

Work Session Meeting | 12/12/2024 – 5:15 PM

Dr. Frank R. Petruzielo Educational Services Facility | 1205 Bluffs Parkway, Canton, GA 30114

I. CALL TO ORDER WORK SESSION

II. SUPERINTENDENT WELCOME

1. Key Priorities Quarterly Update

III. SUPERINTENDENT REPORTS

1. Academics and Accountability:
 - a. College and Career Readiness Performance Index, Dr. Josh Heath, Executive Director of Accountability
 - b. Advanced Placement, SAT and ACT Reports, Dr. Josh Heath, Executive Director of Accountability
2. Finance:
 - a. Monthly Finance Report
Kenneth Owen, Chief Financial Officer
 - b. FY26 Budget Development
Kenneth Owen, Chief Financial Officer
3. Capital Outlay:
 - a. Monthly Capital Outlay Report
Trey Moores, Chief Support Services Officer

IV. ACTION ITEMS

For Discussion only: Consent agenda items for action at the 7 p.m. meeting will be determined during the Work Session.

1. Partnership Agreement Renewals
2. School Board Governance Policy (BAB) on Final Reading
3. Authorization to Issue Bonds
4. Easement Authorization
5. Human Resources Employment Recommendations

V. EXECUTIVE SESSION (as needed)

VI. ADJOURNMENT

2024-26 Key Priorities and Action Steps



From classroom to classroom, school to school, and throughout every corner of the county, there is a pervasive eagerness for CCSD to be the highest performing district in the state of Georgia where students thrive, families are connected, and the community remains proud.

The following priorities are designed to build on the tradition of excellence for which the Cherokee County School District is widely known; and they are grounded in the insights and perspectives most-commonly shared by teachers, leaders, staff, students, families, and community members.

These priorities will drive our work as an organization over the next 18-months to two years. Progress will be regularly reported to our community through the School Board meetings, and success delivering on these priorities will pave the way to the future development of a long-range strategic plan.

1

Elevate the Excellence in academics and achievement for all students.

A. Clarify an aligned academic focus grounded in standards, tightly aligned resources, monitoring/assessing student learning, and targeted intervention.

SEPT
2024

DEC
2024



Re-package and customize GADOE Standards into CCSD-specific standards.



Make CCSD standards accessible on district website and to teachers and school.



Build professional development resources to support teacher understanding of the standards and what students need to know and be able to do with the standards.



Roll-out conversion from RTI to MTSS.



Develop standards-aligned checkpoints to monitor student learning.

B. Unify the current literacy investments into a cohesive K-12 CCSD Literacy Model.

SEPT
2024

DEC
2024



Audit current status of literacy investments. Identify strengths, weaknesses, and gaps.



Research district solutions across the U.S.



Prepare for the roll-out of new ELA standards.



Connect the district's investments of the past, the ELA standards, and solutions to fill the gaps in preparation for the 2025-26 school year.

C. Clarify the cohesive literacy model with a focus on highly effective practices for students with disabilities.

SEPT
2024

DEC
2024



Audit current status of literacy investments aligned to meeting the needs of students with disabilities. Identify strengths, weaknesses, and gaps.



Research district solutions for advancing reading proficiency for students served in special education across the U.S.



Prepare for the roll-out of new ELA standards with companion guides for students with disabilities.



Connect the district's investments of the past, the ELA standards, and solutions to fill the gaps in preparation for the 2025-26 school year that includes serving students with disabilities.

1

SEPT
2024

DEC
2024

D. Clarify the cohesive literacy model with a focus on highly effective practices for students with a home language other than English.



Audit current status of literacy investments for students served in EL. Identify strengths, weaknesses, and gaps.



Research district solutions across the US for advancing reading proficiency for students served in EL.



Prepare for the roll-out of new ELA standards.



Connect the district's investments of the past, the ELA standards, and solutions to fill the gaps in preparation for the 2025-26 school year including a high-impact companion literacy approach for EL students.

E. Audit all current teacher resources to determine most effective investments, gaps in investments, and develop a resource management, replacement, and growth plan. (Audit, Assess, Abandon, then Acquire)

SEPT
2024

DEC
2024



Audit current landscape of resources (print and digital) and in the categories of core resources, supplemental resources, assessment resources, and intervention resources.



Identify Resource gaps and redundancies. Identify what to discontinue and construct a plan to fill the gaps.



Audit current student device landscape.

F. Establish shared student achievement goals that narrow our focus and unify our organization's efforts/resources and grant schools the resources and balanced autonomy to achieve these goals.

SEPT
2024

DEC
2024



Provide School Board Members with district-wide and school-specific Milestones data notebooks.



Develop district goals for Milestones performance in ELA and Reading Proficiency.



Carry-out School Board-set goals to aligned school goals.

G. Improve the communication of student learning to parents.

SEPT
2024

DEC
2024



Print report cards in ES and MS.



Distribute Reading Proficiency performance to families three times a year.

1

1

1

2

Elevate the Excellence in effective School Board-Superintendent Governance.

A. Develop a cohesive, high-performing School Board Governance Model based on shared core beliefs, aligned through the superintendent’s evaluation, defined by core policies that advance excellence, and focused on clear accountability for student outcomes.

SEPT
2024

DEC
2024



School Board and Superintendent established norms & protocols to ensure consistency of communication between Superintendent and School Board Members.



School Board and Superintendent/Cabinet participated in three Whole Board Trainings.



School Board Members collectively drafted four core beliefs.



School Board Members collectively drafted 14 student performance goals.



School Board Members and Board Attorney collectively drafted the Superintendent’s Evaluation (inclusive of the 14 student performance goals).



School Board Members develop core policies in the areas of accountability, teaching & learning, and literacy.

B. Structure school board meetings to promote meaningful discussion and public transparency around the business of the board (i.e., Finance, Capital Outlay, Academics, & Accountability).

SEPT
2024

DEC
2024



Introduce a Work Session with standing reports on Academics & Accountability, Finance, and Capital Outlay.



Introduce a Work Session that provides a staff briefing on any item requiring the School Board’s action in the evening Board Meeting.



Introduce Agenda Study & Review with each board member with a preview of the board agenda and board materials in advance.



Begin live-streaming of both Work Sessions and Board Meeting.



Begin archiving all videos of Work Sessions and Board Meetings.



Update the district website to include a webpage that houses all materials associated with the School Board Meeting (including archived videos).

2

2

3

Elevate the Excellence in the district's coordination and alignment of goals, systems, and processes.

SEPT
2024

DEC
2024

A. Establish performance indicators for district support systems.



Establish regular Cabinet meetings, Extended Cabinet Meetings, and Instructional Cabinet Meetings.



Establish regular cadence of 1:1s with Division Chiefs.



Establish and monitored first-day readiness metrics.



Develop Key Performance Indicators for each Division's operations.



Developing Organizational Work Plans for SY2025-26 (due November 1).

B. Align the organization's district office to ensure resources are as close to the classroom as possible and services/supports amplify the effectiveness and balanced autonomy of schools.

SEPT
2024

DEC
2024



Re-organization of district's centralized departments and decrease of district allotment count by 4.



Re-define the role of School Leadership & Operations.



Clarify the roles and responsibilities of School Leadership & Operations and Academics & Accountability.



Post full organizational chart on the district website.

C. Develop an Accountability & Performance team that monitors progress toward goals, makes data readily available to school leaders, informs school improvement, and makes school and district performance data readily accessible on the website.

SEPT
2024

DEC
2024



Institute an Accountability Department in Academics & Accountability.



Develop an accountability website to house comprehensive student performance data.



Provide advanced PowerBI tools to make data readily available to school leaders and inform school improvement.

3

3

3

3

D. Evaluate the impact of financial investments to overcome future revenue strain and aggressively position CCSD to be a competitive employer so that students continue to have access to the best professionals in public education.

SEPT
2024

DEC
2024



Engage in state-wide work regarding Tax Digest Cap implications.



Evaluate all re-occurring expenditures for redundancies to sunset.



Evaluate efficiencies to gain and evaluate student reporting process for services.

4

Elevate the Excellence by embracing a pervasive high-quality school environment defined by high standards, effective supports, and consistent practices.

A. Explore strategies to elevate student course/grade achievement, student skills, and student motivation in middle school.

SEPT
2024

DEC
2024



Introduce clarity and consistency for appropriate use of cell phones.

4

SEPT
2024

DEC
2024

B. Develop each student's capacity to reach his or her own academic potential and develop a healthy sense of academic ownership.



Introduce clarity and consistency for appropriate student attire and workplace readiness skills.



Introduce clarity and consistency for timely submission of student work.

4

SEPT
2024

DEC
2024

C. Review facility conditions and maintenance processes.



Complete transition to in-house custodians.



Evaluate current facility incident process for continuous improvement.



Evaluate pro-active facility monitoring and management approach.



Complete a classroom utilization study that encompasses city and county residential development insights into long-range student enrollment estimates.

4

4

D. Review furniture and equipment condition (classroom furniture, learning rugs, band equipment).

SEPT
2024



DEC
2024



Evaluate current Basic Equipment list for every academic and operational space in a school setting.



Evaluate current age and condition of all furniture, fixtures, and equipment in every academic and operational space.

Execute on Mission Critical Objectives

- CCSD Kronos – paused due to assessment of capabilities.
- CCSD Employee Benefits – successful launch for 235 new employees; ready for Open Enrollment in Fall of 2024
- CCSD Sub-Finder – successful launch with more than 870 subs. The sub fill rate average for November was 94.58%
- CCSD Student Information System- The Student Information System Implementation team is providing weekly updates to Cabinet. Highest priority and current focus is end of semester grade reporting process along with a continued focus on Special Education considerations. End of semester grade reporting efforts include timeline development, communication with school administrators, and training support for school registrars and teachers in both print documentation and video. Optional live support sessions began on December 3rd and additional sessions will continue. Work also continues in the area of Special Education with a focus on special education documentation translation in collaboration with our implementation service partners and with continued work from CCSD staff related to customizable forms. Additionally, bus numbers from the Versatrans transportation platform are now available in the Student Information System and data is updated nightly. High Schools now have the ability to track parking information in the SIS.
- CCSD Custodian Transition – successful transition with 2.5 allotments remaining on day 1. All equipment and supplies in place and all head custodians trained on equipment.



2024-26 Key Priorities and Action Steps: Quarterly Report #2, December 2024

KEY PRIORITIES

- 1. Elevate the Excellence in academics and achievement for all students**
2. Elevate the Excellence in effective School Board-Superintendent Governance
3. Elevate the Excellence in the district's coordination of goals, systems, and processes
4. Elevate the Excellence by embracing a pervasive high-quality school environment defined by high standards, effective supports, and consistent practices



KEY PRIORITY #1

Focus for 2024-25

- Re-centering instruction on the standards
- Effective PLCs
- New Reading Screener K-8
- New MTSS processes

Current Development

- Development of a K-12 cohesive Literacy Model that includes new ELA standards and ties together recent investments
- Instructional resource audit

Looking Ahead 2025-26

- Maintain central focus on standards
- Maintain focus on effective PLCs
- Roll-out K-12 cohesive Literacy Model
- Introduce multi-year roll-out of core, standards-aligned resources and a 1:1 device plan

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Re-package and customize GADOE Standards into CCSD-specific standards.



Make CCSD standards accessible on district website and to teachers and school.



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Roll-out conversion from RTI to MTSS.



Develop standards-aligned checkpoints to monitor student learning.



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B. Unify the current literacy investments into a cohesive K-12 CCSD Literacy Model.

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Audit current status of literacy investments. Identify strengths, weaknesses, and gaps.



Research district solutions across the U.S.



Prepare for the roll-out of new ELA standards.



Connect the district's investments of the past, the ELA standards, and solutions to fill the gaps in preparation for the 2025-26 school year.

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C. Clarify the cohesive literacy model with a focus on highly effective practices for students with disabilities.

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**SEPT
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**DEC
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Carry-out School Board-set goals to aligned school goals.



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G. Improve the communication of student learning to parents.

SEPT
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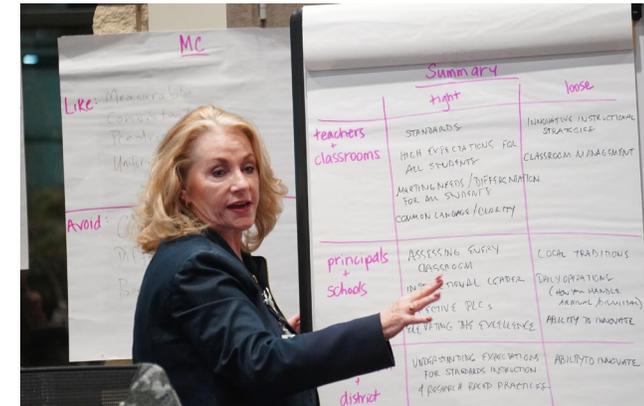
Print report cards in Elementary and Middle School.



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KEY PRIORITIES

1. Elevate the Excellence in academics and achievement for all students
- 2. Elevate the Excellence in effective School Board-Superintendent Governance**
3. Elevate the Excellence in the district's coordination of goals, systems, and processes
4. Elevate the Excellence by embracing a pervasive high-quality school environment defined by high standards, effective supports, and consistent practices



KEY PRIORITY #2

Focus for 2024-25

- Develop Core Beliefs
- Set goals for ELA & Reading
- Develop aligned Super Eval (and post)
- Study governance models and Theory of Action

Current Development

- Develop Policy (BAB) to codify Governance Model

Looking Ahead 2025-26

- Set Math goals (Spring 2025)
- Study and develop policy (Literacy)
- Structure a long-range strategic plan (Fall 2025)
- Develop a local accountability model (Fall 2026)

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B. Structure school board meetings to promote meaningful discussion and public transparency around the business of the board (i.e., Finance, Capital Outlay, Academics, & Accountability).

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Focus for 2024-25

- Redefine Role of School Leadership & Operations
- Post full Org Chart on website
- Institute an Accountability Dept.
- Make data readily available for school leaders
- Post comprehensive performance data on website

Current Development

- Clarify the roles of SLO and A&A
- Developing District Work Plans for SY2025-26
- Developing KPIs
- Evaluation of expenditures

Looking Ahead 2025-26

- SY25-26 Priorities/Initiatives to be shared by April 1
- Summer and SY25-26 Professional Development to be shared by April 1
- SY25-26 Meeting Schedule to be shared by May 1



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3

Elevate the Excellence in the district's coordination and alignment of goals, systems, and processes.

A. Establish performance indicators for district support systems.

SEPT
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DEC
2024



Establish regular Cabinet meetings, Extended Cabinet Meetings, and Instructional Cabinet Meetings.



Establish regular cadence of 1:1s with Division Chiefs.



Establish and monitored first-day readiness metrics.



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D. Evaluate the impact of financial investments to overcome future revenue strain and aggressively position CCSD to be a competitive employer so that students continue to have access to the best professionals in public education.

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Engage in state-wide work regarding Tax Digest Cap implications.



Evaluate all re-occurring expenditures for redundancies to sunset.



Evaluate efficiencies to gain and evaluate student reporting process for services.

KEY PRIORITIES

1. Elevate the Excellence in academics and achievement for all students
2. Elevate the Excellence in effective School Board-Superintendent Governance
3. Elevate the Excellence in the district's coordination of goals, systems, and processes
- 4. Elevate the Excellence by embracing a pervasive high-quality school environment defined by high standards, effective supports, and consistent practices**



KEY PRIORITY #4

Focus for 2024-25

- Clarity & Consistency for Cell Phone Use
- Clarity & Consistency for Appropriate Attire
- Clarity & Consistency for timely submission of student work
- Transition in-house custodians

Current Development

- Defining facility incident process.
- Classroom Utilization Study
- Evaluating current age and condition for all furniture, fixtures and equipment

Looking Ahead 2025-26

- Update a Basic Equipment List for every academic and operational space
- Furnish Free Home ES

KEY PRIORITY #4

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- Clarity & Consistency for Cell Phone Use
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4

Elevate the Excellence by embracing a pervasive high-quality school environment defined by high standards, effective supports, and consistent practices.

A. Explore strategies to elevate student course/grade achievement, student skills, and student motivation in middle school.

SEPT
2024



DEC
2024



Introduce clarity and consistency for appropriate use of cell phones.

B. Develop each student's capacity to reach his or her own academic potential and develop a healthy sense of academic ownership.

SEPT
2024



DEC
2024



Introduce clarity and consistency for appropriate student attire and workplace readiness skills.



Introduce clarity and consistency for timely submission of student work.

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Elevate the Excellence by embracing a pervasive high-quality school environment defined by high standards, effective supports, and consistent practices.

C. Review facility conditions and maintenance processes.

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Complete transition to in-house custodians.



Evaluate current facility incident process for continuous improvement.



Evaluate pro-active facility monitoring and management approach.



Complete a classroom utilization study that encompasses city and county residential development insights into long-range student enrollment estimates.

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D. Review furniture and equipment condition (classroom furniture, learning rugs, band equipment).

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2024 College and Career Readiness Performance Index Academics and Accountability – December 12, 2024





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2024 State Accountability Review

State of Georgia Accountability - College and Career Ready Performance Index (CCRPI)

- **Content Mastery**
 - Georgia Milestones and Georgia Alternate 2.0 Assessments
- **Progress**
 - Student growth percentiles in English Language Arts and Math, and progress toward English language proficiency
- **Closing Gaps**
 - Student group performance
- **Readiness**
 - Literacy, attendance, course completion
- **Graduation Rate (High Schools)**
 - 4-year and 5-year included in the calculation



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- **Closing Gaps**
 - Student group performance → No Math Score for Closing Gaps and Not Comparable to 2023
- **Readiness**
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2024 Georgia Milestones Assessment Areas

Georgia End of Grade (EOG) Assessments

Elementary and Middle School Assessments

- 3rd & 4th Grade: English Language Arts and Math
- 5th Grade: English Language Arts, Math, and Science
- 6th & 7th Grade: English Language Arts and Math
- 8th Grade: English Language Arts, Math, Science or HS Physical Science, and Social Studies

Georgia End of Course (EOC) Assessments

High School Assessments (Algebra Concepts and Connections is also administered to middle school students enrolled in the high school credit course)

- English Language Arts: American Literature
- Math: Algebra Concepts and Connections
- Science: Biology
- Social Studies: U.S. History



Georgia Milestones Performance Levels

Performance Levels (as defined by GaDOE)

Distinguished (Level 4): Students who **demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are well prepared*** for the next grade level or course and are well prepared for college and career readiness.

Proficient (Level 3): Students who **demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are prepared*** for the next grade level or course and are on track for college and career readiness.

Developing (Level 2): Students who **demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need additional academic support*** to ensure success in the next grade level or course and to be on track for college and career readiness.

Beginning (Level 1): Students who **do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need substantial academic support*** to be prepared for the next grade level or course and to be on track for college and career readiness.



2024 State Accountability Review

Data Review

1. District performance over time (2023-2024)
2. Local school bright spots (2023-2024)
3. State comparison school districts (2024)

Comparison School Districts

Selection of comparable school districts to support identification of strengths and areas for improvement

Created using a combination of 5 characteristics

1. High Performing Districts
2. Geographic Proximity
3. Student Population Size
4. Student Demographics
5. Percentage of Economically Disadvantaged Students



2024 State Accountability Review Content Mastery

The intent of the content mastery component is to determine if students are achieving at the level necessary to be prepared for the next grade, college, or career

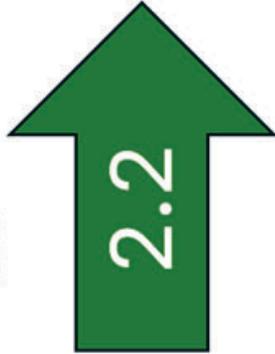
Data Sources: Student achievement reported through performance levels on the Georgia Milestones Assessments and Georgia Alternate 2.0 Assessment (GAA)



Content Mastery District Comparison Over Time (2023-2024)

Elementary

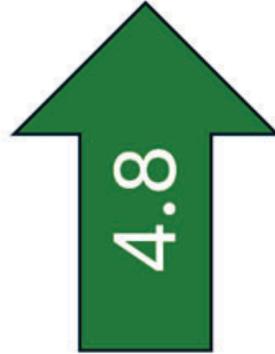
79.3



16 Schools Increased

Middle

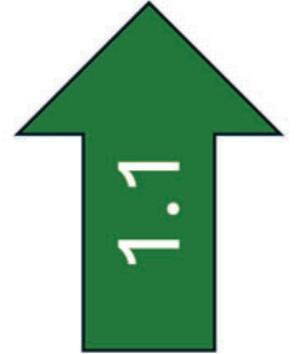
74.2



7 Schools Increased

High

81.7



3 Schools Increased



Combined ES/MS/HS Content Mastery Local School Bright Spots (2023-2024)

Schools with an Increase in Content Mastery Score

Elementary Schools

Arnold Mill ES
Avery ES
Ball Ground ES
Bascomb ES
Clayton ES
Hasty ES
Hickory Flat ES
Holly Springs ES

Johnston ES
Knox ES
Liberty ES
Little River ES
Macedonia ES
Oak Grove ES
R. M. Moore ES
Woodstock ES

Middle Schools

Creekland MS
Dean Rusk MS
E. T. Booth MS

Freedom MS
Mill Creek MS
Teasley MS
Woodstock MS

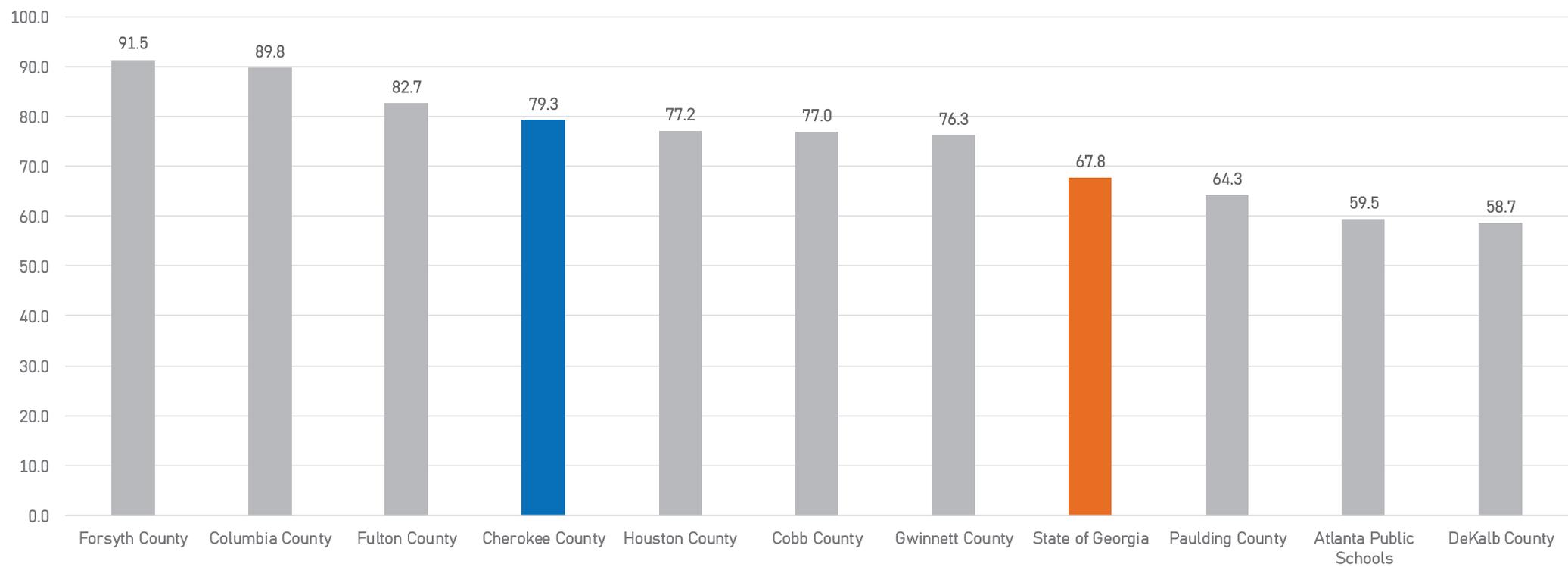
High Schools

Creekview HS
River Ridge HS
Sequoyah HS



Content Mastery State Comparison School Districts Elementary School - 2024

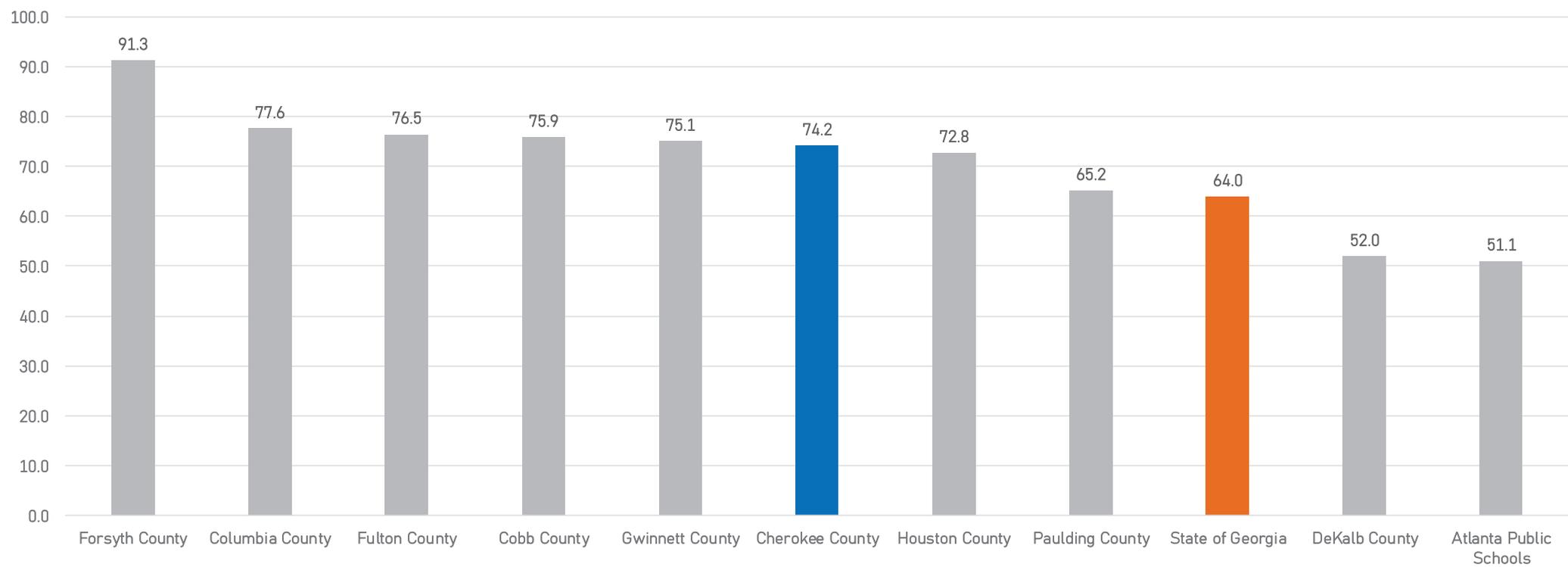
2024 Content Mastery ES





Content Mastery State Comparison School Districts Middle School - 2024

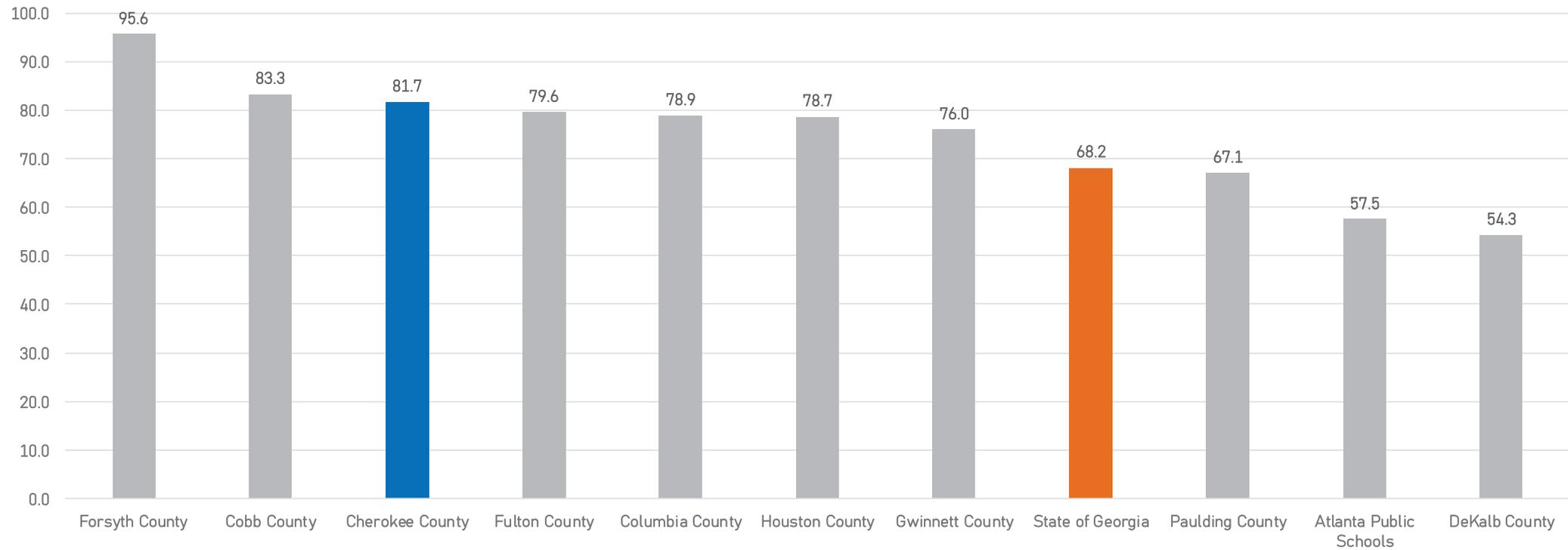
2024 Content Mastery MS





Content Mastery State Comparison School Districts High School - 2024

2024 Content Mastery HS





2024 State Accountability Review Progress

The intent of the progress component is to determine how much growth students are demonstrating relative to academically-similar students

Data Sources: Student growth percentiles in ELA and Math on the Georgia Milestones Assessment System (including a score calculation from GAA), and progress towards English language proficiency reported through the ACCESS assessment



Progress District Comparison Over Time (2023-2024)

Elementary



14 Schools Increased

Middle



6 Schools Increased

High



3 Schools Increased



Combined ES/MS/HS Progress Local School Bright Spots (2023-2024)

Schools with an Increase in Progress Score

Elementary Schools

Avery ES
Ball Ground ES
Carmel ES
Clark Creek ES
Clayton ES
Free Home ES
Holly Springs ES
Indian Knoll ES

Johnston ES
Knox ES
Little River ES
Macedonia ES
Oak Grove ES
R. M. Moore ES

Middle Schools

Dean Rusk MS
E. T. Booth MS
Freedom MS

Mill Creek MS
Teasley MS
Woodstock MS

High Schools

Cherokee HS
Sequoyah HS
Woodstock HS

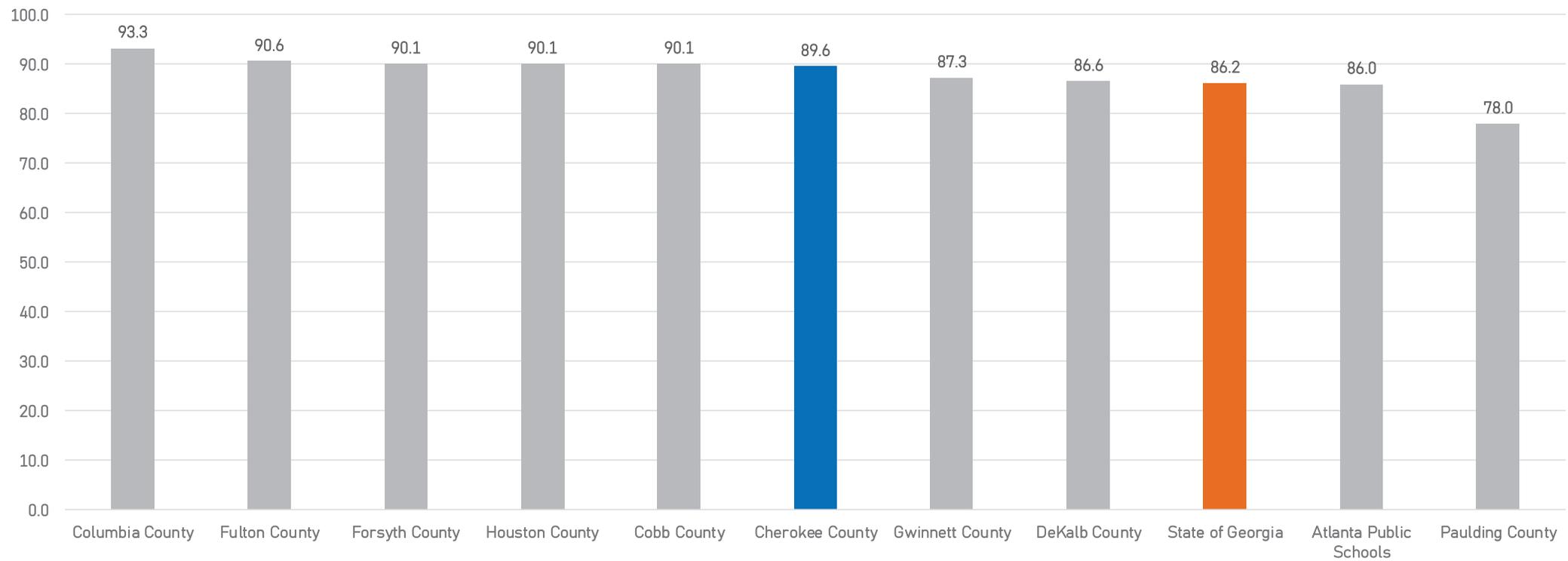


Progress

State Comparison School Districts

Elementary School - 2024

2024 Progress ES



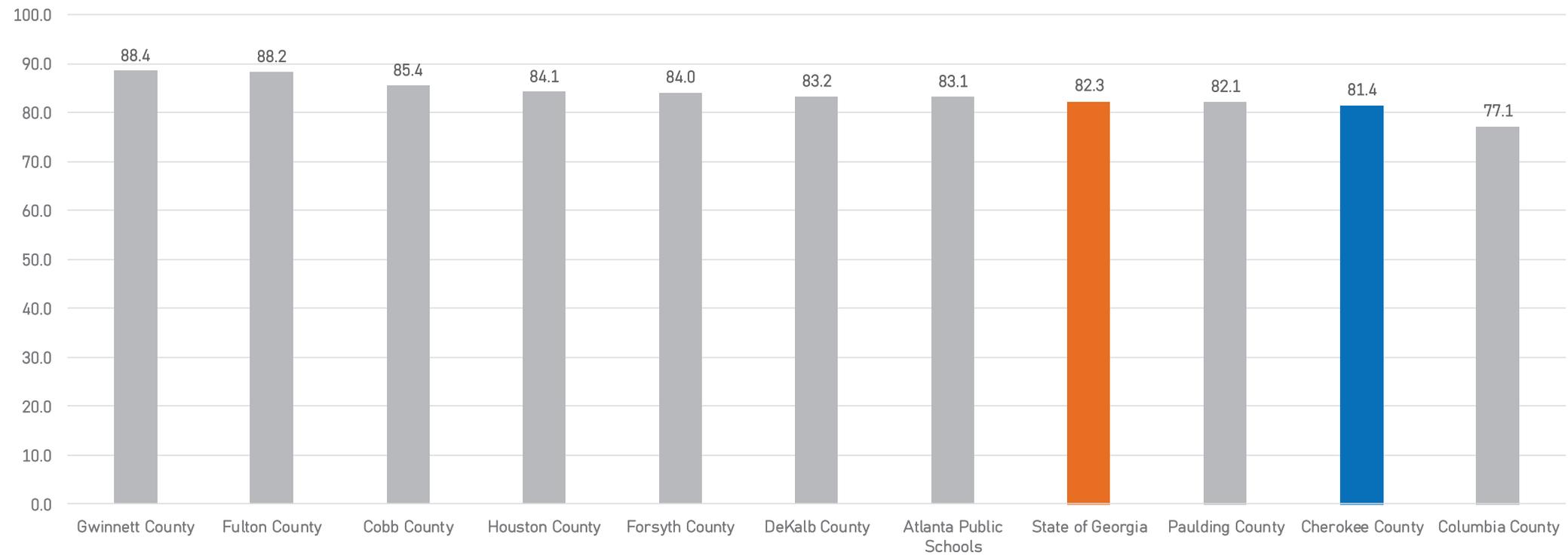


Progress

State Comparison School Districts

Middle School - 2024

2024 Progress MS



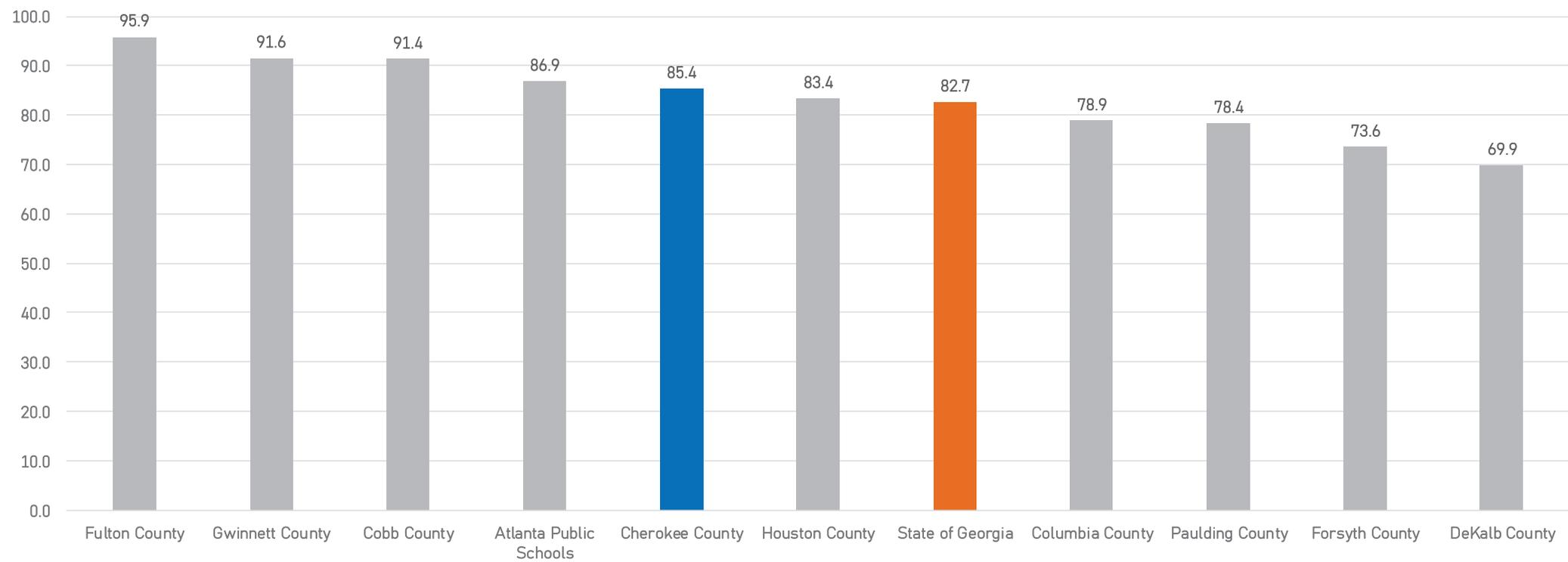


Progress

State Comparison School Districts

High School - 2024

2024 Progress HS





2024 State Accountability Review Closing Gaps

The intent of the closing gaps component is to determine if all students and all student groups are making improvement in achievement rates

Data Sources: Student performance by student group toward achievement targets on the Georgia Milestones Assessment System



Closing Gaps District Comparison Over Time (2023-2024)

Elementary

Middle

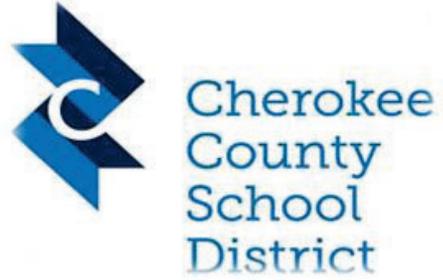
High

100.0

77.8

55.6

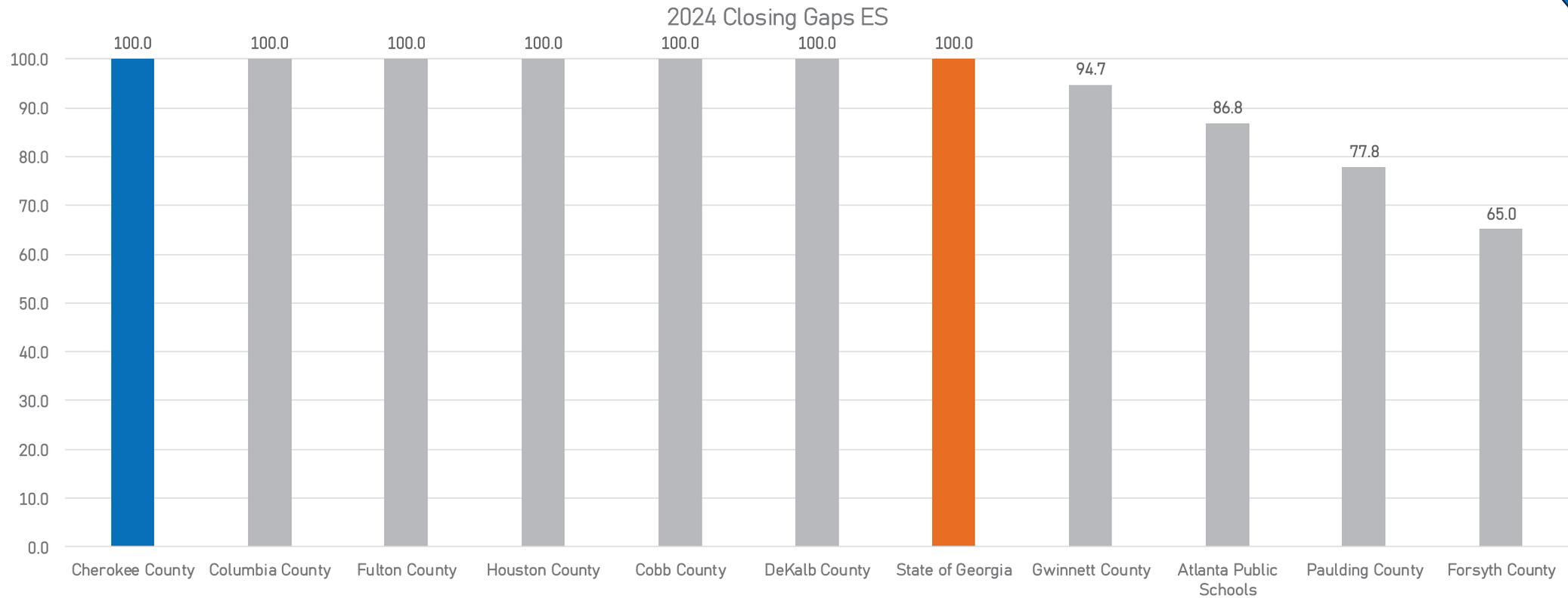
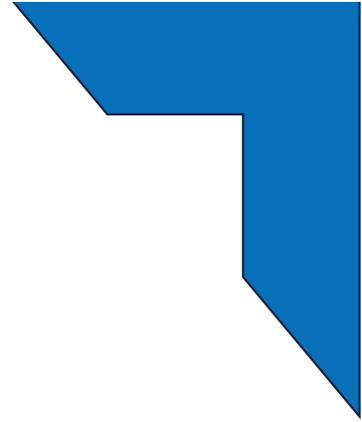
*Closing Gaps scores are not comparable to the previous year due to the update of math assessments to align with the new K-12 math standards implementation



Closing Gaps

State Comparison School Districts

Elementary School - 2024



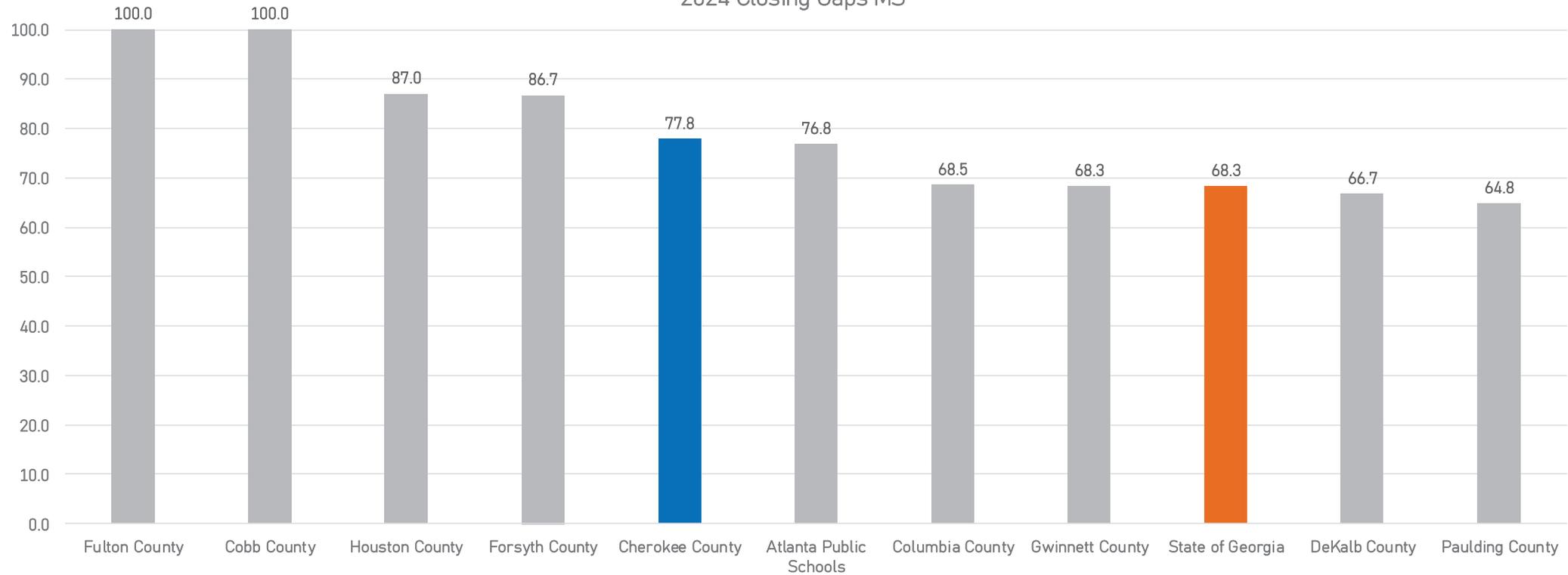


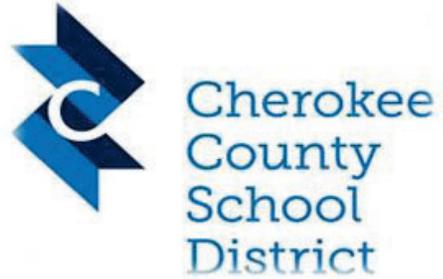
Closing Gaps

State Comparison School Districts

Middle School - 2024

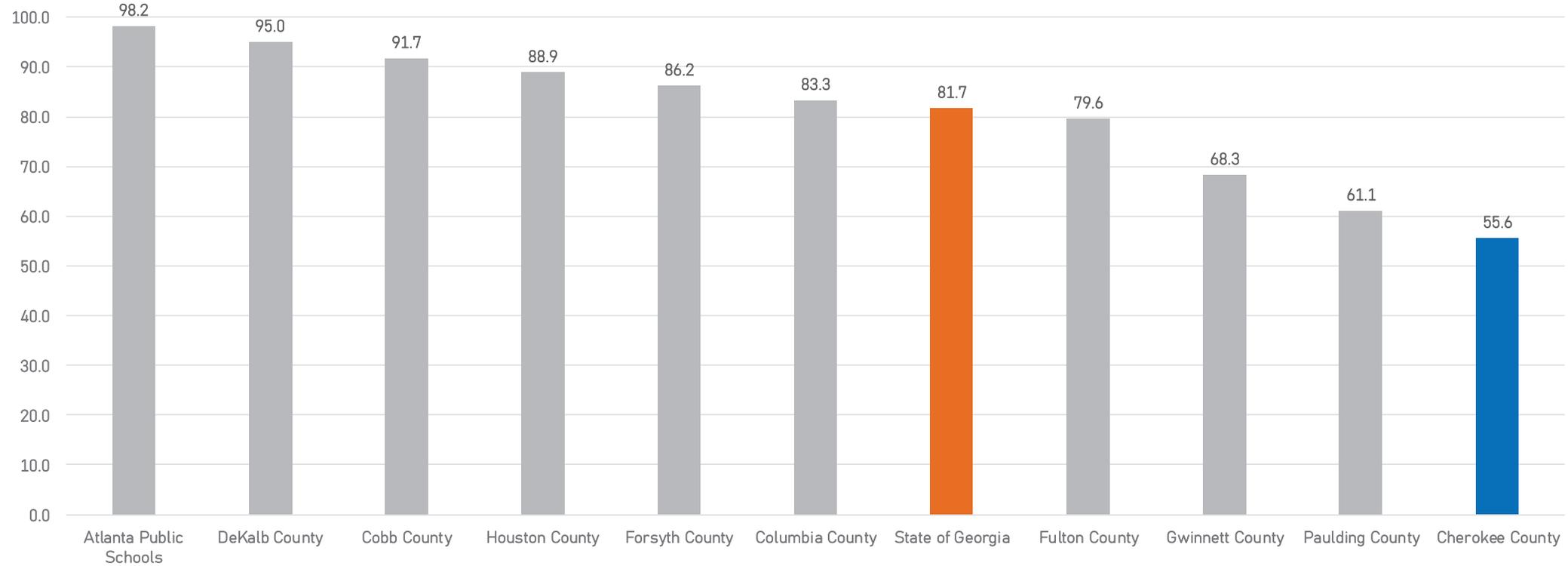
2024 Closing Gaps MS





Closing Gaps State Comparison School Districts High School - 2024

2024 Closing Gaps HS





2024 State Accountability Review Readiness

The intent of the readiness component is to determine if students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career

Data Sources:

Elementary and Middle School - Percentage of students reading at or above grade level, student attendance, and completion of beyond the core courses

High School - Percentage of students reading at or above grade level, student attendance, accelerated enrollment, pathway completion, and college and career readiness



Readiness District Comparison Over Time (2023-2024)

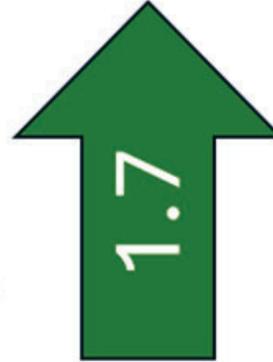
Elementary



88.0

20 Schools Increased

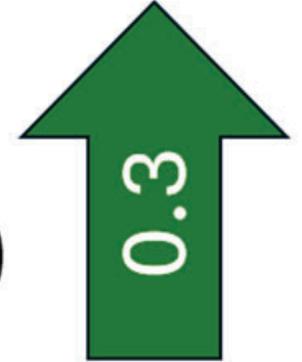
Middle



86.2

7 Schools Increased

High



80.0

6 Schools Increased



Combined ES/MS/HS Readiness Local School Bright Spots (2023-2024)

Schools with an Increase in Readiness Score

Elementary Schools

Arnold Mill ES
Avery ES
Ball Ground ES
Bascomb ES
Boston ES
Carmel ES
Clark Creek ES

Clayton ES
Free Home ES
Hasty ES
Holly Springs ES
Indian Knoll ES
Johnston ES
Knox ES

Little River ES
Macedonia ES
Oak Grove ES
R. M. Moore ES
Sixes ES
Woodstock ES

Middle Schools

Creekland MS
Dean Rusk MS
E. T. Booth MS
Freedom MS
Mill Creek MS
Teasley MS
Woodstock MS

High Schools

Creekview HS
Etowah HS

i-Grad HS
River Ridge HS

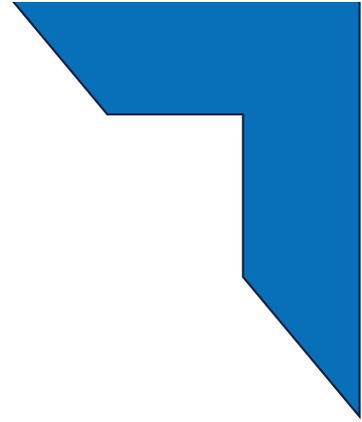
Sequoyah HS
Woodstock HS



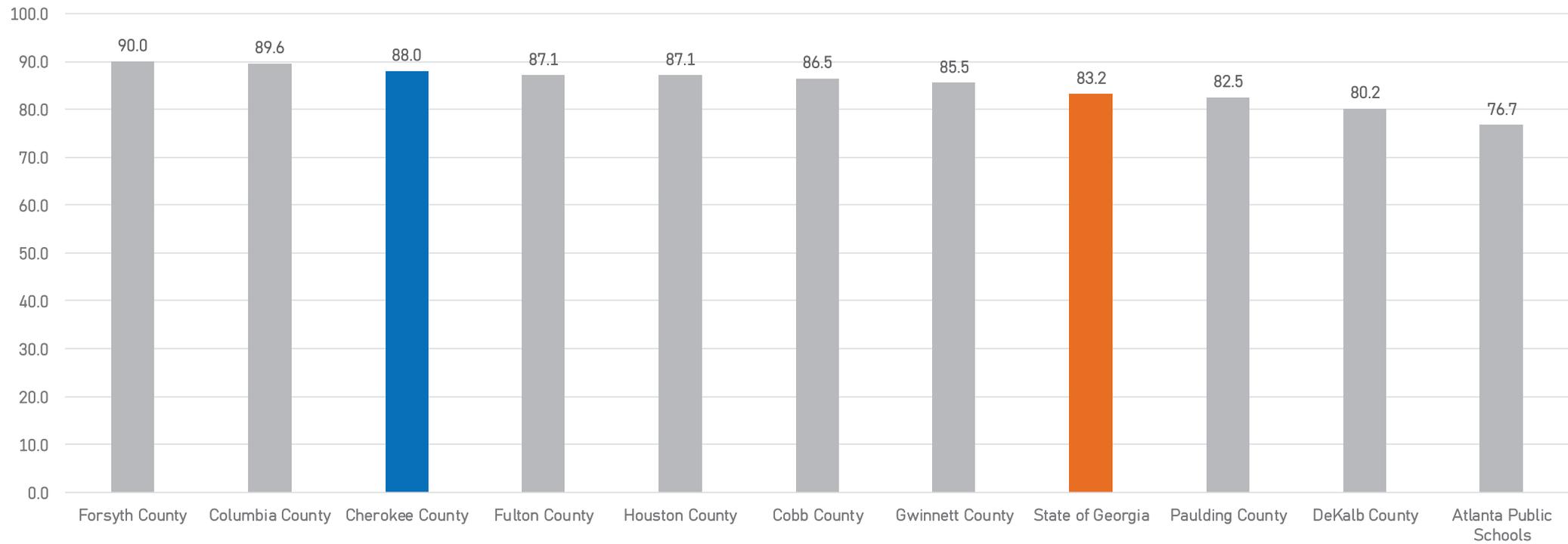
Readiness

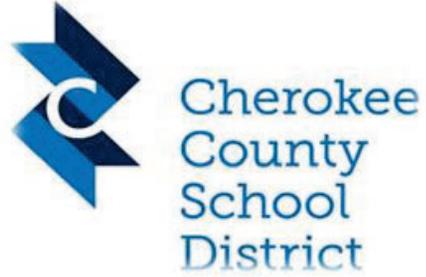
State Comparison School Districts

Elementary School - 2024



2024 Readiness ES



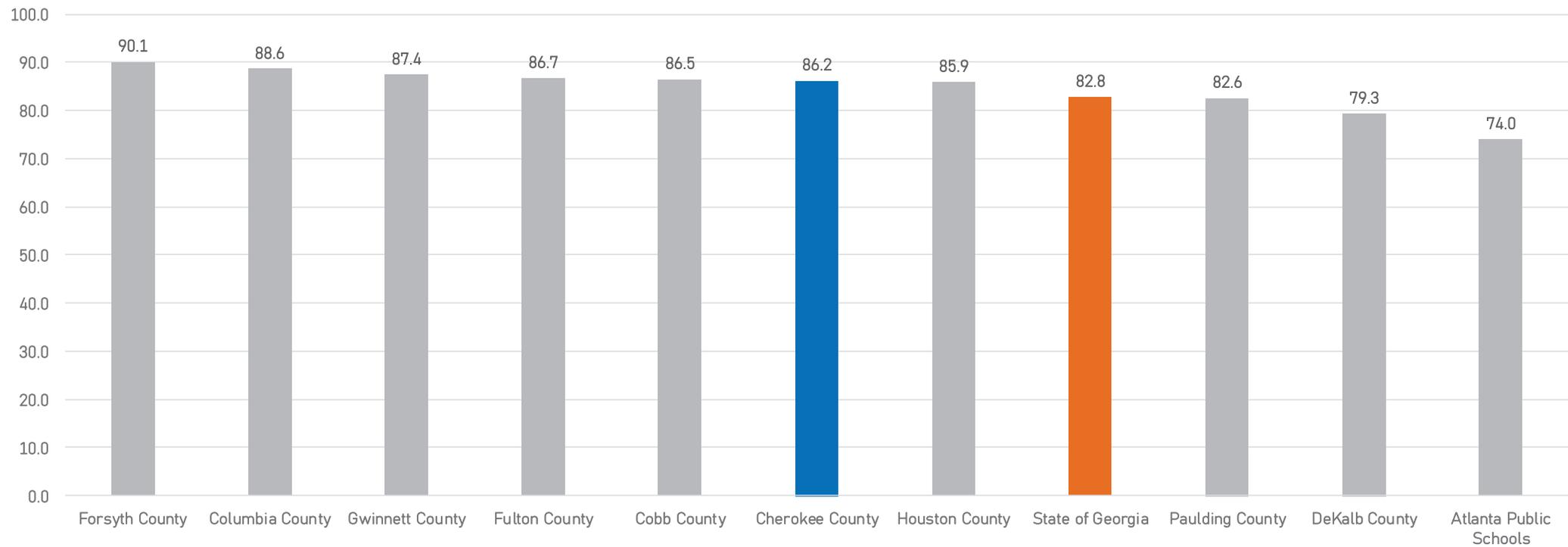


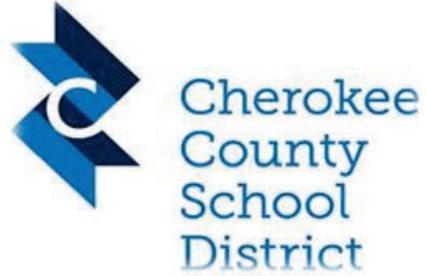
Readiness

State Comparison School Districts

Middle School - 2024

2024 Readiness MS



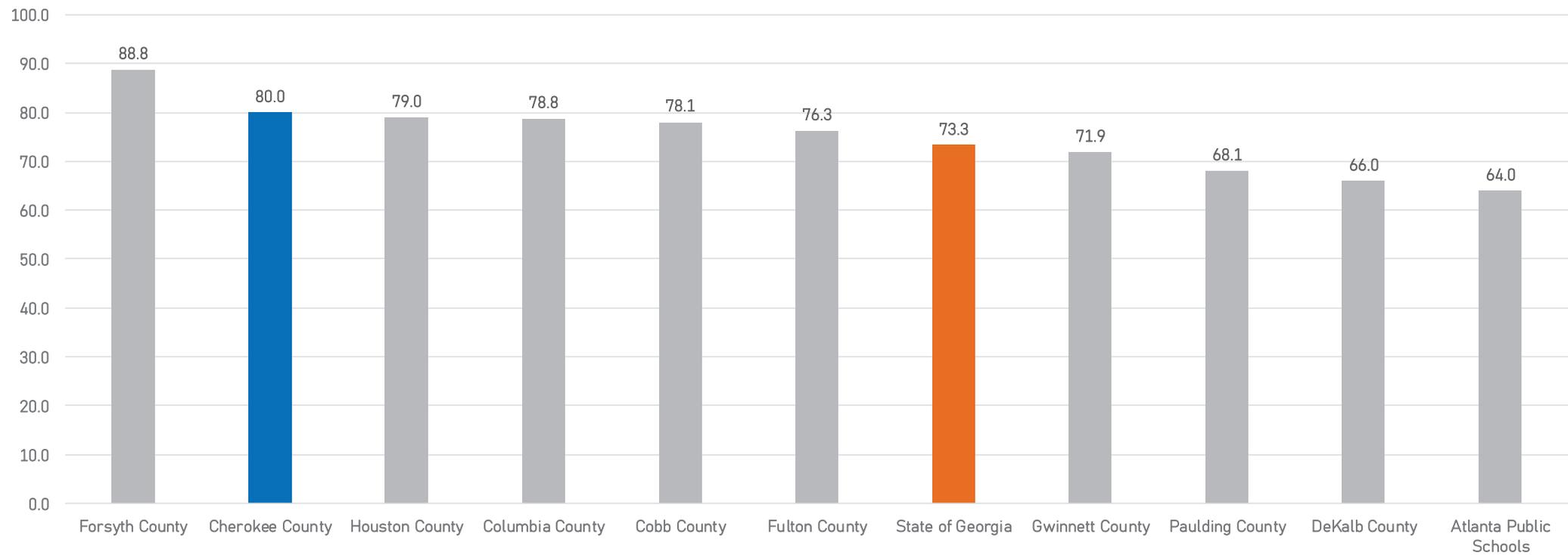


Readiness

State Comparison School Districts

High School - 2024

2024 Readiness HS





2024 State Accountability Review Graduation Rate

The intent of the graduation rate component is to determine if students are graduating from high school with a regular diploma in four or five years

Data Sources: 4-year and 5-year graduation rate for high schools



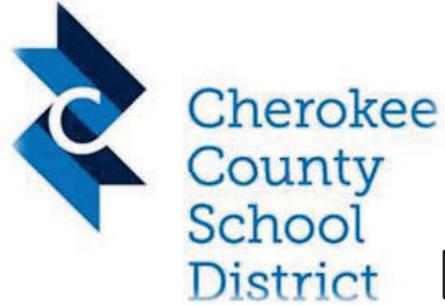
Graduation Rate District Comparison Over Time (2023-2024)

Graduation Rate Score

93.6



6 Schools Increased



High School Graduation Rate Local School Bright Spots (2023-2024)

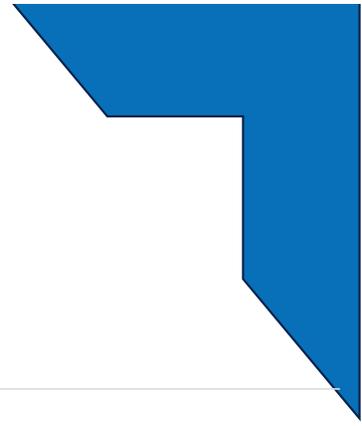
High Schools with an Increase in Graduation Rate Score

Cherokee
Creekview
i-Grad
River Ridge
Sequoyah
Woodstock

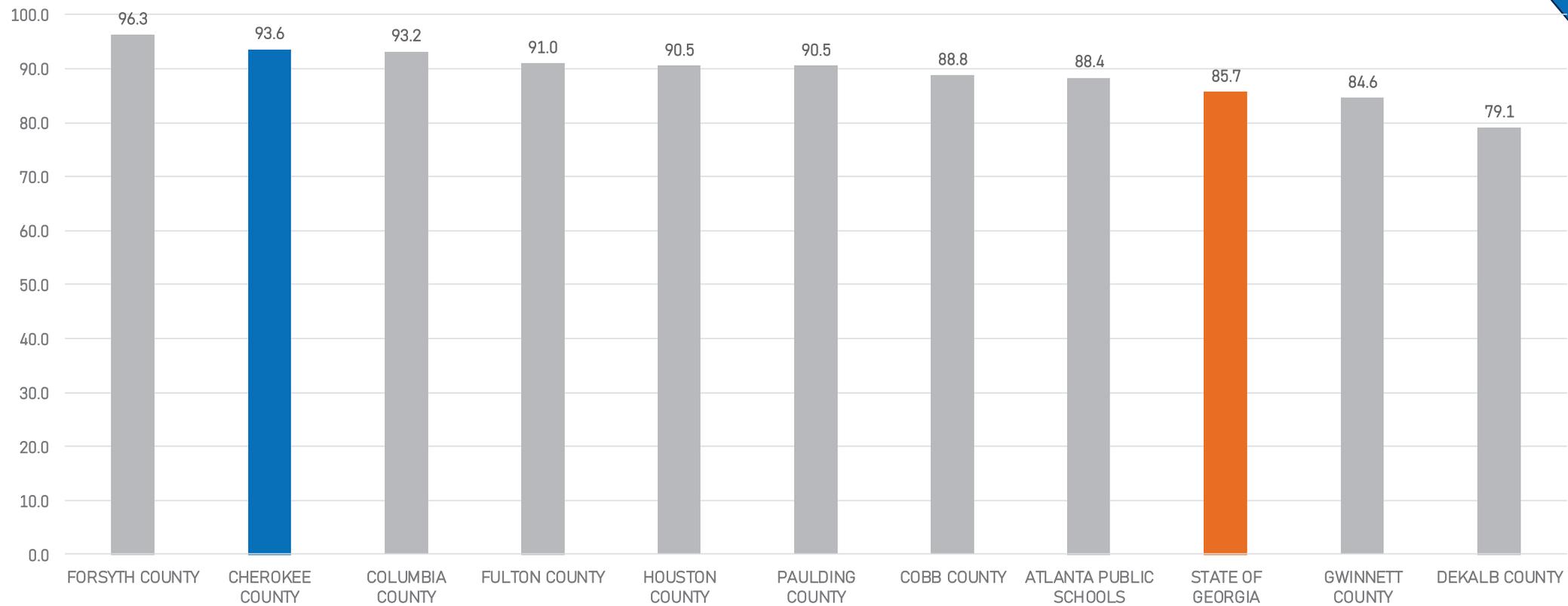


Graduation Rate

State Comparison School Districts



2024 Graduation Rate HS



Looking Ahead: Key Priorities

1

Looking Ahead 2025-26

- Maintain central focus on standards
- Maintain focus on effective PLCs
- Roll-out K-12 cohesive Literacy Model
- Introduce multi-year roll-out of core, standards-aligned resources and a 1:1 device plan

2

Looking Ahead 2025-26

- Set Math goals (Spring 2025)
- Study and develop policy (Literacy)
- Structure a long-range strategic plan (Fall 2025)
- Develop a local accountability model (~Fall 2026)

3

Looking Ahead 2025-26

- SY25-26 Priorities/Initiatives to be shared by April 1
- Summer and SY25-26 Professional Development to be shared by April 1
- SY25-26 Meeting Schedule to be shared by May 1

4

Looking Ahead 2025-26

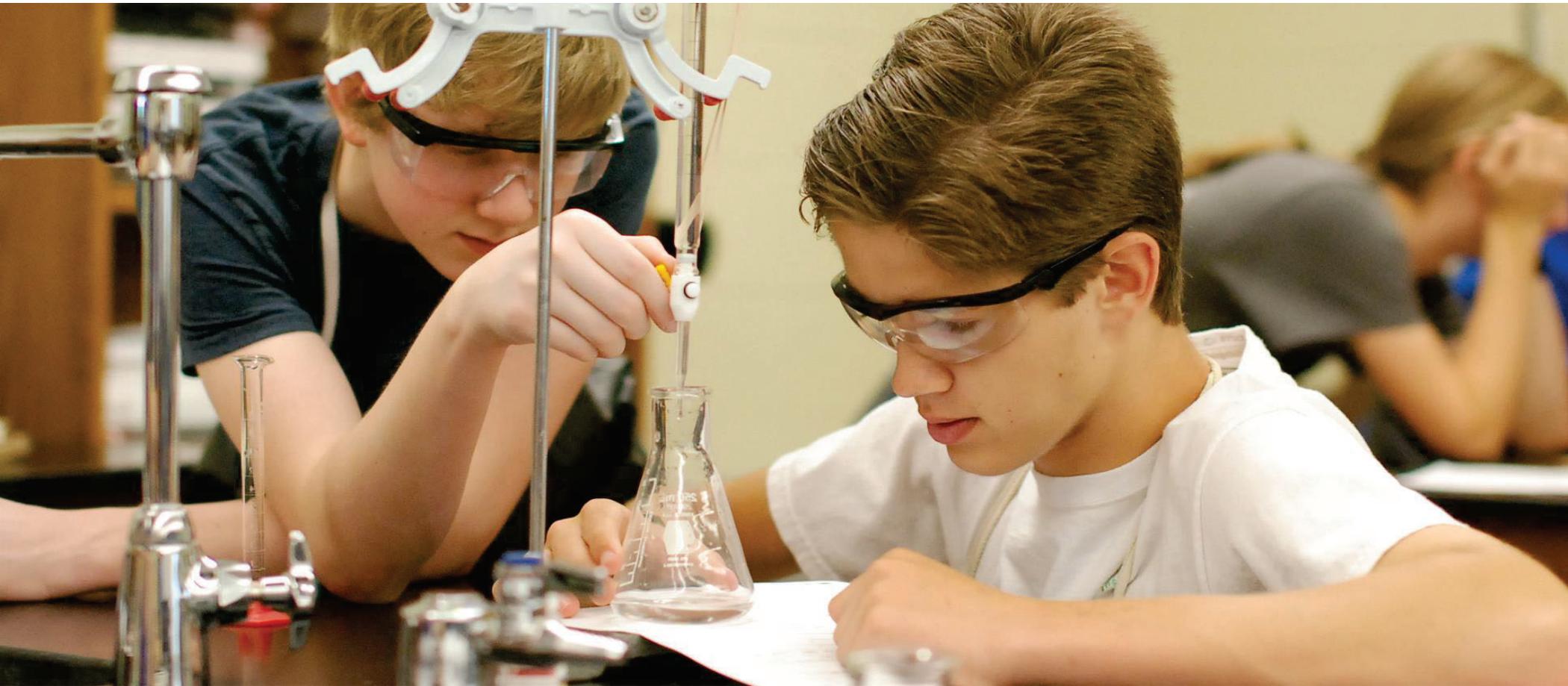
- Update a Basic Equipment List for every academic and operational space
- Furnish Free Home ES



Performance and Accountability in CCSD

Performance: The process of improving so that students are learning more, growing more, and achieving more.

Accountability: Having clear goals and when we achieve those goals, we celebrate; and when we fall short of achieving those goals, we adjust our processes and practices to yield better outcomes for students.

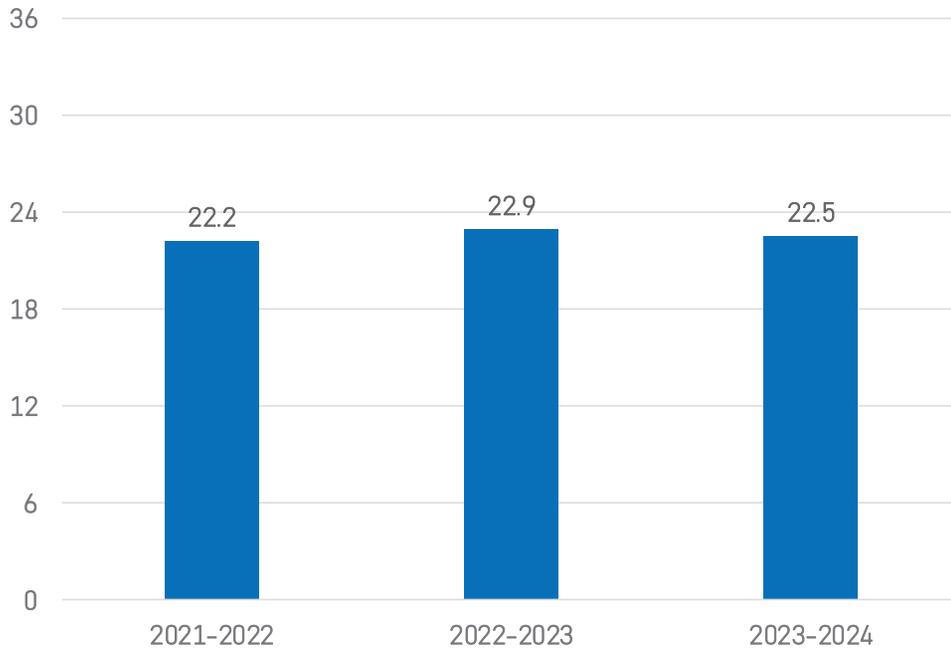


2024 Advanced Placement, ACT, and SAT Review
Academics and Accountability – December 12, 2024



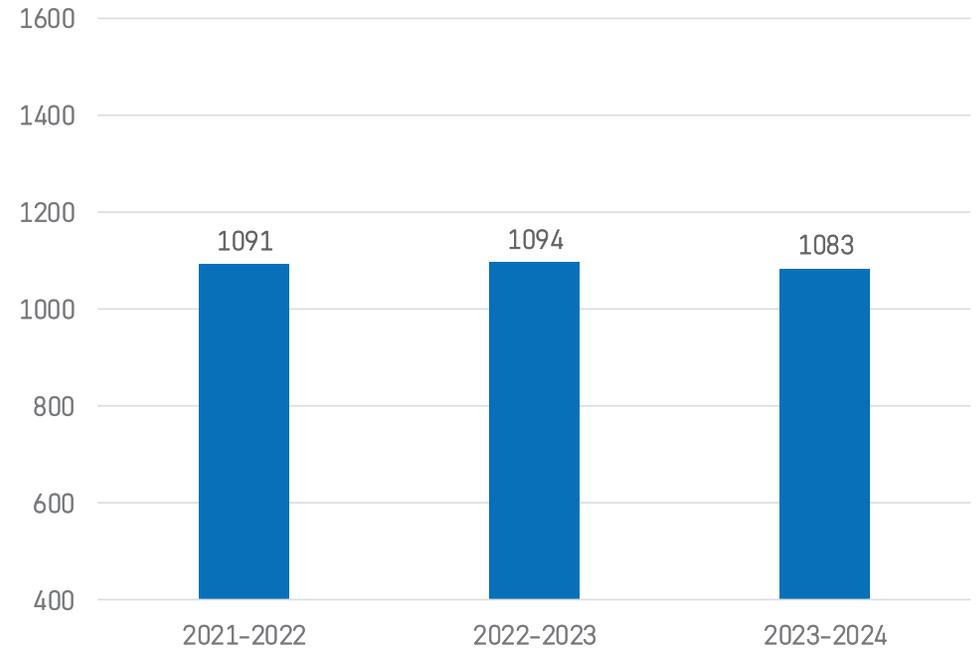
ACT and SAT District Performance Over Time (2022-2024)

ACT Performance Over Time (2022-2024)



Above the state and national composite score, and in the top 10% of school districts in Georgia

SAT Performance Over Time (2022-2024)



Above the state and national total mean score, and in the top 10% of school districts in Georgia

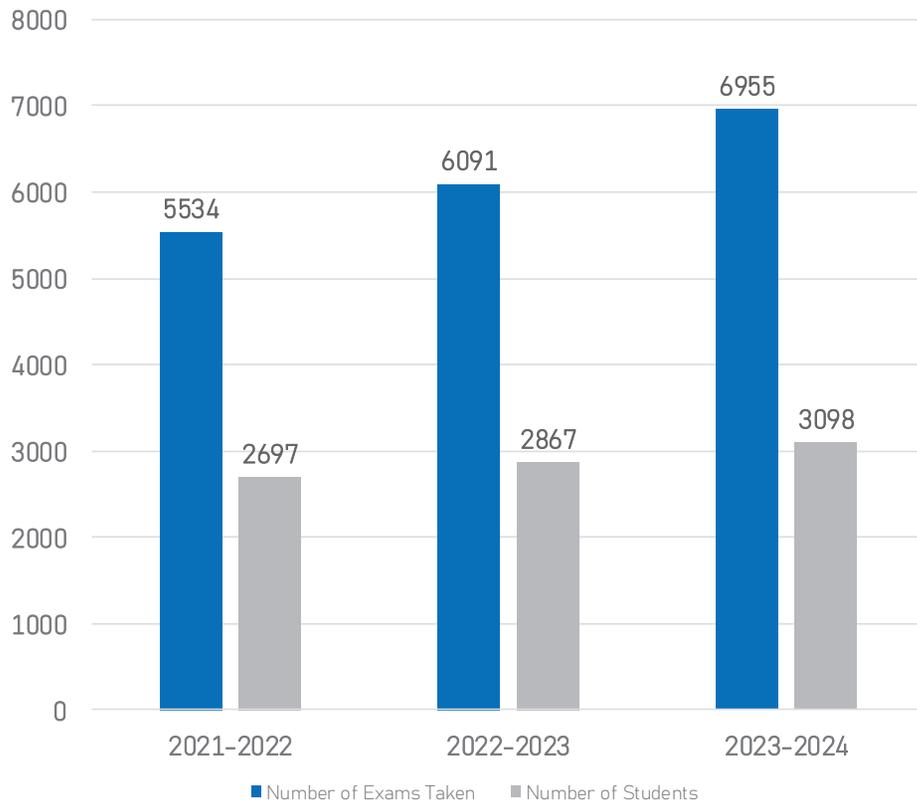


Advanced Placement (AP) Performance

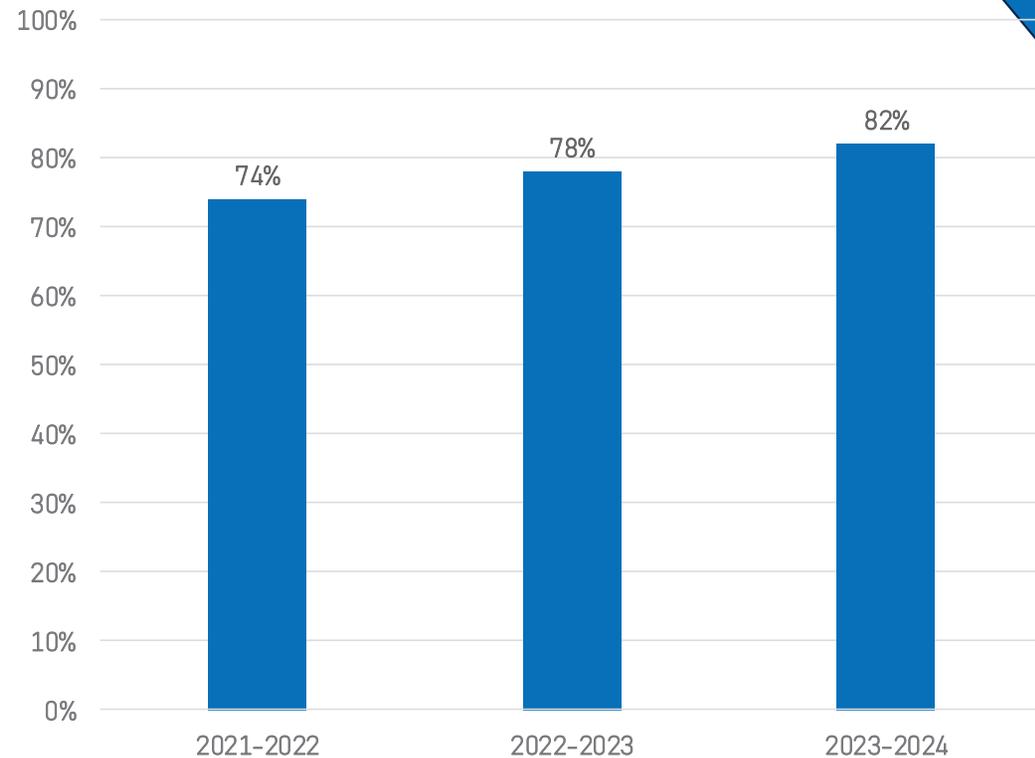


Advanced Placement (AP) District Performance Over Time (2022-2024)

AP Exam Participation



AP Exam Performance





Advanced Placement (AP) Local School Bright Spots (2024)



Cherokee High School

- Biology: 36 students tested with 97% scoring 3+ (average 4.0)
- United States History: 49 students tested with 96% scoring 3+ (average 3.8)
- Highest Participation Rate: English Language & Composition (93 students, 71% scoring 3+, 3.2 average)



Creekview High School

- Statistics: 31 students tested with 100% scoring 3+ (average 4.2)
- Chemistry: 18 students tested with 100% scoring 3+ (average 3.7)
- Highest Participation Rate: Environmental Science (159 students, 76% scoring 3+, 3.5 average)



Advanced Placement (AP) Local School Bright Spots (2024)



Etowah High School

- Seminar: 29 students tested with 100% scoring 3+ (average 4.1)
- Spanish Language and Culture: 39 students tested with 97% scoring 3+ (average 4.4)
- Highest Participation Rate: English Language & Composition (142 students tested, 59% scoring 3+, 3.0 average)



River Ridge High School

- Seminar: 58 students tested with 98% scoring 3+ (average 3.3)
- English Lit: 37 students tested with 95% scoring 3+ (average 3.9)
- Highest Participation Rate: 98 students in Precalculus (100% scoring 3+, 4.4 average) and Psychology (92% scoring 3+, 3.9 average)



Advanced Placement (AP) Local School Bright Spots (2024)



Sequoyah High School

- Chemistry: 59 students tested with 100% scoring 3+ (average 3.9)
- Research: 37 students tested with 100% scoring 3+ (average 4.1)
- Highest Participation Rate: English Language & Composition (167 students, 66% scoring 3+, 3.1 average)



Woodstock High School

- Seminar: 28 students tested with 100% scoring 3+ (average 3.4)
- US Government & Politics: 60 students tested with 98% scoring 3+ (average 4.2)
- Highest Participation Rate: English Language (111 students, 60% scoring 3+, 2.8 average)



Advanced Placement (AP) Performance Review

District Highlights

- In the first year that College Board offered AP Precalculus, CCSD administered 512 total exams with 99% of students scoring 3 or higher (Average Score 4.4). AP Precalculus had the 4th highest participation rate across the district and was the highest average score for the district.
- CCSD increased total exam participation by 14.2% while also increasing the percentage of students scoring 3 or higher by 4% from 2023 to 2024.
- CCSD had 82% of test takers score a 3 or higher, the highest pass rate ever.



Cherokee
County
School
District

Monthly Financial Report

Work Session | 12.12.2024



Mary Elizabeth Davis, PhD
Superintendent of Schools

CHEROKEE COUNTY BOARD OF EDUCATION
Mary Elizabeth Davis PhD, Superintendent
Kenneth Owen, Chief Financial Officer

FINANCIAL REPORT
NOVEMBER 2024

General Fund

For the month ending November 30, 2024, the fifth month of the 2024-25 Fiscal Year, the School District's Operating Account (General Fund) has received \$139,819,332 in revenue (year-to-date) consisting of state funds of \$78,568,865 (28% of budget), \$59,720,011 local revenues (19% of budget), and other funds of \$1,530,456 (48% of budget). All operating expenditures of \$201,558,125 (34% of budget) are within the Board of Education's approved 2024-25 budget.

Building Fund/Ed-SPLOST Collections

The Capital Outlay Fund balance of \$78,197,387 as of November 30, 2024 reflects Special Purpose Local Option Sales Tax for Education (Ed-SPLOST) collections, proceeds of bond sales for capital outlay purposes, and transfers from the General Fund less bond refundings, bond issuance costs, transfers of Ed-SPLOST to the Debt Service Fund and capital outlay expenses paid.

Cherokee County School District received \$5,514,947 for sales tax collections received in November 2024, for the month of October 2024, the 25th month of 60 monthly sales tax collections for the 2022-2027 SPLOST. Collections received were above projections for the month by \$653,614 and above cumulative projections by \$20,503,753.

Ed-SPLOST collections are accumulated within the Building Fund to be used for specified capital outlay purchases (limited pay-as-you-go) and transferred to the Debt Service Fund at the appropriate time to meet annual bond obligations (January and July). Excess Ed-SPLOST collections above projections are used to meet critical capital outlay needs and/or transferred to the Debt Service Fund as a safeguard against future negative economic conditions, assuring the School District can meet future bond payments.

Debt Service Fund

The Debt Service Fund balance as of November 30, 2024 is \$37,870,352 representing funds accumulated from Ed-SPLOST collections, collections from the 1.5 mills of property tax approved by the School Board, interest earned from investments and Invested Sinking Fund earnings. The Invested Sinking Fund is attached to the Series 2010B Bond issuance and is structured to fully pay the annual debt service on the Series 2010B bonds through August 2028. Annual Debt Service payments are made in February and August of each year, according to the Debt Service Schedule published annually in the Cherokee County School District Budget Book.

Federal/State/Competitive Grants and School Nutrition Funds

The School Nutrition Fund Balance as of November 30, 2024 is \$17,649,110 and represents the difference between revenues from all sources and all expenditures. This amount is held in reserve to cover potential funding shortfalls or unexpected expenses.

Federal, State and Competitive grant funds are annually awarded to the School District based on funding formulas (Federal Title Programs) and/or program applications (State and competitive grants). As funds are expended, reimbursements are sought from the various programs. Local funds are not intended to cover shortfalls within grant programs nor are grants intended to carry a fund balance.

**CHEROKEE COUNTY SCHOOL DISTRICT
FINANCIAL REPORT
AS OF NOVEMBER 30, 2024**

BALANCE SHEET	GENERAL FUND	DEBT SERVICE FUND	BUILDING FUND	FED FUNDS/ SCHOOL NUTRITION	TOTAL
ASSETS					
Cash and Cash Equivalents	\$ 81,529,728	\$ 8,482,782	\$ 78,197,387	\$ 12,280,964	\$ 180,490,861
Investments	-	29,387,570	-	-	29,387,570
Receivables	578,758	-	-	6,475,288	7,054,046
Inventories	1,127,335	-	-	963,677	2,091,012
TOTAL ASSETS	\$ 83,235,821	\$ 37,870,352	\$ 78,197,387	\$ 19,719,929	\$ 219,023,489
LIABILITIES					
Accounts Payable	\$ 130,556	\$ -	\$ -	\$ 1,000,017	\$ 1,130,573
Salaries and Benefits Payable	17,528,757	-	-	1,070,802	18,599,559
FUND BALANCE	65,576,508	37,870,352	78,197,387	17,649,110	199,293,357
TOTAL LIABILITIES AND FUND BALANCE	\$ 83,235,821	\$ 37,870,352	\$ 78,197,387	\$ 19,719,929	\$ 219,023,489
REVENUE AND EXPENSE					
REVENUE	\$ 139,819,332	\$ 5,521,209	\$ 24,545,605	\$ 15,860,611	\$ 185,746,757
EXPENDITURES	201,558,125	62,466,285	60,074,293	18,099,261	342,197,964
EXCESS REVENUE OVER EXPENDITURES	(61,738,793)	(56,945,076)	(35,528,688)	(2,238,650)	(156,451,207)
OTHER FINANCING SOURCES (USES)	207,442	24,044,998	(24,044,998)	-	207,442
BEGINNING FUND BALANCE	127,107,859	70,770,430	137,771,073	19,887,760	355,537,122
ENDING FUND BALANCE	\$ 65,576,508	\$ 37,870,352	\$ 78,197,387	\$ 17,649,110	\$ 199,293,357

**CHEROKEE COUNTY SCHOOL DISTRICT
GENERAL FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - NOVEMBER 30, 2024**

	2024-2025			
	APPROVED BUDGET	YEAR TO DATE	ENCUMBRANCES	AVAILABLE BUDGET
REVENUE				
Local Revenue	\$ 308,970,083	\$ 59,720,011		\$ 249,250,072
State Revenue	284,984,603	78,568,865		206,415,738
Federal Revenue	217,661	260,182		(42,521)
Investment Earnings	2,967,607	1,270,274		1,697,333
TOTAL REVENUE	597,139,954	139,819,332		457,320,622
EXPENDITURES				
Instructional Services	395,034,393	129,502,757	\$ 228,859	265,302,777
Pupil Services	26,831,506	9,647,777	7,904	11,946
Improvement of Instructional Services	23,570,187	10,683,380	1,332,312	11,554,495
Instructional Staff Training	823,888	331,148	350	492,390
Educational Media Services	6,213,059	2,217,222	81,090	3,914,747
General Administration	4,379,268	1,741,391	-	2,637,877
School Administration	35,164,383	14,370,746	16,147	20,777,490
Support Services-Business	4,254,775	1,644,971	47,829	2,561,975
Maintenance & Operation of Plant Services	49,894,990	16,675,139	1,601,446	31,618,405
School Safety and Security	-	1,693,719	779,362	(2,473,081)
Student Transportation Services	32,323,494	10,229,888	2,297,971	19,795,635
Support Services-Central	7,109,745	2,819,987	1,389	4,288,369
School Nutrition Program	208,408	-	-	208,408
TOTAL EXPENDITURES	585,808,096	201,558,125	6,394,659	360,691,433
OTHER FINANCING SOURCES (USES)				
Proceeds from Sale of Assets	162,342	507,442		(345,100)
Accounts Transfers Out	(8,505,731)	(300,000)		(8,205,731)
TOTAL OTHER FIN SOURCES (USES)	(8,343,389)	207,442		(8,550,831)
NET CHANGE FUND BALANCES	\$ 2,988,469	\$ (61,531,351)	\$ (6,394,659)	\$ 88,078,358

**CHEROKEE COUNTY SCHOOL DISTRICT
DEBT SERVICE FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - NOVEMBER 30, 2024**

	2024-2025		
	APPROVED BUDGET	YEAR TO DATE	AVAILABLE BUDGET
REVENUE			
Local Revenue	\$ 23,244,600	\$ 4,668,484	\$ 18,576,116
Investment Earnings	2,741,028	607,214	2,133,814
Miscellaneous Revenue	2,803,945	245,511	2,558,434
TOTAL REVENUE	28,789,573	5,521,209	23,268,364
EXPENDITURES			
Debt Service	79,731,161	62,466,285	17,264,876
TOTAL EXPENDITURES	79,731,161	62,466,285	17,264,876
OTHER FINANCING SOURCES (USES)			
Accounts Transfers In	28,744,998	24,044,998	4,700,000
TOTAL OTHER FIN SOURCES (USES)	28,744,998	24,044,998	4,700,000
NET CHANGE FUND BALANCES	\$ (22,196,590)	\$ (32,900,078)	\$ 10,703,488

**CHEROKEE COUNTY SCHOOL DISTRICT
BUILDING FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - NOVEMBER 30, 2024**

	2024-2025			
	APPROVED BUDGET	YEAR TO DATE	ENCUMBRANCES	AVAILABLE BUDGET
REVENUE				
Local Revenue	\$ 58,268,745	\$ 22,561,193		\$ 35,707,552
State Revenue	3,000,000	-		3,000,000
Investment Earnings	4,882,861	1,984,412		2,898,449
TOTAL REVENUE	66,151,606	24,545,605		41,606,001
EXPENDITURES				
Instructional Services	22,985,051	8,168,209	228,226	14,588,616
Support Services-Business	1,160,081	-	-	1,160,081
Facilities Acquisition and Construction Svs.	187,787,715	51,906,084	5,667	135,875,964
TOTAL EXPENDITURES	211,932,847	60,074,293	233,893	151,624,661
OTHER FINANCING SOURCES (USES)				
Bond Issuance	105,000,000	-		105,000,000
Premiums on Bonds Sold	15,000,000	-		15,000,000
Accounts Transfers In	6,512,531	-		6,512,531
Accounts Transfers Out	(28,744,998)	(24,044,998)		(4,700,000)
TOTAL OTHER FIN SOURCES (USES)	97,767,533	(24,044,998)		121,812,531
NET CHANGE FUND BALANCES	\$ (48,013,708)	\$ (59,573,686)	\$ (233,893)	\$ 11,793,871

**CHEROKEE COUNTY SCHOOL DISTRICT
FEDERAL FUNDS AND SCHOOL NUTRITION COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - NOVEMBER 30, 2024**

	2024-2025			
	APPROVED BUDGET	YEAR TO DATE	ENCUMBRANCES	AVAILABLE BUDGET
REVENUE				
Local Revenue	\$ 8,238,909	\$ 3,038,610		\$ 5,200,299
State Revenue	1,719,985	837,177		882,808
Federal Revenue	31,604,659	11,735,373		19,869,286
Investment Earnings	593,240	249,451		343,789
TOTAL REVENUE	42,156,793	15,860,611		26,296,182
EXPENDITURES				
Instructional Services	10,560,299	4,200,549	\$ 42,201	6,317,549
Pupil Services	5,844,962	2,262,043	12,261	3,570,658
Improvement of Instructional Services	609,717	211,363	-	398,354
Instructional Staff Training	2,443,104	655,910	28,880	1,758,314
Maintenance & Operation of Plant Services	4,350	127,290	68,198	(191,138)
Student Transportation Services	521,015	146,802	-	374,213
Support Services-Central	218,190	75,991	-	142,199
School Nutrition Program	23,341,007	10,419,313	109,687	12,812,007
TOTAL EXPENDITURES	43,542,644	18,099,261	261,227	25,182,156
OTHER FINANCING SOURCES (USES)				
Accounts Transfers In	1,385,851	-		1,385,851
TOTAL OTHER FIN SOURCES (USES)	1,385,851	-		1,385,851
NET CHANGE FUND BALANCES	\$ -	\$ (2,238,650)	\$ (261,227)	\$ 2,499,877

CHEROKEE COUNTY SCHOOL DISTRICT
SPECIAL PURPOSE LOCAL OPTION SALES TAX (2022-2027)
COMPARISON OF COLLECTIONS
THROUGH NOVEMBER 30, 2024

REPORTING MONTH	60 MONTH COLLECTION MONTH	PERIOD	PROJECTED COLLECTIONS	ACTUAL COLLECTIONS	DIFFERENCE ACTUAL AND PROJECTED COLLECTIONS
November 2022	October 2022	1	\$ 4,636,009	\$ 5,328,786	\$ 692,777
December 2022	November 2022	2	4,807,242	5,405,654	598,412
January 2023	December 2022	3	5,104,524	6,617,076	1,512,552
February 2023	January 2023	4	4,824,820	4,852,679	27,859
March 2023	February 2023	5	4,062,238	4,697,475	635,237
April 2023	March 2023	6	4,325,376	5,419,587	1,094,211
May 2023	April 2023	7	4,448,443	5,296,122	847,679
June 2023	May 2023	8	4,604,100	5,494,145	890,045
July 2023	June 2023	9	4,818,522	5,509,360	690,838
August 2023	July 2023	10	4,787,586	5,922,789	1,135,203
September 2023	August 2023	11	4,848,609	5,339,709	491,100
October 2023	September 2023	12	4,619,404	5,276,069	656,665
November 2023	October 2023	13	4,766,013	5,652,592	886,579
December 2023	November 2023	14	4,899,541	5,628,151	728,610
January 2024	December 2023	15	5,403,573	6,715,254	1,311,681
February 2024	January 2024	16	4,921,317	5,110,321	189,004
March 2024	February 2024	17	4,143,483	5,309,129	1,165,646
April 2024	March 2024	18	4,411,884	5,502,215	1,090,331
May 2024	April 2024	19	4,537,412	5,471,342	933,930
June 2024	May 2024	20	4,696,182	5,810,715	1,114,533
July 2024	June 2024	21	4,914,893	5,612,665	697,772
August 2024	July 2024	22	4,883,338	5,864,797	981,459
September 2024	August 2024	23	4,945,582	5,789,651	844,069
October 2024	September 2024	24	4,711,792	5,345,738	633,946
November 2024	October 2024	25	4,861,333	5,514,947	653,614
			<u>\$ 117,983,215</u>	<u>\$ 138,486,968</u>	<u>\$ 20,503,753</u>

2022-2027 Ed-SPLOST Projected Collections

	2022	2023	2024	2025	2026	2027	TOTAL
January	-	4,824,820	4,921,317	5,019,743	5,120,138	5,222,541	25,108,558
February	-	4,062,238	4,143,483	4,226,353	4,310,880	4,397,097	21,140,052
March	-	4,325,376	4,411,884	4,500,122	4,590,124	4,681,927	22,509,432
April	-	4,448,443	4,537,412	4,628,160	4,720,723	4,815,138	23,149,876
May	-	4,604,100	4,696,182	4,790,105	4,885,907	4,983,625	23,959,919
June	-	4,818,522	4,914,893	5,013,191	5,113,455	5,215,724	25,075,784
July	-	4,787,586	4,883,338	4,981,005	5,080,625	5,182,237	24,914,790
August	-	4,848,609	4,945,582	5,044,493	5,145,383	5,248,291	25,232,358
September	-	4,619,404	4,711,792	4,806,027	4,902,148	5,000,191	24,039,561
October	4,636,009	4,766,013	4,861,333	4,958,560	5,057,731	-	24,279,647
November	4,807,242	4,899,541	4,997,532	5,097,482	5,199,432	-	25,001,229
December	5,104,524	5,403,573	5,511,645	5,621,878	5,734,315	-	27,375,934
TOTALS	\$ 14,547,775	\$ 56,408,226	\$ 57,536,391	\$ 58,687,118	\$ 59,860,861	\$ 44,746,770	\$ 291,787,141

Fiscal Year 2026 Budget Development

**FY2026 Budget Development
School Board Work Session
December 12, 2024**

STEP ONE: Identify Revenue and Expenditure Impacts

Table 1

REVENUE: STATE	FY2025	FY2026	DIFFERENCE
QBE	\$355,750,576	\$360,213,485	\$4,462,909
Less local 5 mills	(\$78,351,453)	(\$81,427,366)	(\$3,075,913)
TOTAL	\$277,399,123	\$278,786,119	\$1,386,996

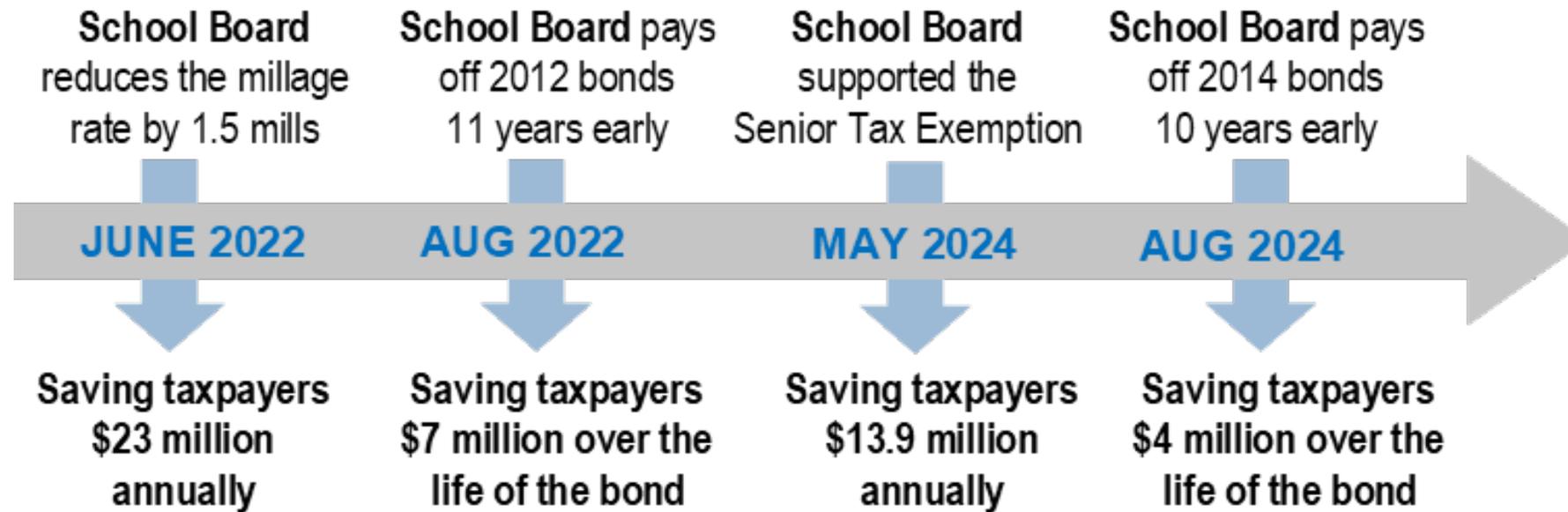
Table 2

EXPENDITURES: STATE	FY2025	FY2026	DIFFERENCE
State Health Benefit Plan (Increasing)	\$57,340,800	\$59,608,800	(\$2,268,000)
Teacher Retirement (Increasing 5.77%)	\$67,319,109	\$71,203,422	(\$3,884,313)
TOTAL	\$124,659,909	\$130,812,222	(\$6,152,313)

Table 3

SUMMARY: STATE	FY2025	FY2026	DIFFERENCE
Revenue	\$277,399,123	\$278,786,119	\$1,386,996
Expenditures	\$124,659,909	\$130,812,222	(\$6,152,313)
TOTAL	---	---	(\$4,765,317)

STEP ONE: Identify Revenue and Expenditure Impacts



STEP ONE: Identify Revenue and Expenditure Impacts

Table 4

REVENUE: LOCAL	FY 2025	FY2026	DIFFERENCE
Property Tax Digest (5.1%)	\$307,374,583	\$323,735,498	\$16,360,915
Senior Tax Exemption	(\$34,693,247)	(\$48,604,385)	(\$13,911,138)
Other Local Revenue*	\$33,493,462	\$34,297,392	\$803,930
TOTAL	\$306,174,798	\$309,428,505	\$3,253,707

*Includes Intangible Tax, Real Estate Transfer Tax, Motor Vehicle, Title Ad Valorem Tax and Mobile Homes

Table 5

EXPENDITURES: LOCAL	FY2025	FY2026	DIFFERENCE
Daily Operations	\$57,006,941	\$55,296,733	\$1,710,208
Honoring Salary Schedule	\$352,401,361	\$355,927,688	(\$3,526,226)
TOTAL	\$409,408,302	\$411,224,421	(\$1,816,018)

Table 6

SUMMARY: LOCAL	FY2025	FY2026	DIFFERENCE
Revenue	\$306,174,798	\$309,428,505	\$3,253,708
Expenditures	\$409,408,302	\$411,224,421	(\$1,816,018)
TOTAL	---	---	\$1,437,690

STEP ONE: Identify Revenue and Expenditure Impacts

Table 4

REVENUE: LOCAL	FY 2025	FY2026	DIFFERENCE
Property Tax Digest (5.1%)	\$307,374,583	\$323,735,498	\$16,360,915
Senior Tax Exemption	(\$34,693,247)	(\$48,604,385)	(\$13,911,137)
Other Local Revenue*	\$33,493,462	\$34,297,392	\$803,930
TOTAL	\$375,561,292	\$404,637,275	\$3,253,708

*Includes Intangible Tax, Real Estate Transfer Tax, Motor Vehicle, Title Ad Valorem Tax and Mobile Homes

Table 5

EXPENDITURES: LOCAL	FY2025	FY2026	DIFFERENCE
Daily Operations	\$57,006,941	\$55,296,733	\$1,710,208
Honoring Salary Schedule	\$352,401,361	\$355,927,688	(\$3,526,226)
TOTAL	\$409,408,302	\$411,224,421	(\$1,816,018)

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Expenditures	\$409,408,302	\$411,224,421	(\$1,816,018)
TOTAL	---	---	\$1,437,690

STEP ONE: Identify Revenue and Expenditure Impacts

Table 4

REVENUE: LOCAL	FY 2025	FY2026	DIFFERENCE
Property Tax Digest (5.1%)	\$307,374,583	\$323,735,498	\$16,360,915
Senior Tax Exemption	(\$34,693,247)	(\$48,604,385)	(\$13,911,138)
Other Local Revenue*	\$33,493,462	\$34,297,392	\$803,930
TOTAL	\$306,174,798	\$309,428,505	\$3,253,707

*Includes Intangible Tax, Real Estate Transfer Tax, Motor Vehicle, Title Ad Valorem Tax and Mobile Homes

Table 5

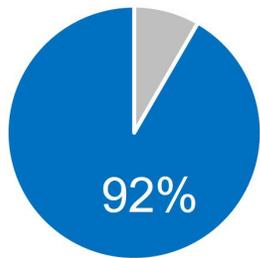
EXPENDITURES: LOCAL	FY2025	FY2026	DIFFERENCE
Daily Operations	\$57,006,941	\$55,296,733	\$1,710,208
Honoring Salary Schedule	\$352,401,361	\$355,927,688	(\$3,526,226)
TOTAL	\$409,408,302	\$411,224,421	(\$1,816,018)

Table 6

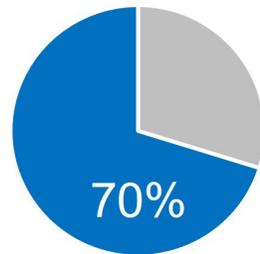
SUMMARY: LOCAL	FY2025	FY2026	DIFFERENCE
Revenue	\$306,174,798	\$309,428,505	\$3,253,708
Expenditures	\$409,408,302	\$411,224,421	(\$1,816,018)
TOTAL	---	---	\$1,437,690

STEP ONE: Identify Revenue and Expenditure Impacts

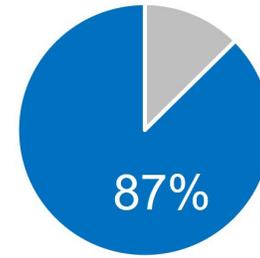
STATE AND LOCAL EXPENDITURES



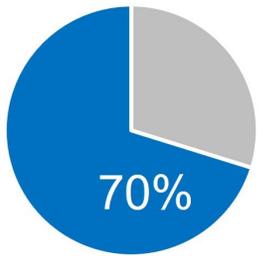
Transportation
\$29.2M



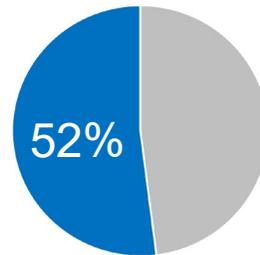
Safety & Security
\$6.4M



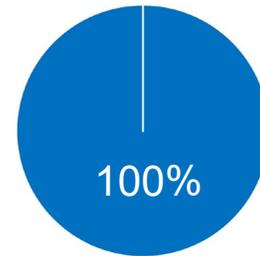
Technology
\$17.2M



Nurses
\$3.2M



Employee
Compensation
\$352.4M



Custodians
\$13.9M



STEP ONE: Identify Revenue and Expenditure Impacts

SUMMARY: STATE	FY 2025	FY 2026	DIFFERENCE
Revenue	\$277,399,123	\$278,786,119	\$1,386,996
Expenditures	\$124,659,909	\$130,812,222	(\$6,152,313)
TOTAL	---	---	(\$4,765,317)

SUMMARY: LOCAL	FY2025	FY2026	DIFFERENCE
Revenue	\$306,174,798	\$309,428,505	\$3,253,708
Expenditures	\$409,408,302	\$417,044,837	(\$1,816,018)
TOTAL			\$1,437,690

FY2026 Revenue and Expenditure Outlook
(\$4,765,317) + \$1,437,690 = (\$3,327,627)

Fiscal Year 2026 Budget Development

Step Two: Decrease Expenditures to Mitigate the Difference

- Reducing Division Budgets by at Least 3% Would Provide a Savings of at Least \$1.3M
- Shedding Redundancies in Instructional Resources Uncovered by Audit Will Save an Estimated \$1.2M
- Growth in Title Ad Valorem Tax on Sales of New Vehicles Will Provide an Estimated \$814,774

STEP TWO: Decrease Expenditures to Mitigate the Difference

Total Difference Between Revenues and Expenses	(\$3,327,627)
Reduce Division Budgets by 3%	\$1,311,412
Reduce Redundancies	\$1,263,892
Increase TAVT	\$ <u>814,774</u>
DIFFERENCE	\$ 62,451

Assuming Senior Tax Exemption, we are prepared for a balanced budget, honoring the salary schedule and sustaining current operations.

STEP THREE: Evaluate Impact of Floating Homestead Exemption Created by HB581

REVENUE: LOCAL	FY 2026 Based on Actual Growth of 5.1%	FY2026 Based on CPI of 2.4%	DIFFERENCE
Property Tax Digest	\$315,251,573	\$307,374,583	(\$7,876,990)

Impact Over Time

FY26	(\$7,876,990)
FY27	(\$16,307,223)
FY28	<u>(\$25,552,622)</u>
TOTAL	(\$49,736,835)

The total reflects the compounding effect of the Floating Homestead Exemption.

Passage of the statewide referendum amending the Georgia Constitution and placing a floating homestead exemption on all eligible residential properties significantly changes the Constitutional authority of School Boards, City Councils and Boards of Commissioners, beginning with the 2025-26 fiscal year.

Now a selection from these 3 options must be made:

1

Utilize the one-time Opt-Out mechanism allowed by the Amendment

OR

2

Permanent reduction or elimination of services and/or supports by \$50 Million over the next 3 years

AND/
OR

3

Replace the revenue lost by the homestead exemption by increasing the Maintenance and Operations millage rate.

1

Utilize the one-time Opt-Out mechanism allowed by the Amendment

OR

2

Permanent reduction or elimination of services and/or supports by \$50 Million over the next 3 years

AND/
OR

3

Replace the revenue lost by the homestead exemption by increasing the Maintenance and Operations millage rate

FY2026

- Exploring Improved Compensation
- Adopting Literacy, ELA & Math Core Resources
- Improving Staffing Ratios in Identified Areas
- Maintaining Current Operations

FY2026

(Cut \$7.8 M)

- Evaluate Class Size Adjustments
- Evaluate Instructional Calendar
- Set Stage for Future Reductions in Operations (School Police, Transportation, School Nurses, etc.)

To Be Determined

STEP FOUR: Updated Budget Development Calendar



Thursday, November 21, 2024: 5:15 PM School Board Work Session

- Action:
 - Board Report: Revenue Constraints and Budget Development Calendar
 - Board Report: Recent School Board Priorities
 - Solicit School Board Member Budget Priorities – Due December 12, 2024



Thursday, December 12, 2024: 5:15 PM School Board Work Session

- Action:
 - Board Report: Revenue and Expense Forecast
 - School Board Submission and Discussion of FY2025-26 Budget Priorities

Thursday, January 16, 2025 @ 5:15 PM – School Board Work Session

- Action:
 - Board Report: Budget Development Status Report

Thursday, February 13, 2025 @ 5:15 PM – School Board Work Session and Meeting

- Action:
 - Board Report: Budget Development Status Report
 - School Board Business Item: School Board Consideration of Resolution to Opt Out of Floating Homestead Exemption

Recommended Public Hearing Dates

- **Wednesday, February 5, 2025 @ 11:30 AM – Public Hearing #1 RE:**
Opt Out of State Floating Homestead Exemption
- **Thursday, February 13, 2025 @ 11:30 AM – Public Hearing #2 RE:**
Opt Out of State Floating Homestead Exemption
- **Thursday, February 13, 2025 @ 6:30 PM – Public Hearing #3 RE:**
Opt Out of State Floating Homestead Exemption



Projects in Construction

Cherokee HS Replacement

Replacement Facility

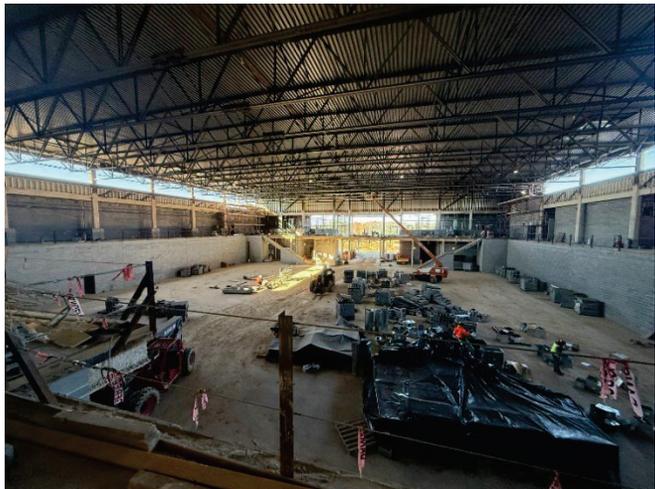
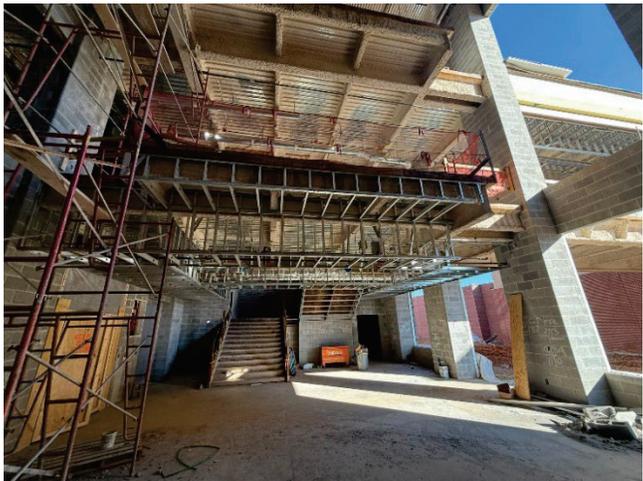
Carroll Daniel Construction

Substantial Completion: 12.2025

Anticipated Occupancy: 08.2026

- MEP, fireproofing, interior/exterior masonry walls, and roofing continue in the main academic building. Exterior stone masonry and brick installation are ongoing. Glass/window installation and glazing are to begin next week.
- The mechanical room buildout, HVAC piping, and the ductwork installation are nearing completion. Installation of the mechanical yard cooling tower and generator for the CTAE building has been scheduled. Storefront window installation is complete. Exterior stone masonry and brick installation continue. Field measurements for the ACM panels are underway.
- Overhead MEP and metal framing continue in the auditorium. TPO roof installation is ongoing. Masonry CMU, column wraps, and chase wall installation have begun. Placement of the roof top units is anticipated in the next two (2) weeks.
- Overhead MEP continues in the kitchen. Placement of the exterior brick continues in addition to the placement of the storefront and curtain wall glass.
- MEP, fireproofing, and interior/exterior masonry wall placement continue at the main gymnasium. Installation of the TPO roof is ongoing. Placement of the roof top units is anticipated in the next two (2) weeks.
- The underground MEP rough in continues, while placement of the exterior masonry walls has begun at the stadium. Placement of the footings at the baseball/softball fields is scheduled for the next two (2) weeks.
- Site work for the parking lot and installation of the curb and gutters are underway.





Capital Outlay Report

Work Session | 12.12.2024



Creekland MS

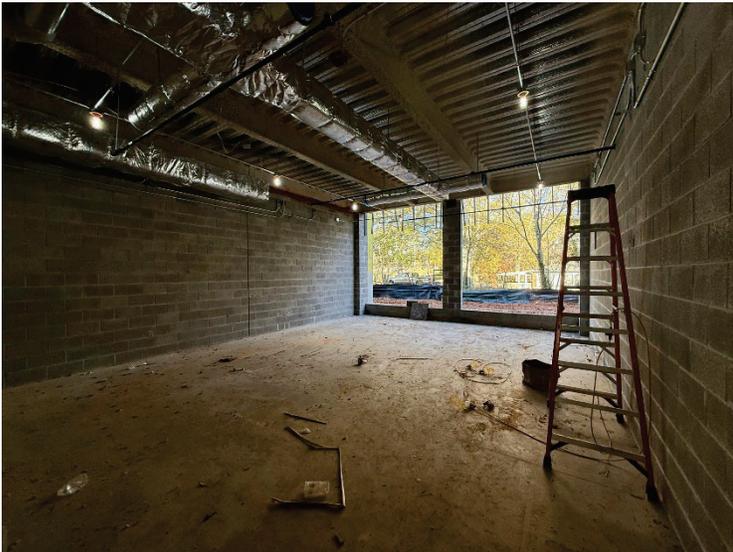
Classroom Addition

McKnight Construction Company

Substantial Completion: 05.2025

Anticipated Occupancy: 08.2025

- Roofing installation is complete.
- Interior fireproofing, placement of the masonry walls and doors frames, installation of the fire suppression system and overhead MEP rough in continue.
- Metal framing and waterproofing are ongoing.





Creekview HS

Classroom Addition ~ Auxiliary Gym

McKnight Construction Company

Substantial Completion: 05.2025

Anticipated Occupancy: 08.2025

- Interior fireproofing, placement of the masonry walls and door frames, installation of the fire suppression system and overhead MEP rough in are underway on the classroom addition.
- Roofing installation is complete on the classroom addition.
- The gym slab is complete, and structural steel is nearing completion.
- Installation of the gym roof and metal framing are ongoing.



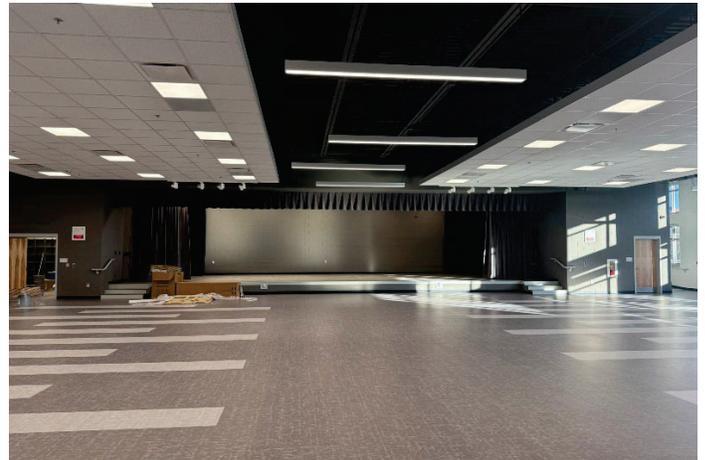
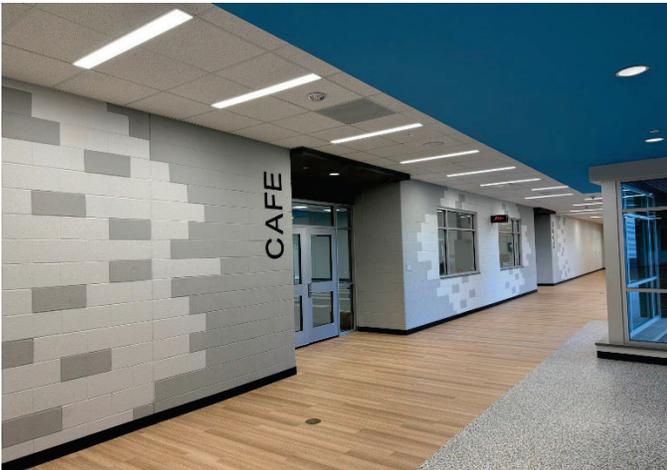


Free Home ES Replacement

Replacement Facility
Carroll Daniel Construction

Substantial Completion: 12.2024
Anticipated Occupancy: 08.2025

- Project is 99% complete, pending receipt of warranties and close out documents.
- Anticipate receiving the certificate of occupancy this week.



Capital Outlay Report

Work Session | 12.12.2024



River Ridge HS

Auxiliary Gymnasium

SmithBuilt Construction Group

Substantial Completion: 04.2026

Anticipated Occupancy: 08.2026

- The School Board awarded this project at its November meeting to SmithBuilt Construction Group.
- The Pre-Construction meeting between the owner, design team, and the general contractor is scheduled for the first week in December.
- CI Staff will issue the Notice to Proceed once the payment and performance bonds, insurance, and contract for construction have been secured.

Capital Outlay Report

Work Session | 12.12.2024



Woodstock HS

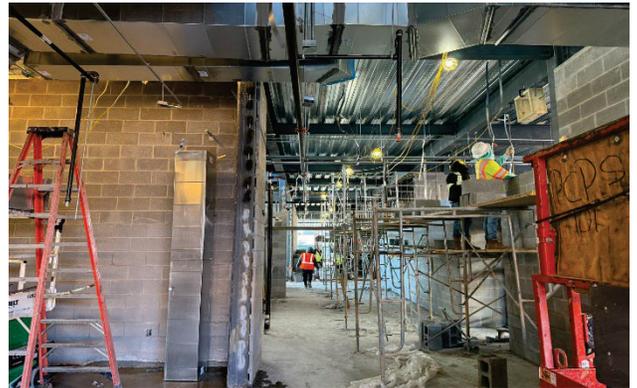
Classroom Addition

SmithBuilt Construction Group

Substantial Completion: 01.2026

Anticipated Occupancy: 08.2026

- Interior and exterior CMU masonry wall placement is ongoing.
- MEP rough-in and sprinkler installation on the 1st and 2nd floors are underway.
- Installation of the interior stairs has begun.





Projects in Development

Teasley MS

Driveway Parking Improvements

RLR

Anticipated Construction RFP Issuance: 01.2025

Anticipated Board Action: 03.2025

Anticipated Construction: 04.2025

Anticipated Occupancy: 08.2025

- Project design is complete.
- Construction documents are complete and will be submitted to the Procurement Department in December in anticipation of RFP issuance in January '25.
- Pending Board approval, CI Staff anticipates beginning the construction of this project in April '25.

Sequoyah HS

Auxiliary Gym and Facility Improvements

(Press Box & Field House)

Cooper Carry

Anticipated Construction RFP Issuance: 03.2025

Anticipated Board Action: 05.2025

Anticipated Construction: 06.2025

Anticipated Occupancy: 11.2026

- Design meetings with CI staff and design professionals continue.
- Project is on schedule for anticipated construction RFP issuance.



Agenda Request Form

Meeting Date		Agenda Item Number	
December 12, 2024		Action Item 1	
Title			
Renewal of Partnership Agreements			
Requested Action			
School Board Consideration of Superintendent's Recommendation to Approve Renewal of Partnership Agreements			
Summary Explanation and Background			
The Superintendent recommends renewal of partnership agreements with Cherokee County Educational Foundation, Life University and Woodstock Arts.			
Financial Impact			
N/A			
Exhibits: (List)			
Partnership agreements			
Source of Additional Information			
Mary Elizabeth Davis, PhD		770.479.1871	
Barbara Jacoby		770.479.1871	

PARTNERSHIP AGREEMENT
BETWEEN
THE CHEROKEE COUNTY BOARD OF EDUCATION
AND
CHEROKEE COUNTY EDUCATIONAL FOUNDATION

This agreement entered into on this ~~13th day of December, 2018~~ 12th day of December, 2024 by and between the Cherokee County Board of Education, hereinafter referred to as the "School Board" and Cherokee County Educational Foundation hereinafter referred to as "CCEF."

WHEREAS, the School Board's mission is to educate the emerging generation through learning environments designed to increase the performance of all students; and,

~~WHEREAS, one of the School Board's Major System Priorities is to increase 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; and,~~

WHEREAS, the mission of CCEF is to support students and staff of the School District by promoting teaching and learning and celebrating achievements; and,

WHEREAS, CCEF seeks funding and resources to enrich Cherokee County School District schools in areas not fully funded in the regular school program.

Now therefore in consideration of the covenants and conditions set forth herein the parties agree as follows:

ARTICLE I

The parties agree that the foregoing recitals are true and correct and incorporated herein by reference:

ARTICLE II

The School Board will:

1. Serve in ~~four~~ three ex-officio roles on CCEF's 'Board of Directors: School Board Chairman, ~~School Board Vice Chairman~~, Superintendent of Schools (or designee) and Chief Financial Officer (or designee).

2. Recognize CCEF as a School-Allied entity for Facility Use and Special Interest Materials Distribution purposes.
3. Provide the use of and access to CCSD office space, equipment, supplies and other resources ~~in the Office of Public Information, Communications and Partnerships.~~
4. Provide meeting space in CCSD schools and offices, as needed.
5. Provide a link on the School District website to CCEF's website.
6. Provide a School District voicemail mailbox for receipt of CCEF messages.
7. Promote CCEF programs and events through existing communication channels, as permitted by School Board Policy, including the posting of notices on the online Virtual Community Bulletin Board.
8. Allow a countywide payroll deduction option for donations to CCEF, with the assurance of both parties of maintaining employee confidentiality.
9. Provide the opportunity for a CCEF representative to speak at the Superintendent's annual opening of school year ~~Administrative Workshop~~ Leadership Symposium and Principals Leadership Meetings.
10. Provide the opportunity for School District employees to work cooperatively with CCEF to hold special fundraising events in schools, including the annual awareness T-shirt campaign, and the community.
11. Pursue joint grant opportunities in both parties' best interests.
12. Promote CCEF programs and events through existing communication channels, as permitted by School Board policy.

ARTICLE III

CCEF will:

1. Provide financial support to the School District through sponsorship of educational programs and grants to schools, teachers, staff and students.
2. Abide by the rules and regulations contained in the Community Use of System Facilities Policy (KG).
3. Maintain employee confidentiality in regard to payroll deductions made as donations to CCEF.

4. Provide a CCEF representative to speak at the annual ~~Administrative Workshop~~ Leadership Symposium and Principals Leadership Meetings.

5. Pursue joint grant opportunities in both parties' best interests.

6. Accept all children/interested participants for participation within its programs without regard to their gender, race, political affiliation, age, national origin or handicapping condition or any other discrimination recognized and prohibited by State or Federal Law. Children/participants with handicaps must be provided all necessary levels of supervision and must be included within the activities of the partnering organization. As a result of this partnership agreement, CCEF must adhere to all local, State or Federal laws regarding education.

ARTICLE IV

The term of this contract is ~~December 13, 2018 through December 13, 2019~~ December 12, 2024 through December 12, 2025. This contract shall automatically renew for additional terms not to exceed five years unless either party notifies the other at least 60 days prior to renewal date.

ARTICLE V

This contract may be terminated by either party upon thirty (30) days written notice to the other party with or without cause. All notice of this contract shall be given to the Superintendent of Cherokee County Schools at PO Box 769, Canton, Georgia 30169, and to Cherokee County Educational Foundation, P.O. Box 4754, Canton, Georgia 30114.

IN WITNESS WHEREOF the parties have executed this document the first date referred to herein.

CHEROKEE COUNTY EDUCATIONAL
FOUNDATION

THE CHEROKEE COUNTY BOARD OF
EDUCATION

Billy Hayes, President

By: Kyla Cromer, Chairman

Kevin Williams, Vice President

By: Mary Elizabeth Davis, PhD
Superintendent of Schools

Approved as to form:

Abby Roach, Esquire

PARTNERSHIP AGREEMENT
BETWEEN
THE CHEROKEE COUNTY BOARD OF EDUCATION
AND
LIFE UNIVERSITY

This agreement entered into on this ~~15th day of November 2018~~ 12th day of December, 2024 by and between the Cherokee County Board of Education, hereinafter referred to as the “School Board” and Life University.

WHEREAS, the School Board’s mission is to educate the emerging generation through learning environments designed to increase the performance of all students; and,

~~WHEREAS, one of the School Board’s Major System Priorities is to increase 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; and,~~

WHEREAS, Life University is the leader in vitalistic healthcare education and strives to empower its students to succeed both professionally and personally based on its vitalistic philosophy; and,

WHEREAS, Life University’s Eight Core Proficiencies further students’ dedication to personal integrity, and provide a cornerstone for professional success, social contribution and cultural change; and,

WHEREAS, Life University’s philosophical approach is its guiding principle of Lasting Purpose: To Give, To Do, To Love, To Serve – Out of a Sense of Abundance, which recognizes that everyone – student, faculty and staff alike – has a duty to share their individual gifts with the world; and,

WHEREAS, Life University also fosters students’ commitment to their full potential and peak performance in their educational pursuits and future professional lives through healthy habits that create a flourishing world community.

Now therefore in consideration of the covenants and conditions set forth herein the parties agree as follows:

ARTICLE I

The parties agree that the foregoing recitals are true and correct and incorporated herein by reference:

ARTICLE II

The School Board will:

1. Work with Life University to develop a CCSD STEM Day through which select CCSD students would visit the Life campus for a day of STEM learning led by Life University staff and a CCSD Healthcare Science Career Pathways Day through which select CCSD high school students would visit the Life campus for a day of career exploration led by Life University staff.
2. Explore apprenticeship, internship and dual enrollment program opportunities for CCSD students at Life University.
3. Pursue joint grant opportunities in both parties' best interests.
4. Pursue joint professional development opportunities in both parties' best interests.
5. Promote Life University programs and events for CCSD students, employees and families through existing communication channels, as permitted by School Board policy.

ARTICLE III

Life University will:

1. Work with CCSD to develop a CCSD STEM Day through which select CCSD students would visit the Life campus for a day of STEM learning led by Life University staff and a CCSD Healthcare Science Career Pathways Day through which select CCSD high school students would visit the Life campus for a day of career exploration led by Life University staff.
2. Explore apprenticeship, internship and dual enrollment program opportunities for CCSD students at Life University.
3. Pursue joint grant opportunities in both parties' best interests.
4. Pursue joint professional development opportunities in both parties' best interests.
5. Provide Life University speakers and instructors, when available, for Career Days and STEM activities at CCSD schools.

~~6. Provide Life University staff, when available, to serve as mentors and presentation review board members for high school Senior Capstone Projects.~~

7. Share opportunities on the Life University campus, such as the Annual Run of the Lights and Dog Days, through which CCSD students could earn community service hours including to fulfill requirements for extra-curricular clubs.

8. Accept all children/interested participants for participation within its programs without regard to their gender, race, political affiliation, age, national origin or handicapping condition or any other discrimination recognized and prohibited by State or Federal Law. Children/participants with handicaps must be provided all necessary levels of supervision and must be included within the activities of the partnering organization. As a result of this partnership agreement, Life University must adhere to all local, State or Federal laws regarding education.

ARTICLE IV

The term of this agreement is ~~November 15, 2018 through November 15, 2019~~ December 12, 2024 through December 12, 2025. This agreement shall automatically renew for additional terms not to exceed five years unless either party notifies the other at least 60 days prior to renewal date.

ARTICLE V

This agreement may be terminated by either party upon thirty (30) days written notice to the other party with or without cause. All notice of this agreement shall be given to the Superintendent of Cherokee County Schools at P.O. Box 769, Canton, Georgia 30169, and to the President of Life University, 1269 Barclay Cir, Marietta, GA 30060.

IN WITNESS WHEREOF the parties have executed this document the first date referred to herein.

LIFE UNIVERSITY

THE CHEROKEE COUNTY BOARD
OF EDUCATION

Dr. Rob Scott, President

By: Kyla Cromer, Chairman

By: Mary Elizabeth Davis, PhD
Superintendent of Schools

Approved as to form:

Abby Roach, Esquire

PARTNERSHIP AGREEMENT

BETWEEN

THE CHEROKEE COUNTY BOARD OF EDUCATION

AND

~~ELM STREET CULTURAL ARTS VILLAGE~~ WOODSTOCK ARTS

This agreement entered into on this ~~18th day of October, 2018~~ 12th day of December, 2024 by and between the Cherokee County Board of Education, hereinafter referred to as the "School Board" and ~~The Elm Street Cultural Arts Village~~ Woodstock Arts, hereinafter referred to as "Elm Street."

WHEREAS, the School Board's mission is to educate the emerging generation through learning environments designed to increase the performance of all students; and,

~~WHEREAS, one of the School Board's Major System Priorities is to increase 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; and,~~

WHEREAS, ~~Elm Street's~~ Woodstock Arts' purpose is engaging community with fresh relevant arts experiences every day through arts education, live performances and historic preservation providing a creative outlet for all ages; and,

WHEREAS, ~~Elm Street~~ Woodstock Arts has provided ongoing arts support and programming to the School Board for more than ~~five~~ 10 years.

Now therefore in consideration of the covenants and conditions set forth herein the parties agree as follows:

ARTICLE I

The parties agree that the foregoing recitals are true and correct and incorporated herein by reference:

ARTICLE II

The School Board will:

1. Promote ~~Elm Street~~ Woodstock Arts programs and events through existing communication channels via online and print materials, as permitted by School Board policy, specifically the promotion of ~~Elm Street~~ camps and classes, ~~Main Stage~~ performances, audition announcements, field trips, and other family friendly events ~~at Elm Street~~.
2. ~~Upon Elm Street's request, give email access to contact teachers as well as any changes and/or updates at the start of each academic year.~~ The CCSD fine arts coordinator will serve as a liaison and/or point of contact will be delegated as needed to share Woodstock Arts' information with fine arts teachers.
3. Proclaim, promote, and celebrate March as Theatre in Our Schools Month.
4. Explore professional development opportunities in both parties' best interests, including student and teacher workshops in the performing arts.
5. Pursue joint grant opportunities in both parties' best interests by exploring opportunities for arts collaboration.

ARTICLE III

~~Elm Street~~ Woodstock Arts will:

1. Continue to provide judges for Young Authors Fair, Governor's Honors, Speech Contests, Reflections program, One-Act Play competitions, talent shows, and other arts-related activities.
2. Partner with schools, drama programs, and drama program shows to provide specific workshops, lessons, etc.
3. Continue to bring the RepTouR Troupe into any School District school that requests performances for two shows on the same day at no cost to the school, as funding allows. Additional performances required by the school will be provided by ~~Elm Street~~ Woodstock Arts at a low cost.
4. Continue to provide speakers and instructors for Career Days and Cultural Arts Days.

6. Continue to offer field trips at ~~Elm Street~~ Woodstock Arts for minimal cost for literature-based and other Main Stage performances.
7. Provide printed and online materials for promotion and distribution, as permitted by School Board policy.
- ~~8. Continue to mentor as many as six students per school year for their Senior Projects with the students provided by participating schools.~~
9. Provide internship opportunities to qualified high school seniors.
10. Provide character actors to visit schools in collaboration with reading and literacy initiatives.
11. Support arts integration in schools with ~~Elm Street~~ Woodstock Arts volunteers and materials such as costumes and props at minimal or no cost.
12. Explore professional development opportunities in both parties' best interests.
13. Pursue joint grant opportunities in both parties' best interests.
14. Accept all children/interested participants for participation within its programs without regard to their gender, race, political affiliation, age, national origin or handicapping condition or any other discrimination recognized and prohibited by State or Federal Law. Children/participants with handicaps must be provided all necessary levels of supervision and must be included within the activities of the partnering organization. As a result of this partnership agreement, ~~Elm Street~~ Woodstock Arts must adhere to all local, State or Federal laws regarding education.

ARTICLE IV

The term of this agreement is ~~October 17, 2024 through October 17, 2025~~ December, 12 2024 through December 12, 2025. This agreement shall automatically renew for additional terms not to exceed five years unless either party notifies the other at least 60 days prior to renewal date.

ARTICLE V

This agreement may be terminated by either party upon thirty (30) days written notice to the other party with or without cause. All notice of this agreement shall be given to the Superintendent of Cherokee County Schools at PO Box 769, Canton, Georgia 30169, and to ~~Elm Street~~ Woodstock Arts at 8534 Main Street, Woodstock, Georgia 30188.

IN WITNESS WHEREOF the parties have executed this document the first date referred to herein.

WOODSTOCK ARTS

THE CHEROKEE COUNTY BOARD OF
EDUCATION

By: Christopher Brazelton, Executive
Director

By: Kyla Cromer, Chairman

By: Mary Elizabeth Davis, PhD.
Superintendent of Schools

Approved as to form:

Abby Roach, Esquire



Agenda Request Form

Meeting Date	Agenda Item Number
December 12, 2024	Action Item 2

Title
School Board Governance Policy (BAB) on Final Reading

Requested Action
School Board Consideration of Superintendent's Recommendation for Approval of new School Board Governance Policy (BAB) on Final Reading

Summary Explanation and Background
The Cherokee County School Board has developed a School Board Governance policy to outline the components of its cohesive K-12 System of Teaching and Learning. This policy was created through annual Whole Board Governance Training sessions in order to ensure continued alignment with the School Board's Core Beliefs and student performance goals while providing students with a high-quality education and the resources available to support reaching these goals.

Financial Impact
N/A

Exhibits: (List)
School Board Governance Policy (BAB)

Source of Additional Information
Kyla Cromer 770.479.1871
Mary Elizabeth Davis, PhD 770.479.1871
Mike McGowan 770.479.1871

School Board Governance

The Cherokee County Board of Education establishes the School Board's central components of governance - Core Beliefs, Cohesive System of Teaching & Learning, and Clear Accountability. The School Board believes Cherokee County School District ("CCSD") students should have access to a high-quality education, and the employees of CCSD should have the clarity, consistency, resources and support needed to reach the student achievement goals that reflect the excellence expected by our families and community.

The School Board values consistency across all schools in what is taught and the resources available to teach while fostering and honoring the distinctive character, spirit, and traditions unique to each local school.

The School Board has high expectations for the potential of every student and staff member and as such, has set ambitious goals for student performance. These high expectations and ambitious goals are coupled with a collective School Board commitment to align resources and effective School District support to achieve these goals. The Governance Model that the School Board has crafted is Balanced Autonomy with Supported Accountability.

Core Beliefs

Core Beliefs are essential to unify members of a Board of Education and provide clarity to the superintendent and staff. Collectively, the School Board believes that:

1. All students are highly engaged in their education and capable of reaching their full learning potential.
2. Employees are trusted and supported as professionals and provided with resources to elevate student outcomes.
3. Families and our community are involved partners in student success and can expect all students to receive the best education possible.
4. Schools are positive and welcoming environments with clear expectations and accountability in all academic and operational areas.

Cohesive System of Teaching & Learning

The School Board collectively asserts that the individuals best positioned to ensure high quality instruction for students are classroom teachers. The School Board values clarity and consistency across the School District specifically about what teachers are to teach in each grade level and content area. The School Board equally values the creativity, skill, and professional expertise every teacher brings to the collaborative development of how to plan instruction, incorporate appropriate resources, and the strategies of how to teach that lead to improved student learning.

As such, the School Board has outlined the following consistent components of CCSD's Cohesive System of Teaching & Learning Systems.

Standards – Teachers develop effective instruction to teach the CCSD Teaching & Learning Standards aligned to the Georgia Standards of Excellence and customized when necessary to incorporate locally-developed and School Board-approved standards. CCSD Teaching & Learning Standards will be made available on the School District’s website.

Instructional Resources – The School Board commits to consistent availability of district-acquired, standards-aligned print and digital resources (core, supplemental, intervention, assessment) to support but not limit the teaching and learning of the standards. The availability of such resources does not limit teachers’ ability to select and use additional standards-aligned resources based on their professional judgement. CCSD district-acquired resources will be made available on the School District website.

Monitor Student Learning – The School Board sees value in ensuring that students are learning at the level of the standard throughout the school year and expects a balanced system of assessment including ways to formatively and summatively gauge learning in core content areas.

While the School Board expects a foundation for a cohesive system of teaching and learning that includes clarity and consistency in: what teachers teach, the availability of standards-aligned resources, in monitoring that students are learning, and in having high expectations for all students; the School Board also recognizes that each student has unique learning needs and school leaders, classroom teachers, and support staff operating as a team are the most capable and skilled at building on the established foundation by incorporating a variety of strategies in order to meet the needs of all students.

Accountability & Support

The School Board is committed to high expectations, clear student achievement goals, and consistent accountability coupled with the support needed for principals, teachers, staff, and students to be successful.

Performance is defined as: the process of improving so that students are learning more, growing more, and achieving more as defined by achievement goals established by the School Board.

Accountability is defined as: having clear goals and when we achieve those goals we celebrate; and when we fall short of achieving those goals, we adjust our processes and practices to yield better outcomes for students.

Accountability starts with the School Board establishing student achievement goals in multiple categories. The School Board-established goals serve as the basis for the Superintendent’s evaluation instrument that will be made available on the School District’s website.

The Superintendent is to align Key Performance Indicators (KPIs) for each Division of the School District and School Improvement Goals for each school to the student achievement goals established by the School Board and the evaluation instrument it establishes for the Superintendent. The principal is the key instructional leader in the organization that is critical to supporting teacher effectiveness and overall school improvement. District departments are

designed to work in coordination to build effective systems that support school leaders, support staff, and classroom teachers in school improvement.

Accountability coupled with support is defined by the School Board as clear expectations, aligned resources, defined monitoring structures, customized support structures for schools informed by student achievement, and annual reporting to the public on progress toward attaining the School Board-established student achievement goals.

The Superintendent will establish and maintain guidelines as necessary for administration of this Board Policy.

DRAFT: December 12, 2024

Cherokee County Board of Education



Agenda Request Form

Meeting Date	Agenda Item Number
December 12, 2024	Action Item 3

Title
Sale of 2025 General Obligation Bonds for Voter-Approved Ed-SPLOST Projects

Requested Action
School Board Consideration of Superintendent's Recommendation for Approval of Staff, General Counsel, Financial Advisor, Bond Counsel and Disclosure Counsel to Proceed with a Public Offering of General Obligation Bonds via Competitive Sale for Voter-Approved Special Purpose Local Option Sales Tax for Education (Ed-SPLOST) Projects

Summary Explanation and Background
The Superintendent recommends approval and authorization for staff, General Counsel, Financial Advisor, Bond Counsel and Disclosure Counsel to proceed with a public offering of competitive sale for up to \$120,000,000 par value in General Obligation Bonds, in accordance with voter approval of the Ed-SPLOST Referendum on November 2, 2021. In addition to current projects, proceeds are to be used for voter-approved capital outlay projects, including but not limited to: construction of Cherokee High School replacement facility, construction of classroom and drive improvements addition at Creekland Middle School, construction of auxiliary gym, classroom addition and drive/parking improvements at Creekview High School, construction of auxiliary gym at River Ridge High School, drive improvements at Teasley Middle School, improvements to the athletic facilities at Sequoyah High School, construction of classroom addition at Woodstock High School, major repairs/renovations, technology equipment, property acquisition and safety/security upgrades.

At the February 13, 2025 School Board Meeting, Davenport & Company will present to the Board the pricing results of these bonds and request that the Board adopt the Series 2025 Bond Resolution for the purpose of funding the Board-approved projects.

Proceeds from the sale of these bonds will be subsequently transferred to an escrow account held at Regions Bank in the School District's name and used to pay for ongoing capital outlay projects over the next 18 to 24 months.

Financial Impact
\$120,000,000 in Bond Par Value

Exhibits: (List)
Resolution Authorizing Staff and Professionals to Proceed

Source of Additional Information
Mary Elizabeth Davis, PhD 770.479.1871
Kenneth Owen, Chief Financial Officer 770.479.1871

A RESOLUTION AUTHORIZING THE STAFF AND PROFESSIONALS TO PROCEED WITH THE ISSUANCE OF GENERAL OBLIGATION BONDS; AND FOR OTHER PURPOSES.

WHEREAS, the Cherokee County School System, a political subdivision of the State of Georgia (the "School System"), embraces all of Cherokee County, Georgia; and

WHEREAS, at an election duly called and held in the School System on November 2, 2021, the qualified voters of the School System approved the issuance of up to \$290,000,000 of the School System's general obligation debt (the "Bonds"); and

WHEREAS, the Cherokee County Board of Education (the "Board of Education") is the body charged with contracting debts and managing the affairs of the School System; and

WHEREAS, the Board of Education has determined that it is in the best interest of the School System to issue up to \$120,000,000 in aggregate principal amount of the Bonds and to use the proceeds of the Bonds to finance all or a portion of (a) any of the projects listed in the referendum materials (the "Projects"), (b) capitalized interest on the Bonds (if needed) and (c) the costs of issuing the Bonds; and

WHEREAS, Board of Education desires to authorize (a) its staff members (the "Staff"), (b) the School System's General Counsel, Roach, Caudill & Frost, LLP ("RCF"), (c) the School System's Financial Advisor, Davenport & Company LLC ("DC"), (d) the School System's Bond Counsel, Murray Barnes Finister LLP ("MBF") and (e) the School System's Disclosure Counsel, Butler Snow LLP ("BS") to proceed with a public offering of the Bonds via competitive sale.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education, and it is HEREBY RESOLVED by the same, as follows:

Section 1. Authorization to Proceed. The Staff, DC, RCF, MBF and BS are hereby authorized to proceed with a public offering of the Bonds via competitive sale and are hereby empowered and directed to do all such acts and things that are necessary or desirable in connection with a public offering of the Bonds.

Section 2. Authorization to Execute Necessary Documents. The Chairman and the Vice-Chairman of the Board of Education are hereby authorized to execute all documents and certificates needed to carry out the intent of this resolution.

Section 3. Actions Ratified, Approved and Confirmed. All acts and doings of the members, officers, employees and agents of the Board of Education which are in conformity with the purpose and intent of this resolution are in all respects ratified, approved and confirmed.

Section 4. Repealing Clause. All resolutions or parts thereof in conflict with the provisions contained in this resolution are, to the extent of such conflict, hereby superseded and repealed.

Section 5. Effective Date. This resolution shall take effect immediately upon its adoption.

ADOPTED this 12th day of December, 2024.

CHEROKEE COUNTY SCHOOL SYSTEM

(SEAL)

By: _____
Chairman, Cherokee County Board of
Education

Attest:

Secretary, Cherokee County Board
of Education

SECRETARY'S CERTIFICATE

The undersigned Secretary of the Cherokee County Board of Education (the "Board of Education") DOES HEREBY CERTIFY that the foregoing pages of typewritten matter constitute a true and correct copy of a resolution adopted by the Board of Education on December 12, 2024 in a meeting duly called and assembled, which was open to the public and at which a quorum was present and acting throughout, and that the original of the resolution appears of record in the Minute Book of the Board of Education, which is in the undersigned's custody and control.

WITNESS my hand and the official seal of the Board of Education, this 12th day of December, 2024.

(SEAL)

Secretary



Agenda Request Form

Meeting Date	Agenda Item Number
December 12, 2024	Action Item 4

Title
Right-of-Way and Easements - Indian Knoll ES

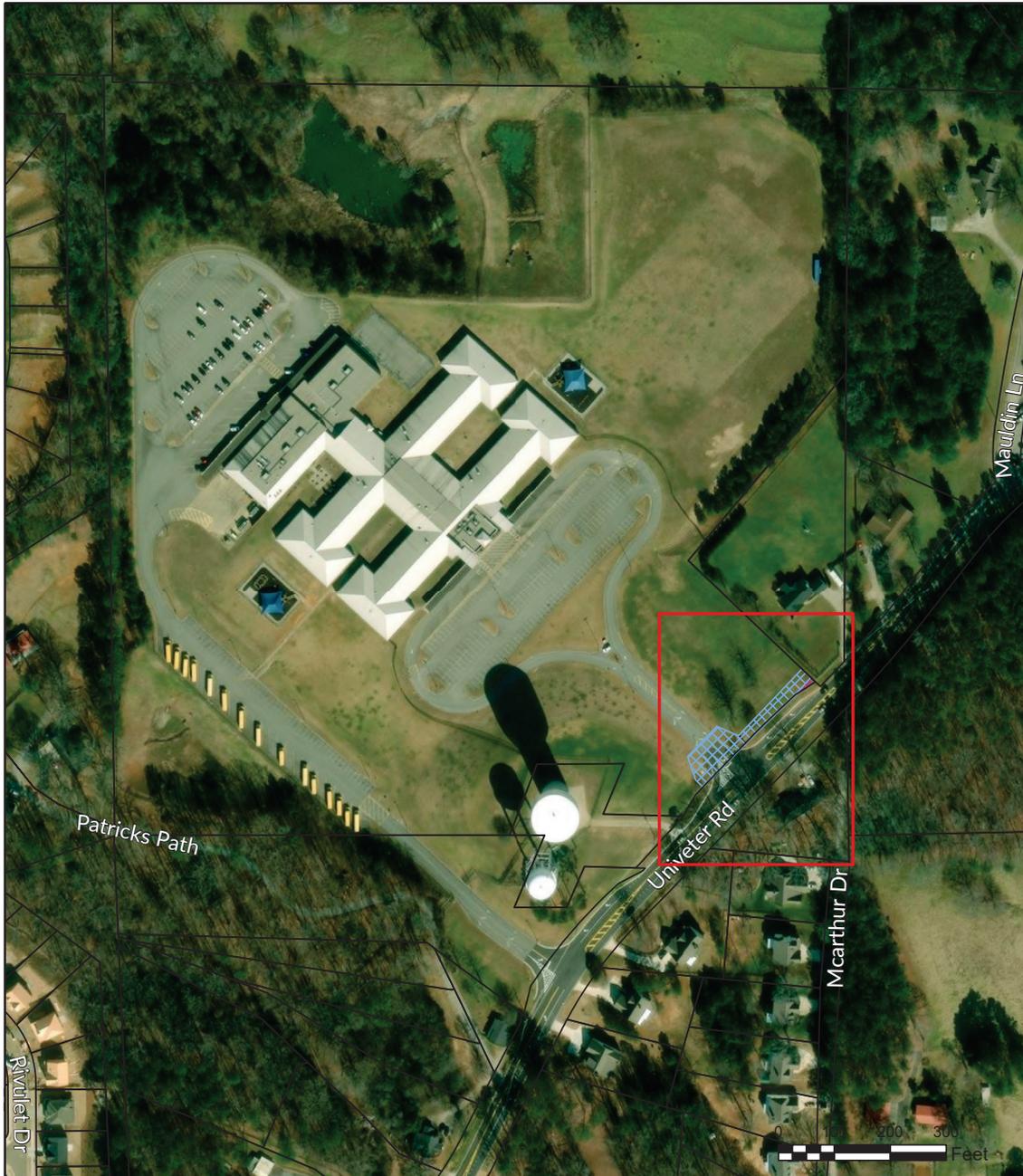
Requested Action
School Board Consideration of Superintendent's Recommendation for Approval for Grant of Right-of-Way and Easements to Georgia Department of Transportation for Intersection Improvements

Summary Explanation and Background
Officials with the Cherokee County Government and the Georgia Department of Transportation are improving the intersection of Highway 140 and Univeter Road to add lanes to ease congestion. As part of the project, the Georgia Department of Transportation is asking CCSD to grant 0.003 acres of Right-of-Way and 0.133 acres of permanent maintenance easements. This will allow for a longer staging lane from Univeter Road into the Indian Knoll ES property.

Financial Impact
N/A

Exhibits: (List)
See Attachment

Source of Additional Information
Mary Elizabeth Davis, PhD 770.479.1871
Trey Moores 770.479.1871
Josh Malcom 770.479.1871



General Notes:

Cherokee County and the Georgia Department of Transportation are improving the intersection of Highway 140 and Univeter Road and have requested additional Right of way and Easements along the Indian Knoll ES property.
 The requested Right of Way is 0.003 ac, a 0.133 ac Permanent Easement and a Temporary Construction Easement to modify the driveway at the school.

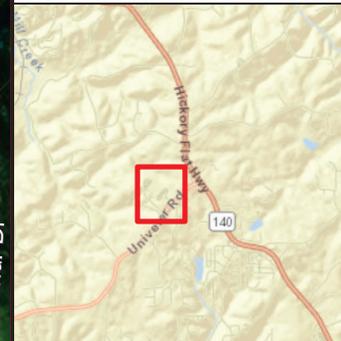


Map Legend

-  Proposed Easement
-  Proposed Right of Way
-  Property Ownership Parcels



Location Map



Indian Knoll
Elementary School





Agenda Request Form

Meeting Date	Agenda Item Number
December 12, 2024	Action Item 5

Title
Recommendations and Resignations/Terminations of Employment for Certified and Classified Personnel

Requested Action
School Board Consideration of Superintendent's Recommendation for Approval of Recommendations, Resignations, Terminations of Employment and Transfers for Certified and Classified Personnel

Summary Explanation and Background
The recommendations include the following items:

1. Certified Recommendations
2. Certified Transfers
3. Certified Resignations/Terminations of Employment
4. Classified Recommendations
5. Classified Resignations/Terminations of Employment

Financial Impact
N/A

Exhibits: (List)
N/A

Source of Additional Information
Mary Elizabeth Davis, PhD 770.479.1871
Rick Beaulieu 770.479.1871

Certified Recommendations

Name	Location	Position	Start Date
Branon, Sarah	Arnold Mill Elem School	ESOL Teacher	1/6/2025
Azaroff, Jaime	Arnold Mill Elem School	Media Specialist	1/6/2025
Langley, Marissa	Clark Creek Elem School	ESOL Teacher	12/16/2024
Mourdock, Meredith	E.T. Booth Mid School	PE Teacher	1/6/2025
DeMello, Sara	L.R. Tippens Center	Sped EBD Teacher	12/17/2024
Psalmonds, Benjamin	L.R. Tippens Center	Sped EBD Teacher	12/9/2024
Aguilar, Crystal	Mill Creek Mid School	Sped IRR Teacher	1/7/2025
Nesbitt, Lauren	Oak Grove Elem School	Sped IRR Teacher	12/9/2024

Certified Transfers

Name	Location	Position	Start Date
Heath, Joshua	Admin - Academics & Accountability	Chief Academic Officer	1/6/2025

Certified Resignations/Terminations

Name	Location	Position	End Date
Dubee, Scott	Ace Academy	Career Teacher	12/20/2024
Dever, Ashlyn	Clark Creek Elem School	4th Grade Teacher	12/13/2024
Hill, Candace	Sequoyah High School	Sped IRR Teacher	12/20/2024

Classified Recommendations

Name	Location	Position	Start Date
Windsor, Matthew	Admin - Safety & Security	Police Officer	12/2/2024
Scott III, Romney	Admin - Safety & Security	Police Officer	12/2/2024
McGehee, Julee	Carmel Elem School	School Nutrition Worker	12/9/2024
Bailey, Chelsea	Clark Creek Elem School	SID-PID ParaPro	12/3/2024
Chapman, Jared	Creekview High School	Custodian	12/4/2024
Detandt, Sharon	Creekview High School	IEP ParaPro	12/2/2024
Hamby, Amy	Creekview High School	School Nutrition Worker	12/2/2024
Lopez Ramirez, Maynor	Etowah High School	Custodian	12/9/2024
Mendelson, Corbett	Etowah High School	IEP ParaPro	11/13/2024
Keeton, Rebecca	Liberty Elem School	RN Nurse	12/5/2024
Lyttle, Craig	Macedonia Elem School	Head Custodian	12/2/2024
Jean, Ulysse	R.M. Moore Elem School	Custodian	11/20/2024
Kuhn, Marly	Transportation	Bus Driver	11/18/2024
Wing, Dustin	Transportation	Bus Driver	12/2/2024
Key, Amanda	Transportation	Bus Driver Relief	12/2/2024
Smith, Douglas	Transportation	Bus Driver Relief	12/2/2024
Salania, Stephen	Transportation	Transportation Specialist	12/9/2024

Classified Transfers

Name	Location	Position	Start Date
No records found			

Classified Resignations/Terminations

Name	Location	Position	End Date
Kramer, Cathy	Ball Ground Elem School	Custodian	12/4/2024
Padilla, Nathan	Boston Elem School	IEP ParaPro	11/22/2024

Classified Resignations/Terminations

Name	Location	Position	End Date
Sedowicz, Lisa	Carmel Elem School	School Nutrition Worker	11/8/2024
Arias Gutierrez, Daniel	Etowah High School	Custodian	11/15/2024
Putnam, Sandra	Free Home Elem School	School Nutrition Worker	12/20/2024
Rowe, Morgan	Teasley Mid School	School Nutrition Worker	11/8/2024
Hauswirth, Misty	Transportation	Bus Attendant	12/13/2024
Schott, Christine	Transportation	Bus Driver	12/20/2024
Jones, Alecia	Transportation	Bus Driver	11/15/2024
Weiner, Dale	Transportation	Bus Driver	12/20/2024
Parker, Joseph	Transportation	Bus Driver	12/6/2024
Yockers, Anthony	Transportation	Bus Driver Relief	11/19/2024