mission Statement that defines its work.

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, adopts Priority Areas for continued improvement.

5. The School Board, upon recommendation of the Superintendent, adopts policies and 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 collaborative activities focused on 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 District's Vision/Mission/Core Beliefs and Priority Areas for continuous improvement.
   b. Assess the strengths and improvements needed in the School District.
   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.

4. Conduct a Governance Team self-evaluation in order to assess working relationships among the School Board and improve Superintendent and School Board 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 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 District 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~~ consistently administered 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 Board and School District 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 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 School District.

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.

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 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 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.

ADOPTED: August 2, 2001
REVISED: ~~July 16, 2020~~ June/July, 2022

Cherokee County Board of Education

Monies collected by school employees and by student treasurers will be handled with good and prudent business procedures, in compliance with and as outlined in the School District's School Activities Accounting Manual, which is reviewed and updated annually. All monies collected will be receipted, accounted for and directed without delay to the proper location of deposit.

In no case will cash ~~monies in excess of the amount needed to fund operations for the next business day~~ be left unsecured overnight in the schools.

ADOPTED: August 2, 2001
REVISED: ~~July 16, 2020~~ July 21, 2022

Cherokee County Board of Education

Harassment

Cherokee County Board of Education prohibits discrimination and harassment based upon "Constitutionally-Protected Differences" and other legally protected statuses (e.g., race, age, gender, gender identity, genetic status, past or present protected military service, pregnancy, color, religion, national origin or disability). As such, it is the policy of the School District to address such complaints at the lowest level of administration in order to quickly and efficiently resolve all such matters.

All employees are responsible for prevention of harassment and discrimination against students/employees, including the responsibility to report any conduct which they believe to be in violation of this policy. No person will be subject to retaliation or reprisal for making a good faith complaint under this policy or for participating in an investigation.

This Policy establishes the role and responsibility of the applicable Title Coordinator(s) ("Coordinator") and the role of the ~~Chief Operations Officer (COO)~~ Chief Human Resource Officer (CHRO) in action steps, and the collection and analysis of reporting data in this regard.

The Superintendent will also develop administrative checklists to aid investigations.

I. DEFINITION

Harassment and discrimination may include any conduct which has the effect of unreasonably interfering with an employee's work based upon a protected characteristic, including conduct by school employees, students or others. Examples may include offensive jokes, slurs or comments; offensive touching or requests for dates or favors; different treatment of employees based upon Constitutionally-Protected Differences; display or communication of offensive photographs, writing or materials; or conditioning employment benefits on an employee's participation in, or reaction to, such conduct.

II. COMPLAINT PROCEDURES

Complaints made to the Cherokee County School District regarding alleged discrimination, harassment or retaliation for complaints about, or opposition to discrimination or harassment will be processed in accordance with the following procedure:

1. Any employee, applicant for employment, or other person with a complaint alleging a violation as described above will promptly forward a written complaint detailing the facts, witnesses and specific circumstances related to the complaint to the appropriate Title Coordinator, as annually appointed by the Superintendent and published on the school district website, or to the Chief Human Resources Officer (CHRO). In the event that a Coordinator or CHRO receives verbal or informal notice of a possible complaint, the Coordinator or CHRO will assist the complainant in making a written complaint so that the matter may be investigated. The complainant need not be the victim of the discrimination/harassment but may be any person aware of the conduct. Complaints received by any employee will be forwarded to the

appropriate work location supervisor who will then forward the complaint to the appropriate Title Coordinator.

2. Upon receipt of a discrimination/harassment complaint the Coordinator or designee will (a) facilitate a prompt investigation of the complaint, (b) take any interim action necessary to protect students, staff or operations pending the result of the investigation, and (c) make any necessary reporting of the allegations. Said investigation will consist at a minimum of interviewing the complainant, accused person(s), and persons with direct knowledge of the alleged events. Said investigation will be concluded as soon as practicable, and generally within fifteen (15) business days (defined as days when the School District central office is open for business) of receipt of the complaint. Upon completion of the investigation the Coordinator will initiate such remedial actions as are necessary to prevent any further harassment. Such steps may include: counseling, suspension, termination, or any other remedial action deemed appropriate to address and eliminate further discrimination/harassment. Upon completion of the investigation the ~~CHRO~~ Coordinator will notify appropriate parties (which may include the alleged victim(s) and accused) in writing of the substance of the investigation and remedial measures to be taken pending any appeal. The Coordinator will retain, review and analyze the investigative file of each complaint. The CHRO ~~and~~ will report the results of the review and analysis annually to the Superintendent.

3. The complainant may seek a review of the initial decision by written request received by the Coordinator within five (5) business days of the date of the decision.

4. Upon timely written request, the Coordinator will forward a copy of the investigative file to the ~~COO~~ CHRO. The ~~COO~~ CHRO or designee will have up to fifteen (15) business days to review the appeal, investigative file and the previous decision and determine, if additional investigation is warranted, any change in the remedial action recommended. The ~~COO~~ CHRO or designee will promptly notify appropriate parties of the appeal decision.

5. The decision of the ~~COO~~ CHRO or his/her designee will be the final decision under this policy. Additional due process will be provided for any disciplinary measures as required by law.

The complainant retains at all times the right to contact the Office of Civil Rights or the Equal Employment Opportunity Commission with regard to any allegations that the School District has violated any law.

This Policy will be distributed to all employees annually. Additionally, the Coordinator and other employees designated by the Superintendent will receive appropriate training in investigating, remediating and analyzing complaints of discrimination/harassment on an annual basis.

*Appropriate Federal agencies promulgate regulation from time-to-time to implement Federal Laws prohibiting discrimination in schools and the workplace. To the extent that this Policy is inconsistent with or conflicts with any of those regulations, the current regulation controls, and the part or parts of this Policy inconsistent with or in conflict with those regulations will be rescinded.

ADOPTED: **August 2, 2001**
REVISED: ~~**July 16, 2020**~~ **June/July, 2022**

Cherokee County Board of Education

The Cherokee County Board of Education adheres to the belief that technology plays a vital role in meeting the needs of the broad range of abilities, disabilities, cultural backgrounds and ethnic populations represented in district schools. To assure that technology will play a ~~predominant~~ proper role, this policy provides guidance for appropriate technology utilization and integration into the curriculum, as well as infusion into school/district administration and management. Technology is a powerful tool, but it is recognized that, while it may significantly change the role and responsibility for teachers, it is not a substitute for the teacher.

I. PURPOSE OF TECHNOLOGY USAGE POLICY

To establish and maintain guidelines and procedures for appropriate technology utilization and infusion in classrooms, schools, district administration and management. Technology will be used in planning and evaluation to more effectively prepare students for the transition from school to work, for success in the workplace and to improve the operations of the school system.

II. TECHNOLOGY USAGE BELIEF STATEMENTS

The following serve to establish a firm understanding of the role and expectations of technology use in teaching and learning, as well as supporting the business and operational processes of the School District.

a. The primary use of technology is to improve student learning.

b. Technology use will encompass teaching, learning and management.

c. Technology purchases will be "vendor neutral."

d. The network will integrate data, voice and video communications systems.

e. Information will be entered once and validated by appropriate personnel at the site of entry.

f. Multiple platforms will be supported where possible.

g. Technology support services will be made available to all locations.

h. Technology resources will be coordinated and integrated with appropriate curriculum initiatives.

i. The technology system will be accessible to staff and students and protected with security measures that will aid in the prevention of unauthorized and inappropriate use.

j. The School District website will provide information for staff, students, parents and the community.

k. Provisions must be made for keeping the technology current, within available resources, including guidelines on replacement or upgrade based on a life-cycle process.

l. Appropriate training and professional development will be provided to teachers, staff and administrators to ensure timely implementation and effective use.

m. To ~~insure~~ ensure compatibility and the best available value, all technology-related purchase orders will be approved by the Division of Technology and Information Services.

n. All technology hardware that is the property of the School District will be included in the countywide technology ~~inventory~~ asset management system maintained by the Division of Technology and Information Services.

o. Communications with applicants, participants and members of the public with disabilities will be as effective as communications with others in accordance with federal, state and/or local requirements.

III. DESIRED OUTCOMES OF TECHNOLOGY USAGE

a. Technology will be appropriately, fairly and consistently ~~equitably~~ integrated into instruction and management and used by all students and staff as an integral component of school improvement and student learning. Improving student performance and achievement, increasing staff productivity and ensuring efficiency of the day-to-day operations are the essential reasons for the use of technology in the School District.

b. All school classrooms, media centers and offices will be electronically networked and equipped, providing all staff, students and administration ~~equitable~~ fair, consistent and easy access to information technologies for teaching, learning, management and day-to-day operations.

c. All high school graduates will be prepared to use multiple technologies upon entrance into the work force and/or higher education.

d. New and emerging technologies will be evaluated, adopted and incorporated into school curriculum and will be integral elements of school improvement and accountability.

e. Student, teacher, staff and administrative effectiveness will improve concurrently with the infusion of technology into their respective workplaces.

f. The decision-making process will be improved as technology facilitates the flow of information and the communication process within the district, the state and the world.

g. Improved communication between schools and institutions of higher education will increase the sharing of best practices as well as enhance in-service training and emphasize technology integration into the curriculum.

h. Inter-and intra-department collaboration, from planning through evaluation, will be the hallmark responsibility of the units within the School District's Division of Technology and Information Services.

i. All departments and schools responsible for technology planning will work collaboratively with county, state and government groups to investigate current, advanced and emerging commercial technologies and to identify or develop efficient and cost-effective applications.

j. The broadest possible access to the School District's wide area network system will be promoted, while providing safeguards to ensure that security is maintained.

IV. IMPLEMENTATION OF TECHNOLOGY USAGE PLANS

A comprehensive and continuous short and long-range technology implementation process will be directed, reviewed and evaluated by the School Board for effective utilization of all aspects of technology.

A. Appropriate staff will:

1. Consult and collaborate on a continuing basis with education, business, community and government groups locally, regionally, nationally and internationally.

2. Identify student competencies in using technologies to access, analyze, apply and communicate information and incorporate these competencies into the current curriculum standards.

3. Identify staff competencies in integrating and applying information technologies in instruction and management and incorporate these competencies as part of the evaluation process.

4. Identify educational management tools to be acquired and implemented.

5. Establish and continually update an ongoing staff development program to support technology usage and integration.

6. Establish baseline standards to ensure that all schools and offices have adequate, appropriate and up-to-date hardware, software and communications capabilities as rapidly as resources permit.

7. Review and/or establish documents as needed on copyright, acceptable use, information integrity and other ethical use policies.

8. Identify, document and evaluate processes that need improvement to maximize the productivity and educational benefits from technology investments.

9. Prepare a viable timeline for task implementation and completion, taking into account human and material resources, which will assist in evaluating the progress and effectiveness of the School District's Future Ready Technology Plan.

B. The Superintendent will establish an annual Technology Advisory Committee, which will be chaired by the Chief Information Officer. The committee will be composed of teachers, Principals, central office staff members, students, parents, representatives from institutions of higher learning and members of the business community. The committee will provide input, advice and assistance in the implementation of the Technology Usage Policy IFGBA.

ADOPTED: August 21, 2008
REVISED: ~~July 19, 2018~~ June/July, 2022

Cherokee County Board of Education

I. CUMULATIVE AVERAGE AND CLASS RANKING

Final class ranking will be determined by the weighted Numeric Grade Average (NGA) of graduating seniors upon completion of their high school four-year class cohort.

The weighted NGA summarizes each student's academic performance in high school credit courses. The weighted NGA is used in determining eligibility for numerous awards, activities and college applications.

For the purpose of computing class rank, a student's final course grade (if student receives a passing grade in the course) will be weighted with the following quality points for the purpose of calculating a weighted NGA:

Quality Points:

- Honors Courses, Five points
- Advanced Placement (AP) Courses, 10 points
- Dual Enrollment Courses:
  a. 10 points, whenever the college course taken is equivalent to an AP high school course for which the student has not already taken and received quality points, as determined by the individual institution the Dual Enrolled student is attending. ~~recommended and approved by the Chief Academic Officer.~~
  b. For select courses, the Office of Curriculum and Instruction may assign quality points based upon the following criteria: ~~A waiver for consideration of quality points (5 or 10) may be submitted to the Office of Curriculum and Instruction for Dual Enrollment Courses taken by students which meet the following criteria:~~
     - Demonstrates rigor;
     - Serves as a replacement for an on-campus course receiving quality points; or,
     - Exceeds the highest instructional level course available at the local high school.

II. CLASS RANKING/HONOR ROLLS

The graduating senior with the highest class ranking, as determined by weighted NGA, will be recognized as Valedictorian. The student with the second highest class ranking, as determined by weighted NGA, will be recognized as Salutatorian. The weighted NGA will be calculated to four decimal places or more until a tie is resolved.

Students participating in the Dual Enrollment program are also eligible for Valedictorian or Salutatorian recognition per statutory requirements. A Dual Enrollment student who moves into the local school system after his or her sophomore year and has not taken any courses on site at the participating eligible high school will not be eligible for Valedictorian or Salutatorian recognition. Transfer credit used for Valedictorian or Salutatorian will be accepted only from

an Accredited School in accordance with Board Policy on Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades (JBC(4)).

III. CUMULATIVE AVERAGE AND HONOR GRADUATE STATUS

The distinction of Honor Graduate will be awarded to graduating seniors who have a weighted NGA of 90 or above.

IV. HONOR ROLL PLACEMENT

High school students will be placed on the Honor Roll when their weighted NGA is 90 or above.

ADOPTED: August 2, 2001
REVISED: ~~July 16, 2020~~ June/July, 2022

Cherokee County Board of Education