

Work Session Meeting | 03/20/2025 – 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 3rd Quarter Report
- III. **Superintendent Reports**
 1. Academics and Accountability:
 - a. 2025-26 School Year Outlook
Dr. Debra Murdock, Chief School Leadership and Operations Officer
 - b. Policy BAB Cohesive System of Teaching and Learning
Dr. Josh Heath, Chief Academics and Accountability Officer
 2. Finance:
 - a. FY26 Budget Recommendation
Kenneth Owen, Chief Financial Officer
 - b. Monthly Finance Report
Kenneth Owen, Chief Financial Officer
 3. Capital Outlay:
 - a. Monthly Capital Outlay Report
Trey Moores, Chief Support Services Officer
 4. Legislative Report:
 - a. 2025 Legislative Report
Mike McGowan, Chief of Staff
- IV. **Executive Session (as needed)**
- V. **Adjournment**

2024-26 Key Priorities and Action Steps



ELEVATE THE EXCELLENCE

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.

MARCH 2025 QUARTERLY REPORT #3

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	MAR 2025	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Re-package and customize GADOE Standards into CCSD-specific standards.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Make CCSD standards accessible on district website and to teachers and school.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Roll-out conversion from RTI to MTSS.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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	MAR 2025	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Audit current status of literacy investments. Identify strengths, weaknesses, and gaps.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Research district solutions across the U.S.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Prepare for the roll-out of new ELA standards.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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	MAR 2025	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Audit current status of literacy investments aligned to meeting the needs of students with disabilities. Identify strengths, weaknesses, and gaps.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Research district solutions for advancing reading proficiency for students served in special education across the U.S.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Prepare for the roll-out of new ELA standards with companion guides for students with disabilities.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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

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

SEPT 2024	DEC 2024	MAR 2025
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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	MAR 2025
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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	MAR 2025
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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	MAR 2025
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Print report cards in ES and MS.



Distribute Reading Proficiency performance to families three times a year.

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 MAR 2025



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 MAR 2025



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.

A. Establish performance indicators for district support systems.

SEPT 2024	DEC 2024	MAR 2025	
			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	MAR 2025	
			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	MAR 2025	
			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

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 MAR 2025



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 MAR 2025



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 MAR 2025



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



Introduce clarity and consistency for timely submission of student work.

C. Review facility conditions and maintenance processes.

SEPT 2024 DEC 2024 MAR 2025



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

4

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

SEPT 2024	DEC 2024	MAR 2025
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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 in 2024 due to assessment of capabilities; now on target for July 1, 2025.
- 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 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.
- Synergy-
 - ◆ Capabilities by job family currently being assessed
 - ◆ Registration for 2025 begins March 2



SUPPORTIVE ACCOUNTABILITY GOVERNANCE MODEL

Core Beliefs

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.

Core Policies

Policy **BAB**: School Board Governance
Balanced Autonomy with Supportive Accountability
Cohesive System of Teaching & Learning

- Standards
 - Instructional Resources
 - Monitoring Student Learning
- Accountability & Support*
- Superintendent Evaluation
 - Aligned School Improvement Goals
 - Targeted Support

Policy **IFAD**: Literacy in CCSD

Student Achievement Goals

	READING		ENGLISH LANGUAGE ARTS		MATHEMATICS
	Baseline (2024) / GOAL (2027)		Baseline (2024) / GOAL (2027)		Baseline (2024) / GOAL (2027)
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4 th Grade	65% —> 71%		47% —> 53%		61% —> 70%
5 th Grade	78% —> 84%		56% —> 62%		56% —> 65%
6 th Grade	63% —> 69%		48% —> 54%		44% —> 50%
7 th Grade	74% —> 78%		45% —> 54%		48% —> 60%
8 th Grade	75% —> 81%		48% —> 54%		51% —> 59%
High School	80% —> 86%		56% —> 62%		49% —> 55%

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

Elevate the Excellence!



Board Report: Outlook for SY2025-26

Dr. Debra Murdock
March 20, 2025





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Elevate the Excellence!

Key Priority #1

- Cohesive System of Teaching & Learning
 - New ELA Standards
- New Instructional Resources (K-12) for ELA and Math
- ELA and Math Professional Development through Teacher Leader Development
- Expand CCSD Reading Screener to Grades 9-10
- Pilot New Reading Intervention Program
- Improve student-to-teacher ratio in 4th and 5th grades
- Develop Superintendent Teacher Advisory – School nominated teacher representative



Elevate the Excellence!

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Elevate the Excellence!



Key Priority #2

- Monitor ELA and Reading Goals
- Monitor Math Goals
- Consider Grade Reporting, Promotion and Retention Policy
- Begin Development of a Strategic Plan and Local Accountability Model

Elevate the Excellence!



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Elevate the Excellence!

Key Priority #3

- Advance Principal Support & Accountability Model
 - Update School Improvement Planning Timeline
-
- Advance Student Performance Data Dashboards
 - Improve Capacity for Effective Use of Student Information System (Synergy)
 - Adjust Sub-Budget Oversight
-
- Increase School-based Funds to support Classroom Instruction
 - Implement Kronos 2.0
-
- Invest in a competitive workforce
 - Advance Recruitment and Retention Plans



Elevate the Excellence!

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Elevate the Excellence!

Key Priority #4

- Improve clarity and consistency within the Code of Conduct
- Improve Behavior Intervention and Supports (ES)
- Foundational Leadership and Entrepreneur eXperience (FLEX) Partnership with Dept. of Economic Development
- Equip Police with Body Cameras
- Integrate Security Camera with the Sheriff Office's Security System
- Audit school-based furniture and equipment
- Improve Warehouse Efficiency
- Complete Construction Projects: Free Home ES, Creekland MS, Creekview HS, and Teasley MS drive
- Continue/Start Construction Projects: River Ridge HS, Sequoyah HS and Woodstock HS
- Continue Maintenance Project: Flooring – BES, HES, WHS, & WMS; Painting – CMS, FMS, JES, LRES, MRES, RMMES, & SHS; Lighting – CHS North, RMMES, ETBMS, FMS, RRHS, SHS & TMS; Roof Replacement- EHS & SHS; Intercoms – CHS North, KES, & LES




Elevate the Excellence!



Board Report: Outlook for SY2025-26

Dr. Debra Murdock
March 20, 2025





Cherokee
County
School
District

March 20, 2025 Academics and Accountability Report



Elevate the Excellence!

SUPPORTIVE ACCOUNTABILITY GOVERNANCE MODEL

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Elevate the Excellence!



The Development of a Cohesive System of Teaching and Learning

	Tight	Loose
Teachers + Classrooms	<ul style="list-style-type: none">resources (curriculum)Standards	<ul style="list-style-type: none">how they teachloose maint. (at principal's discretion)
Principals + Schools	<ul style="list-style-type: none">Goals, accountabilityexpectationsAlignment	<ul style="list-style-type: none">scheduling (90 min block vs. 80 min block)loose maint. (at supt. discretion)how they set goals
District Staff + District	<ul style="list-style-type: none">Goals, accountabilityexpectations	<ul style="list-style-type: none">loose maint. (at supt. discretion)

Standards
Consistency
Clarity
Resources
High Expectations
Teacher Autonomy



Led to the Development
of Policy BAB

CCSD Policy BAB – Supportive Accountability Governance Model

- Core Beliefs
- Cohesive System of Teaching and Learning
 - Standards
 - Instructional Resources
 - Monitor Student Learning
- Accountability and Support

BOARD POLICY School Board Governance

Descriptor Code: BAB

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.
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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

CCSD Policy BAB – Supportive Accountability Governance Model

- Core Beliefs

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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.

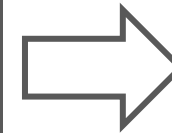
The Superintendent is to align Key Performance Indicators (KPIs) for each Division of the School District and School Improvement Goals for each school to the student achievement goals established by the School Board and the evaluation instrument it establishes for the Superintendent. The principal is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

CCSD Policy BAB – Supportive Accountability Governance Model

Cohesive System of Teaching and Learning

Standards

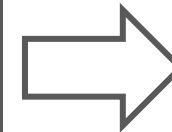
- Aligned to a Teaching and Learning Framework
- Organized into Teaching and Learning Maps



Customized CCSD Teaching and Learning Standards

Instructional Resources

- A toolbox of resources for teachers including:
 - District-acquired core and supplemental resources
 - Teacher-created exemplar instructional plans
 - District-curated examples
 - Aligned assessment tools
- A toolbox of resources for students including:
 - Print and digital resources to support student ownership



Review and selection of proposed core resources for ELA and Math

Monitor Student Learning

- Screeners
- Formative and summative assessment tools
- Intervention and extension resources

Cohesive System of Teaching and Learning: Standards

Key Questions for Customization of GA Standards of Excellence

- ☐ What standards need to be divided across quarters to provide a sequential learning experience?
- ☐ Which standards leave too much room for subjective interpretation?
- ☐ What connections can be made across domains to enhance student learning?

Elevate the Excellence!



Cohesive System of Teaching and Learning: Standards

2nd Grade English Language Arts

Year Long English Language Arts Practices:

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.1: Build an identity as a reader and writer, developing a repertoire of resources; participation as an active consumer and producer of texts.

- K-12.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing techniques, topics, modes, and genres that resonate most.
- K-12.P.EICC.1.b: Discuss or write about personal and academic reading and writing techniques, topics, modes, and genres that resonate most.
- K-12.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance.
- K-12.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies as needed to aid the interpretation and construction of texts.
- K-12.P.EICC.1.e: Participate in a community of readers and writers by developing individual writing, listening as others share their writing, and offering feedback.
- K-12.P.EICC.1.f: Develop independence and autonomy as a reader and writer.

Author's Craft (AC)

K-12.P.AC.1: Interpret texts through the author's lens by identifying, analyzing, and evaluating connected to the responses, thoughts, decisions, and questions triggered by the text.

- K-12.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion elements in texts, explaining or evaluating how specific elements support the text's purpose.
- K-12.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective use of language in texts, explaining or evaluating how specific word choices affect the target audience.
- K-12.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and organization supports the text's purpose.
- K-12.P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's purpose, and support the text's purpose.

K-12.P.AC.2: Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.

- K-12.P.AC.2.a: Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

4th Grade Mathematics

In Unit 1, students build on their understanding to add, subtract, and multiply whole numbers and problem solving with money, intervals of time, and metric measurement. They will engage in the framework for statistical reasoning to ask and answer questions.

Overarching Standards for Unit 1

- NR.1:** Recognize patterns within the base ten place value system with whole numbers and round multi-digit whole numbers through the hundred thousands.
- NR.2:** Using part-whole strategies, solve problems involving addition and subtraction of multi-digit whole numbers.
- MDR.6:** Measure time and objects that exist in the world to solve real-life problems.

Standards for Student Mastery for Unit 1

- NR.1.1:** Read and write multi-digit whole numbers to the hundred thousands.
- NR.1.2:** Recognize and show that a digit in one place has a value that is ten times the value of the digit to its right and one-tenth the value of the digit to its left. Extend this understanding to determine the value of a digit in a number.
- NR.1.3:** Use place value reasoning to represent, compare, and order whole numbers.
- NR.1.4:** Use place value understanding to round multi-digit whole numbers.
- NR.2.1:** Fluently add and subtract multi-digit numbers using the standard algorithm.
- NR.2.5:** Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Use mental computation and estimation strategies to justify the reasonableness of solutions.
- MDR.6.2:** Ask questions involving real-life situations with numbers up to 100,000 and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

Unit 2 – Exploring Real-life Phenomena through Patterning & Algebraic Reasoning (4-5 weeks)

8th Grade Science



Science and Engineering Practices are fundamental approaches that scientists and engineers use to investigate the natural world and solve practical problems. **Crosscutting Concepts** in science are overarching themes that bridge various disciplines, helping students and researchers see connections and deepen their understanding of the natural world. **Disciplinary Core Ideas** are fundamental concepts that students need to understand to develop a deep knowledge of science across various disciplines.

Semester 1 (August – December)

Unit 0: Thinking Like a Scientist (1.5 weeks)

In this unit, students in eighth grade will advance their scientific thinking skills through engaging in the scientific method, critical analysis, and collaborative investigations. Students will expand their understanding of scientific terms and concepts, formulate hypotheses based on research questions, utilize tools to conduct investigations, analyze data, and collaborate to interpret experimental results. Thinking Like a Scientist standards should continue to be embedded and developed throughout the course across the entire school year. By the end of the year, students will have developed a deeper understanding of the scientific method, enhanced their critical thinking skills, and strengthened their ability to collaborate effectively in scientific investigations. They will be prepared to apply these skills to more complex scientific challenges and inquiries in subsequent grade levels and beyond.

Overarching Standard for Unit 0

TLS6-8: Advance critical thinking through scientific investigations or other problem-solving processes that include collaborating, analyzing data, and drawing evidence-based conclusions.

Supporting Standards for Student Mastery in Unit 0

- TLS6-8.a:** Master and apply scientific vocabulary and concepts, including but not limited to inference, model, independent variable, dependent variable, argument, theory, validity, and bias.
- TLS6-8.b:** Develop and test hypotheses using systematic observations and experiments.
- TLS6-8.c:** Use advanced tools and technology (e.g., sensors, probes, software, simulations) for data collection and analysis. Identify and create proper graphs (including labels, scaling, etc.).

Elevate the Excellence!

Cohesive System of Teaching and Learning: Instructional Resources

**March – April
2024**

- Board Member priorities shared with Superintendent

**March – May
2024**

- Teacher, parent, and student focus groups begin

May 2024

- Key Priorities shared with CCSD community (Key Priority #1)

**August –
December 2024**

- Continued teacher, parent, and student focus groups

October 2024

- School Board sets student performance goals in ELA and Reading

December 2024

- School Board creates policy BAB
- Resource Audit completed

January 2025

- School Board reviews and adjusts policy IFAA
- RFP for ELA and MA Resources launched

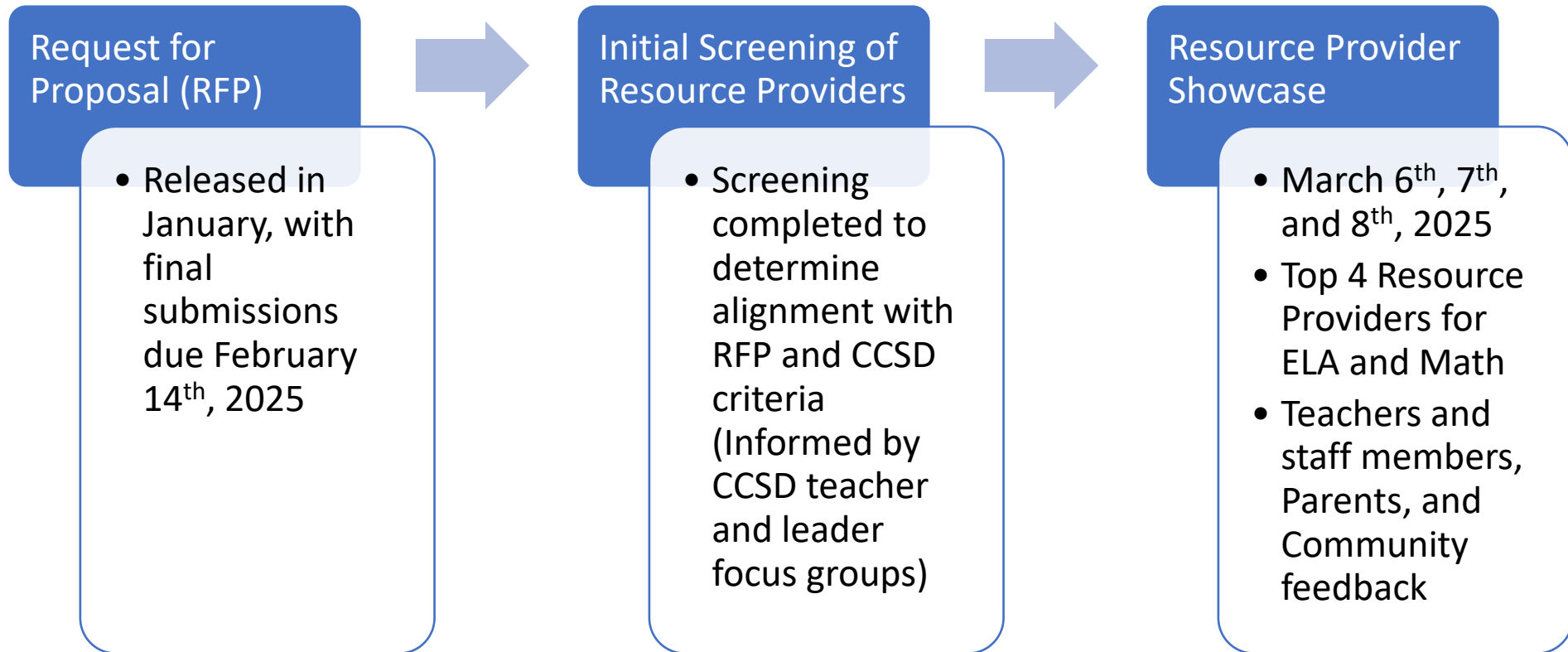
February 2025

- School Board sets student performance goals in Math
- Submissions completed for core resources in ELA and Math

March 2025

- Resource Showcase
- School Board Adoption of new core resources in ELA and Math

Cohesive System of Teaching and Learning: Instructional Resources - Process



Cohesive System of Teaching and Learning: Instructional Resources - Process

Resource Provider Finalists for English Language Arts

- Benchmark Advance (K-5)
- Into Reading & Study Sync by HMH (K-12)
- Lenses by Carnegie (6-12)
- myView & myPerspectives by Savvas (K-12)

Resource Provider Finalists for Mathematics

- Desmos Math by Amplify (K-8)
- enVision by Savvas (K-11)
- National Geographic Big Idea Math by Cengage (K-11)
- Reveal Math by McGraw-Hill (K-11)



Cherokee
County
School
District

Cohesive System of Teaching and Learning: Instructional Resources - By the Numbers



Classroom teachers and support
staff from every school
Principals, Assistant Principals, and
other leadership team members
35 district staff members

4 Resources for Math
4 Resources for ELA

Over 800 Total
Reviewers

35 Parents/Community Members
3 Student Teachers
Several Students!

Teachers of:
English Learners
Special Education
Early Intervention and Remedial
Gifted Learners



Cohesive System of Teaching and Learning: Instructional Resources – Feedback and Scoring

Sample Teacher Questions

Assessment Tools

- ☐ Exemplary - Includes a variety of formative, summative, and performance-based assessments that meet the rigor of the standards. Assessments include a wide variety of response types.
- ☐ Proficient - Includes a variety of formative, summative, and performance-based assessments that mostly meet the rigor of the standards. Assessments include some variety of response types.
- ☐ Developing - Few assessments included; those present may not meet the rigor of the standards. Assessments include few response types.
- ☐ Needs Improvement - Assessments are missing, irrelevant, or poorly aligned with standards and grade-level expectations. Assessments do not include a variety of response types.

Differentiation

- ☐ Exemplary - Includes high-quality resources and instructional guidance for all student populations (e.g., EL, SWD, EIP/REP, Gifted, etc.).
- ☐ Proficient - Includes high-quality resources and instructional guidance for some special populations (e.g., EL, SWD, EIP/REP, Gifted, etc.).
- ☐ Developing - Includes resources and instructional guidance for some special populations (e.g., EL, SWD, EIP/REP, Gifted, etc.); the materials provided may not be strong.
- ☐ Needs Improvement - Lacks resources or instructional guidance for special populations (e.g., EL, SWD, EIP/REP, Gifted, etc.); the materials do not differentiate.

Sample Parent/Community Member Questions

Support for Different Learning Needs

- ☐ Exemplary - Provides clear tools and resources for all types of learners, including those needing extra help or more advanced work.
- ☐ Proficient - Offers some resources for different learning needs, but they may not cover everything.
- ☐ Developing - Limited resources for different learning needs; support is not always clear.
- ☐ Needs Improvement - Gives little or no support for students with different learning needs.

Preparation for the Future

- ☐ Exemplary - Helps students build strong reading, writing, thinking, and communication skills that will prepare them for success in school and beyond.
- ☐ Proficient - Mostly helps students build important reading, writing, thinking, and communication skills, with some focus on future success.
- ☐ Developing - Some skills are covered, but the focus on preparing students for the future is not consistent.
- ☐ Needs Improvement - Does not help students build the skills they need for future success.

Cohesive System of Teaching and Learning: Next Steps

Standards

- Adjust customized CCSD Teaching and Learning Standards for any feedback between March and April board meetings
- Board Adoption of CCSD Teaching & Learning Standards in MA, ELA, SS, SC in April 2025.
- Develop annual process for review, feedback sessions, and further adjustments to CCSD Teaching and Learning Standards
- Begin crosswalk of standards to core instructional resources
- Enhance Canvas to improve teacher access to standards and the district acquired resources aligned to them

Instructional Resources

- School Board Adoption of Instructional Resources ELA and MA in March 2025
- Begin process to award in alignment with our RFP process
- Complete comprehensive read of resources with district, school, and parent representatives
- Order resources for the 2025-2026 school year
- Schedule professional development during post planning, summer, and pre planning alongside selected resource provider
- Implement starting August of 2025-2026 School Year

Fiscal Year 2026 Budget Report

**FY2026 Budget Report
School Board Work Session
March 20, 2025**

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



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Public Hearing Dates

1. Opt Out of State Floating Homestead Exemption



- Wednesday, February 5, 2025 @ 11:30 AM



- Thursday, February 13, 2025 @ 11:30 AM



- Thursday, February 13, 2025 @ 6:30 PM

2. Proposed Millage Rate

- Wednesday, April 9, 2025 @ 11:30 AM

- Thursday, April 17, 2025 @ 11:30 AM

- Thursday, April 17, 2025 @ 6:30 PM

SUPPORTIVE ACCOUNTABILITY GOVERNANCE MODEL

Core Beliefs

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.

Core Policies

Policy **BAB**: School Board Governance
Balanced Autonomy with Supportive Accountability
Cohesive System of Teaching & Learning

- Standards
- Instructional Resources
- Monitoring Student Learning

Accountability & Support

- Superintendent Evaluation
- Aligned School Improvement Goals
- Targeted Support

Policy **(TBD)**: Literacy in CCSD Policy

Student Achievement Goals

	READING			ENGLISH LANGUAGE ARTS			MATHEMATICS	
	Baseline (2024) / GOAL (2027)			Baseline (2024) / GOAL (2027)			Baseline (2024) / GOAL (2027)	
3 rd Grade	72%	→ 78%		47%	→ 53%		57%	→ 65%
4 th Grade	65%	→ 71%		47%	→ 53%		61%	→ 70%
5 th Grade	78%	→ 84%		56%	→ 62%		56%	→ 65%
6 th Grade	63%	→ 69%		48%	→ 54%		44%	→ 50%
7 th Grade	74%	→ 78%		45%	→ 54%		48%	→ 60%
8 th Grade	75%	→ 81%		48%	→ 54%		51%	→ 59%
High School	80%	→ 86%		56%	→ 62%		49%	→ 55%

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

Elevate the Excellence!

Actions Required to Achieve a Balanced Budget

The balanced budget prepared for FY26 invests more than ever in resources impacting students, our teachers and support staff, and school safety and security. The following actions were required to accomplish this task:

- Cut the central office operations budget by more than 3%.
 - Total central office expenditures decreased by \$2.4M.
- Reduce redundancies and shed/re-align resources.
- Re-allocate (beyond the 3%) \$1.4M from central office department funds to school-based allocations.
- Re-align \$9.1M (beyond the 3%) from the general operating budget to other eligible sources (i.e. grants, Ed-SPLOST).

Superintendent's Recommended Tentative Budget for Fiscal Year 2025-26

1. Invest in resources as close to students as possible

- Improve teacher-student ratio in 4th and 5th grade (+20 teachers)
- Increase school psychologist (+2 school psychologists)
- Invest in comprehensive K-12 English Language Arts (Reading & Writing) and K-12 Mathematics Instructional Resources to build the toolbox of resources for teachers and improve the print and digital resources available for students (+\$8.3M)
- Increase school-based budgets to support consumable instructional materials, classroom supplies, and instructional expenses (+\$1.4M)

2. Invest in teachers and the staff that are providing direct support and services to students

- Increase teacher salaries by 3% in addition to the longevity step increase (+\$11.2M local expense)
- Increase support staff salaries by 3% in addition to the longevity step increase (+\$8.1M local expense)
- Honor the current salary schedule (steps) for Administrative Staff on the District Organizational Chart
- Fully fund the employer portion of the increase in State Health Benefit Plan premiums and TRS for all employees (+\$5.2M local expense)

Superintendent's Recommended Tentative Budget for Fiscal Year 2025-26

3. Invest in resources to advance school safety & security

- Add one Campus Security Monitor for high school campuses with multiple buildings (+3 monitors for CHS, EHS, and SHS)
- Equip School Police with body cameras

4. Invest in the future for Cherokee County students by being excellent stewards of public funds

- Shed redundant, duplicative and/or non-aligned programs and materials
- Leverage current operations and systems to make the best and most efficient use of existing resources
- Continue building fund balance (Reserves) to ensure at least three months of operating expenses
- Maintain the historically lowest millage rate of 17.95 mills

Preliminary State Revenue and Expense Outlook

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)
Other State Revenue*	\$ 5,693,518	\$ 6,873,933	\$ 1,180,415
TOTAL			\$ 2,567,411

*State Pre-School Grant, Governor's Safety/Security Grant, Various CTAE Grants

Table 2

EXPENDITURES: STATE	FY2025	FY2026	Difference
State Health Benefit Plan (Increasing)	\$ 57,340,800	\$ 59,608,800	\$ (2,268,000)
Teacher Retirement (Increasing)	\$ 67,319,109	\$ 71,203,422	\$ (3,884,313)
TOTAL			\$ (6,152,313)

Table 3

SUMMARY: STATE	FY2025	FY2026	Difference
Revenue	\$ 283,092,641	\$285,660,052	\$ 2,567,411
Expenditures	\$ 124,659,909	\$130,812,222	\$ (6,152,313)
TOTAL			\$ (3,584,902)

Preliminary Local Revenue and Expense Outlook

Table 4

REVENUE: LOCAL	FY2025	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
Increase in TAVT	\$ 23,279,252	\$ 24,094,026	\$ 814,774
TOTAL			\$ 4,068,481

*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	\$ 3,526,327
Eligible for Grants, Ed-SPLOST	\$ -	\$ (9,132,960)	\$ (9,132,960)
Reduce Division Budgets*	\$ -	\$ (2,453,566)	\$ (2,453,566)
Reduce Redundancies	\$ -	\$ (1,263,892)	\$ (1,263,892)
TOTAL			\$(11,034,299)

*Total represents a 5.2% reduction

Table 6

SUMMARY: LOCAL	FY2025	FY2026	Difference
Revenue	\$ 329,454,050	\$333,522,531	\$ 4,068,481
Expenditures	\$ 409,408,302	\$399,516,157	\$(11,034,299)
TOTAL			\$ 15,102,780

Summary Revenue and Expense

SUMMARY: STATE	FY2025	FY2026	Difference
Revenue	\$ 283,092,641	\$285,660,052	\$ 2,567,411
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Expenditures	\$ 409,408,302	\$399,516,157	\$ (11,034,299)
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FY2026 Revenue and Expenditure Outlook
(\$3,584,902) + \$15,102,780 = \$11,517,822

Superintendent's Recommended Tentative Budget for Fiscal Year 2025-26

Highlights of the FY2025-26 Recommended Budget

- Pages iii-v – Executive Summary
- Page 4 – School Board Member Budget Priorities
- Page 10 – All Funds Budget Summary
- Page 11 – Pie Chart Summary of Budgeted Revenues by Source for All Funds
- Page 13 – Pie Chart Indicating Per Pupil Expenditures by Functional Area
- Page 14 – General Fund Priorities
- Page 16 – Pie Chart Summary of General Fund Revenue by Source
- Page 18 – Tax Digest History
- Page 19 – Recommended Millage Rate
- Page 21 – Preschool and Pre K Programs Summary of Revenue and Expenditures
- Page 22 – General Funds Expenses by Function and Object
- Page 23 – Pie Chart of General Fund Expenses by Category
- Page 24 – Pie Chart of General Fund Expenses by Function

Superintendent's Recommended Tentative Budget for Fiscal Year 2025-26

Highlights of the FY2025-26 Recommended Budget (Continued)

- Page 25 – Staffing Allotments by Category
- Pages 26-27 – Building Fund Priorities
- Pages 28-30 – Building Fund Revenue and Expenses
- Page 33 – Historical Ed-SPLOST Collections
- Pages 34-35 – Debt Service Fund Revenue and Expenses
- Page 36 – Projected Debt Fund Balance through 2034
- Page 41 – Federal/State Grant Fund Summary of Revenue and Expenses
- Page 48 – School Nutrition Program
- Pages 50-51 – Required Tax Documents
- Appendix 1 – General Fund Line-Item Detail by Function and Object
- Appendix 2 – General Fund Line-Item Detail by Function and Object Projection Through 2029-30

Superintendent's Recommended Tentative Budget for Fiscal Year 2025-26: Key Points

- The millage rate remains constant at its all-time low of 17.95 mills (16.45 for Maintenance and Operations and 1.5 for Debt Service)
- Increase teacher salary scales by 3% to make strides toward closing the gaps in teacher salaries with peers in the region
- Increase School-based budgets by 34% for classroom instruction
- Decrease Central Office operating expenses by 5.2% (\$2.4M)
- Investments made in people and materials closest to the classroom and decrease expenditures on district initiatives
 - Aside from increases in school allocations, operating expenses in every other category of the budget decreased from FY25, except for an increase in liability insurance premiums

Updated Budget Development Calendar



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Cherokee
County
School
District

Monthly Financial Report

Work Session | 03.20.2025



Mary Elizabeth Davis, PhD
Superintendent of Schools

CHEROKEE COUNTY BOARD OF EDUCATION

Mary Elizabeth Davis PhD, Superintendent

Kenneth Owen, Chief Financial Officer

FINANCIAL REPORT

FEBRUARY 2025

General Fund

For the month ending February 28, 2025, the eighth month of the 2024-25 Fiscal Year, the School District's Operating Account (General Fund) has received \$440,918,256 in revenue (year-to-date) consisting of state funds of \$150,059,466 (53% of budget), \$287,215,868 local revenues (93% of budget), and other funds of \$3,642,922 (114% of budget). All operating expenditures of \$343,438,488 (59% of budget) are within the Board of Education's approved 2024-25 budget.

Building Fund/Ed-SPLOST Collections

The Capital Outlay Fund balance of \$60,150,031 as of February 28, 2025 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 \$5,147,797 for sales tax collections received in February 2025, for the month of January 2025, the 28th month of 60 monthly sales tax collections for the 2022-2027 SPLOST. Collections received were above projections for the month by \$128,054 and above cumulative projections by \$22,731,750.

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 February 28, 2025 is \$48,196,556 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 February 28, 2025 is \$18,724,743 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 FEBRUARY 28, 2025**

BALANCE SHEET	GENERAL FUND	DEBT SERVICE FUND	BUILDING FUND	FED FUNDS/ SCHOOL NUTRITION	TOTAL
<u>ASSETS</u>					
Cash and Cash Equivalents	\$ 244,279,757	\$ 15,439,073	\$ 61,948,731	\$ 16,379,978	\$ 338,047,539
Investments	-	31,175,060	-	-	31,175,060
Receivables	1,038,329	1,582,423	-	3,609,377	6,230,129
Inventories	1,180,885	-	-	914,280	2,095,165
TOTAL ASSETS	\$ 246,498,971	\$ 48,196,556	\$ 61,948,731	\$ 20,903,635	\$ 377,547,893
<u>LIABILITIES</u>					
Accounts Payable	\$ 3,544,220	\$ -	\$ 1,798,700	\$ 1,146,393	\$ 6,489,313
Salaries and Benefits Payable	18,110,428	-	-	1,032,499	19,142,927
<u>FUND BALANCE</u>	224,844,323	48,196,556	60,150,031	18,724,743	351,915,653
TOTAL LIABILITIES AND FUND BALANCE	\$ 246,498,971	\$ 48,196,556	\$ 61,948,731	\$ 20,903,635	\$ 377,547,893
REVENUE AND EXPENSE					
<u>REVENUE</u>	\$ 440,918,256	\$ 27,834,781	\$ 44,248,270	\$ 28,897,441	\$ 541,898,748
<u>EXPENDITURES</u>	343,438,488	79,153,653	93,124,314	30,158,199	545,874,654
EXCESS REVENUE OVER EXPENDITURES	97,479,768	(51,318,872)	(48,876,044)	(1,260,758)	(3,975,906)
<u>OTHER FINANCING SOURCES (USES)</u>	256,696	28,744,998	(28,744,998)	-	256,696
<u>BEGINNING FUND BALANCE</u>	127,107,859	70,770,430	137,771,073	19,985,501	355,634,863
<u>ENDING FUND BALANCE</u>	\$ 224,844,323	\$ 48,196,556	\$ 60,150,031	\$ 18,724,743	\$ 351,915,653

**CHEROKEE COUNTY SCHOOL DISTRICT
GENERAL FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - FEBRUARY 28, 2025**

	2024-2025			
	APPROVED	YEAR	ENCUMBRANCES	AVAILABLE
	BUDGET	TO DATE		BUDGET
REVENUE				
Local Revenue	\$ 308,970,083	\$ 287,215,868		\$ 21,754,215
State Revenue	284,984,603	150,059,466		134,925,137
Federal Revenue	217,661	260,182		(42,521)
Investment Earnings	2,967,607	3,382,740		(415,133)
TOTAL REVENUE	597,139,954	440,918,256		156,221,698
EXPENDITURES				
Instructional Services	395,034,393	224,066,692	\$ 104,372	170,863,329
Pupil Services	26,831,506	16,841,756	5,939	9,983,811
Improvement of Instructional Services	23,570,187	15,760,173	922,271	6,887,743
Instructional Staff Training	823,888	536,097	14,493	273,298
Educational Media Services	6,213,059	3,731,265	32,157	2,449,637
General Administration	4,379,268	2,743,737	-	1,635,531
School Administration	35,164,383	23,153,024	22,476	11,988,883
Support Services-Business	4,254,775	2,571,209	17,478	1,666,088
Maintenance & Operation of Plant Services	49,894,990	25,999,252	1,166,135	22,729,603
School Safety and Security	-	3,146,585	783,477	(3,930,062)
Student Transportation Services	32,323,494	20,475,323	1,242,831	10,605,340
Support Services-Central	7,109,745	4,413,375	7,673	2,688,697
School Nutrition Program	208,408	-	-	208,408
TOTAL EXPENDITURES	585,808,096	343,438,488	4,319,302	238,050,306
OTHER FINANCING SOURCES (USES)				
Proceeds from Sale of Assets	162,342	706,696		(544,354)
Accounts Transfers Out	(8,505,731)	(450,000)		(8,055,731)
TOTAL OTHER FIN SOURCES (USES)	(8,343,389)	256,696		(8,600,085)
NET CHANGE FUND BALANCES	\$ 2,988,469	\$ 97,736,464	\$ (4,319,302)	\$ (90,428,693)

CHEROKEE COUNTY SCHOOL DISTRICT
DEBT SERVICE FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - FEBRUARY 28, 2025

	2024-2025		
	APPROVED	YEAR	AVAILABLE
	<u>BUDGET</u>	<u>TO DATE</u>	<u>BUDGET</u>
REVENUE			
Local Revenue	\$ 23,244,600	\$ 24,907,560	\$ (1,662,960)
Investment Earnings	2,741,028	1,099,288	1,641,740
Miscellaneous Revenue	2,803,945	1,827,933	976,012
TOTAL REVENUE	28,789,573	27,834,781	954,792
EXPENDITURES			
Debt Service	79,731,161	79,153,653	577,508
TOTAL EXPENDITURES	79,731,161	79,153,653	577,508
OTHER FINANCING SOURCES (USES)			
Accounts Transfers In	28,744,998	28,744,998	0
TOTAL OTHER FIN SOURCES (USES)	28,744,998	28,744,998	0
NET CHANGE FUND BALANCES	\$ (22,196,590)	\$ (22,573,874)	\$ 377,284

**CHEROKEE COUNTY SCHOOL DISTRICT
BUILDING FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - FEBRUARY 28, 2025**

	2024-2025			
	APPROVED	YEAR		AVAILABLE
	BUDGET	TO DATE	ENCUMBRANCES	BUDGET
REVENUE				
Local Revenue	\$ 58,268,745	\$ 40,459,922		\$ 17,808,823
State Revenue	3,000,000	-		3,000,000
Investment Earnings	4,882,861	3,788,348		1,094,513
TOTAL REVENUE	66,151,606	44,248,270		21,903,336
EXPENDITURES				
Instructional Services	22,985,051	14,597,190	2,212,036	6,175,825
Support Services-Business	1,160,081	-	-	1,160,081
Facilities Acquisition and Construction Svs.	187,787,715	78,527,124	2,456,170	106,804,421
TOTAL EXPENDITURES	211,932,847	93,124,314	4,668,206	114,140,327
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)	(28,744,998)		(0)
TOTAL OTHER FIN SOURCES (USES)	97,767,533	(28,744,998)		126,512,531
NET CHANGE FUND BALANCES	\$ (48,013,708)	\$ (77,621,042)	\$ (4,668,206)	\$ 34,275,540

CHEROKEE COUNTY SCHOOL DISTRICT
FEDERAL FUNDS AND SCHOOL NUTRITION COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - FEBRUARY 28, 2025

	2024-2025			
	APPROVED	YEAR		AVAILABLE
	BUDGET	TO DATE	ENCUMBRANCES	BUDGET
REVENUE				
Local Revenue	\$ 8,238,909	\$ 5,384,448		\$ 2,854,461
State Revenue	1,719,985	1,331,805		388,180
Federal Revenue	31,604,659	21,702,140		9,902,519
Investment Earnings	593,240	479,048		114,192
TOTAL REVENUE	42,156,793	28,897,441		13,259,352
EXPENDITURES				
Instructional Services	10,560,299	7,228,010	\$ 55,022	3,277,267
Pupil Services	5,844,962	4,026,216	68,088	1,750,658
Improvement of Instructional Services	609,717	372,858	-	236,859
Instructional Staff Training	2,443,104	996,674	3,451	1,442,979
Maintenance & Operation of Plant Services	4,350	179,971	-	(175,621)
Student Transportation Services	521,015	253,728	-	267,287
Support Services-Central	218,190	111,902	-	106,288
School Nutrition Program	23,341,007	16,988,840	1,155,622	5,196,545
TOTAL EXPENDITURES	43,542,644	30,158,199	1,282,183	12,102,262
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	\$ -	\$ (1,260,758)	\$ (1,282,183)	\$ 2,542,941

CHEROKEE COUNTY SCHOOL DISTRICT
SPECIAL PURPOSE LOCAL OPTION SALES TAX (2022-2027)
COMPARISON OF COLLECTIONS
THROUGH FEBRUARY 28, 2025

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
December 2024	November 2024	26	4,997,532	5,796,564	799,032
January 2025	December 2024	27	5,511,645	6,812,555	1,300,910
February 2025	January 2025	28	5,019,743	5,147,797	128,054
			<u>\$ 133,512,134</u>	<u>\$ 156,243,884</u>	<u>\$ 22,731,750</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



Projects in Construction

Cherokee HS Replacement

Replacement Facility

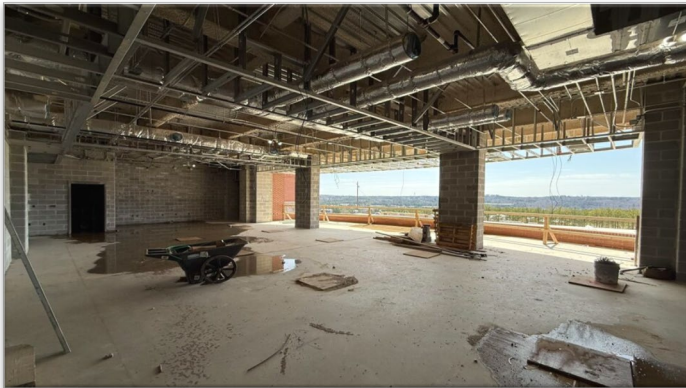
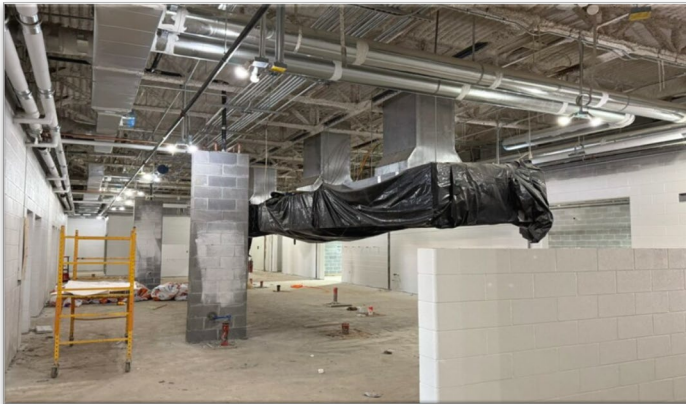
Carroll Daniel Construction

Substantial Completion: 12.2025

Anticipated Occupancy: 08.2026

- Exterior stone masonry, brick placement, interior CMU wall installation, and overhead MEP placement are nearing completion at the main academic building. Glass/window installation and glazing continue.
- Data installation has begun. Curb prep and pour are complete. Crews have begun setting the transformers. Ceiling grid installation is set to begin as data installation is completed.
- Overhead MEP is ongoing. The auditorium drywall placement is complete, and the first coat of paint has been applied. Exterior brick placement is nearing completion.
- Overhead MEP in the kitchen continues. The kitchen hood rough-in and install are nearing completion. Interior framing has started. Field measurements for the kitchen equipment are underway. The loading dock curb and gutter are complete.
- The MEP installation and interior masonry wall placement continue at the main gymnasium. The installation of the exterior brick is ongoing, and the crew is preparing to set the precast panels.
- Concessions and restroom slabs have been poured and the home stadium bleacher erection is underway. Roof decking on the house field house is complete. Installation of the TPO roof is being scheduled and placement of brick on the retaining walls is scheduled to begin next week.
- Installation of the poles for the site lighting is scheduled to begin in two (2) weeks.







Creekland MS

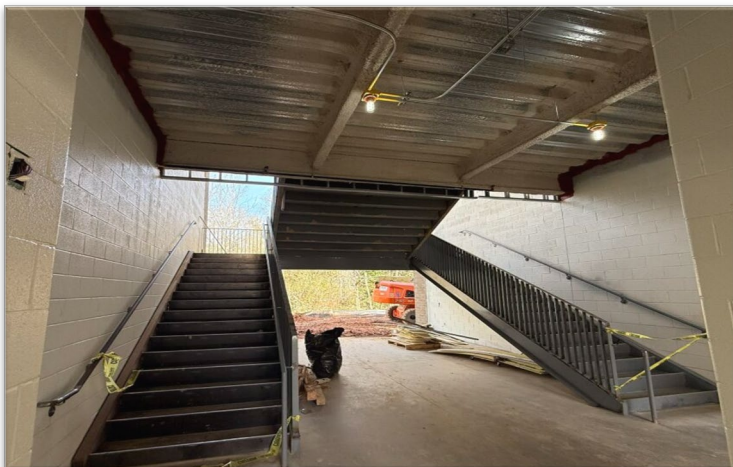
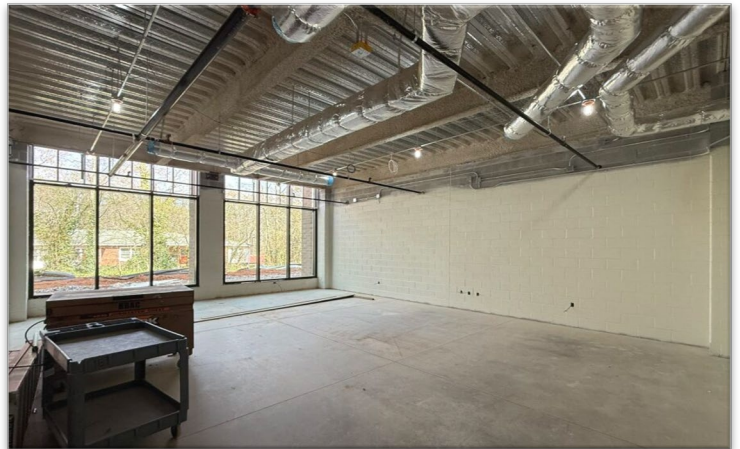
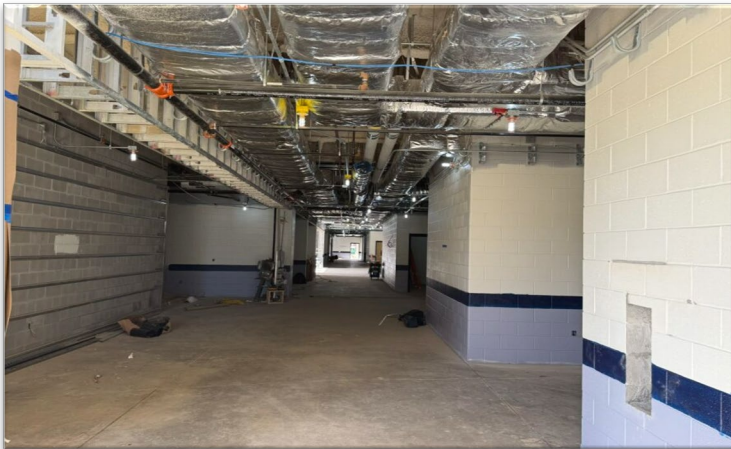
Classroom Addition

McKnight Construction Company

Substantial Completion: 05.2025

Anticipated Occupancy: 08.2025

- The structural steel, concrete slabs, roofing, interior fireproofing, masonry walls, waterproofing, air barrier, interior door frames and metal framing are complete.
- Installation of the fire suppression system, painting, exterior curtain wall windows, and overhead MEP rough in continues.



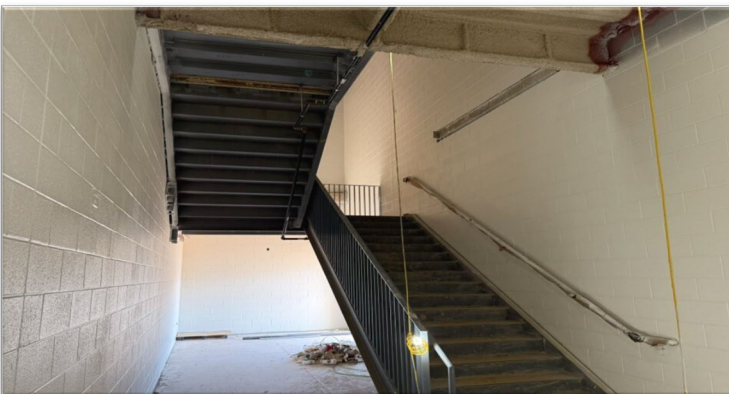
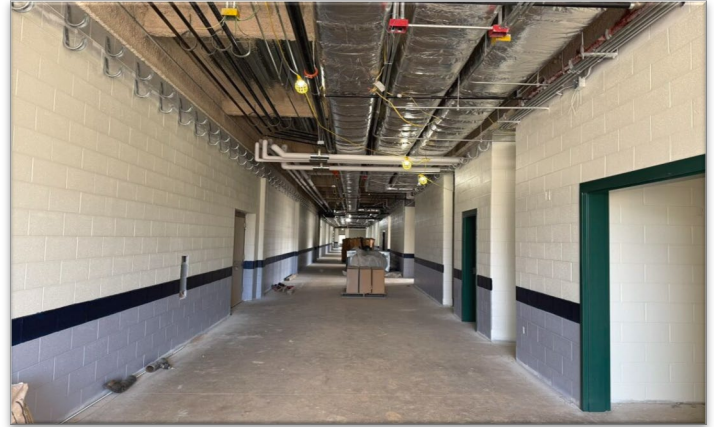


Creekview HS

Classroom Addition ~ Auxiliary Gym
McKnight Construction Company

Substantial Completion: 05.2025
Anticipated Occupancy: 08.2025

- Construction of the structural steel, concrete slabs, interior door frames, roofing, air barrier, and interior fireproofing is complete on the classroom addition.
- The installation of the fire suppression system, brick, metal framing, and overhead MEP rough-in is ongoing at the classroom addition.
- The gym's structural steel, slab on grade, roof, metal framing, masonry walls, and MEP rough-in continue.





Free Home ES

Replacement Facility
Carroll Daniel Construction

Substantial Completion: 12.2024
Anticipated Occupancy: 08.2025

- The general contractor has secured the certificate of occupancy. This project is 99% complete, pending completion of remaining punch list items and receipt of all closeout and warranty documentation.
- Installation of FF&E and technology will be scheduled during the spring.
- Project is on schedule to open August 01, 2025.





River Ridge HS

Auxiliary Gymnasium

SmithBuilt Construction Group

Substantial Completion: 04.2026

Anticipated Occupancy: 08.2026

- Main corridor footings have been saw cut and the existing foundations have been underpinned.
- Relocation of underground stormwater is underway.
- Site is being prepped to begin micropile installation.





Woodstock HS

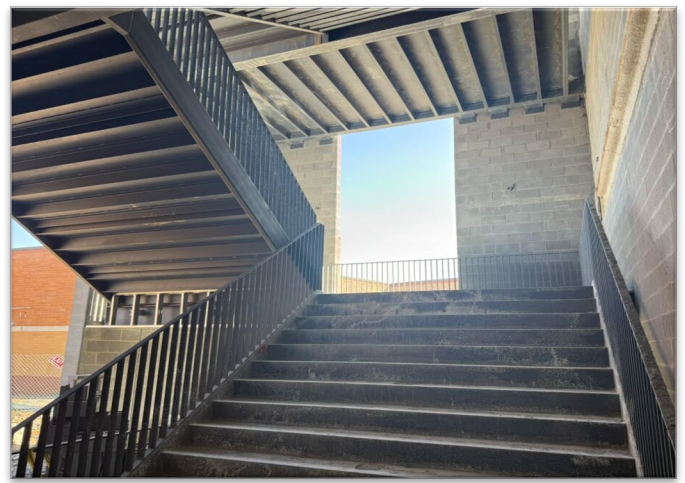
Classroom Addition

SmithBuilt Construction Group

Substantial Completion: 01.2026

Anticipated Occupancy: 08.2026

- The interior CMU masonry wall placement continues throughout the building.
- The MEP rough-in and sprinkler installation are underway on all three (3) floors.
- The elevator shafts have been blocked and are ready for the elevator installation.
- The canopy and curtain wall framing, along with insulation placement, have 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

- Three (3) proposal submissions were received on February 27th and were reviewed and scored by Capital Improvements and District Senior Staff members.
- Capital Improvements staff will submit the final scoring evaluation for consideration by the Board at the March Board meeting.
- Pending approval by the Board, a Pre-Construction meeting will be scheduled for late March.

Sequoiah 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

- Project design and construction documents are complete.
- This project was issued for RFP on February 27th with Proposals due on April 24th.
- Pending Board approval, CI Staff anticipate beginning the construction of this project in June 2025.



LEGISLATIVE REPORT

Overview of 2025 Legislative
Session March 20, 2025

Presented By: Mike McGowan

2025 LEGISLATIVE SESSION

SINE DIE: FRIDAY, APRIL 4

HB/Sponsor	DESCRIPTION	CURRENT STATUS
HB37 Leverett - R	Directs local school districts to notify employees about whether Social Security taxes will be withheld from their pay and requires notification of employee eligibility for other pension or retirement plans. Notification must occur at least once every five years and at or near the time of employee separation from a school district. <i>(Senate Education and Youth Committee)</i>	03.06.2025 Senate Read and Referred
HB56 Petrea - R	Provides post-secondary grants to educators who are killed or permanently disabled in the line of duty <i>(Senate Higher Education Committee)</i>	03.10.2025 Senate Read and Referred
HB58 Richardson - R	Authorizes the adoption of local ordinances, resolutions, regulations, or policies that restrict the flight of unmanned aircraft systems (drones) over mass public gatherings that are ticketed events. <i>(Senate Rules Committee)</i>	03.18.2025 Senate Committee Favorably Reported By Substitute
HB67 Burns - R	Supplemental appropriations; State Fiscal Year July 1, 2024 - June 30, 2025, includes \$3M in startup funding for a school threat assessment tracking system.	Act 3 Effective: 03.06.2025
HB68 Burns - R	FY2026 BUDGET <i>(Senate Appropriations Committee)</i>	03.11.2025 Senate Read and Referred
HB78 Franklin - R	Raises the limit of Employees' Retirement System of Georgia total percentage of funds invested in alternative investments <i>(Senate Retirement Committee)</i>	03.18.2025 Senate Read Second Time
HB81 Ballard - R	Interstate compact for school psychologists across four states (West Virginia and Colorado)	03.13.2025 To Governor for Signature
HB90 Efstration - R	Increases the maximum acreage that qualifies a bona fide conservation use property for assessment and taxation. <i>(Senate Rules Committee)</i>	03.18.2025 To Governor for Signature
HB92 Blackmon - R	Moves the opt-out deadline for HB 581 (2024 session) back to its current deadline of March 1, 2025. If a local board of education opts out of HB 581, it must complete the notification, public hearings, opt-out resolution, and all other requirements and provisions regarding hearings and advertising by March 1, 2025. All boards that opt out this year must complete all the same requirements regarding notification, public hearings, and opt-out resolution <u>every year</u> going forward to maintain the opt-out status of the floating homestead exemption. Finally, school boards that have already	02.28.2025 Senate Recommitted

2025 LEGISLATIVE SESSION

SINE DIE: FRIDAY, APRIL 4

	<p>opted out of HB 581 may rescind the opt-out decision before March 1 of the taxable year going forward. The committee made an amendment regarding the rollback rate notification.</p> <p><i>(Senate Rules Committee)</i></p>	
<p>HB105 Wade - R</p>	<p>Increases indemnification for educators from \$75,000 to \$150,000</p> <p><i>(Senate Rules Committee)</i></p>	<p>03.18.2025 Senate Read Second Time</p>
<p>HB112 McDonald - R</p>	<p>Provides income tax rebates, courtesy of the State's \$16 billion budget surplus currently on hand, \$1 billion of which is being returned to taxpayers. Those filing jointly will receive a \$500 refund, \$375 for heads of household, and \$250 for individual filers.</p> <p><i>(Senate Finance Committee)</i></p>	<p>03.18.2025 Senate Read Second Time</p>
<p>HB127 Cox - R</p>	<p>Increase personal leave days from 3 to 5 for teachers</p> <p><i>(Senate Education and Youth Committee)</i></p>	<p>03.10.2025 Senate Read and Referred</p>
<p>HB137 Anderson - R</p>	<p>Increases the financial thresholds (\$250K) for public works, school, and road system contracts in Georgia, exempting more contracts from certain requirements and streamlining administrative processes.</p> <p><i>(Senate Rules Committee)</i></p>	<p>03.18.2025 Senate Read Second Time</p>
<p>HB147 Thomas - R</p>	<p>Georgia Technology Authority; annual inventory of artificial intelligence usage by state agencies; provide</p> <p><i>(Senate Science and Technology Committee)</i></p>	<p>03.10.2025 Senate Withdrawn & Recommitted</p>
<p>HB171 Thomas - R</p>	<p>Prohibits the distribution of computer generated obscene material depicting a child</p> <p><i>(Senate Judiciary Committee)</i></p>	<p>02.27.2025 Senate Read and Referred</p>
<p>HB175 Jones - R</p>	<p>Revises background check requirements for early care and Head Start</p> <p><i>(Senate Rules Committee)</i></p>	<p>03.18.2025 Senate Read Second Time</p>
<p>HB192 Gambill - R</p>	<p>"Top State for Talent Act;" further aligns Georgia's Career, Technical, and Agricultural Education (CTAE) program within the Georgia Department of Education (GaDOE) with the High Demand Career List created by HB 982 in 2024.</p> <p><i>(Senate Higher Education Committee)</i></p>	<p>02.24.2025 Senate Read and Referred</p>
<p>HB200 Bazemore - D</p>	<p>Establishes a three-year pilot immersive writing program for eligible public elementary schools and amended to include ADA compliant playgrounds in new construction</p> <p><i>(Senate Education and Youth Committee)</i></p>	<p>03.06.2025 Senate Read and Referred</p>

2025 LEGISLATIVE SESSION

SINE DIE: FRIDAY, APRIL 4

HB217 Hong- R	<p>Extends the Dual Achievement Program for five years, allowing students to earn a high school diploma and technical college credentials, with updated eligibility and funding provisions, and mandates annual reporting and policy establishment by 2026.</p> <p>Georgia's Dual Achievement Program is an alternative pathway for students aged 16 and older who have completed at least 10th grade but choose to withdraw from high school to earn their diploma through a Technical College System of Georgia (TCSG) institution.</p> <p><i>(Senate Higher Education Committee)</i></p>	<p style="text-align: center;">03.10.2025 Senate Read and Referred</p>
HB225 Washburn - R	<p>Repeals all laws related to the enforcement of speeding violations in school zones through the use of automated traffic enforcement safety devices and prohibits a local governing body or law enforcement agency from entering into or renewing a contract that provides for enforcement of laws relative to speeding violations in school zones through the use of automated traffic enforcement safety devices</p> <p><i>(Senate Public Safety Committee)</i></p>	<p style="text-align: center;">03.06.2025 Senate Read and Referred</p>
HB229 Neal - D	<p>Sales and use tax; exempt materials used in construction of capital outlay projects for educational purposes This bill originally applied only to Clayton County and now applies to all school districts that allow HB 581 to go into effect.</p> <p><i>(Senate Finance Committee)</i></p>	<p style="text-align: center;">03.04.2025 Senate Read and Referred</p>
HB235 Townsend - R	<p>"Georgia Supporting Living Donor Educators Act:" mandates paid leave for public school and postsecondary employees in Georgia for bone marrow and organ donations, ensuring these leaves are not deducted from other leave balances and are counted towards retirement benefits, with no waivers allowed.</p> <p><i>(Senate Rules Committee)</i></p>	<p style="text-align: center;">03.18.2025 Senate Read Second Time</p>
HB244 Cannon-R	<p>Provides for local governments to request and receive due date extensions for filing annual audits to the state auditors in certain circumstances</p> <p><i>(Senate State and Local Governmental Operations Committee)</i></p>	<p style="text-align: center;">03.06.2025 Senate Read and Referred</p>
HB267 Bonner - R	<p>Riley Gaines Act; prohibits transgender participation in athletics. Amended to provide for coaches, trainers and medical staff to enter locker rooms at appropriate times.</p> <p><i>(Senate Judiciary Committee)</i></p>	<p style="text-align: center;">02.28.2025 Senate Read and Referred</p>
HB268 Persinger - R	<p>Omnibus Safety Bill:</p>	<p style="text-align: center;">03.06.2025 Senate Read and Referred</p>

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	<ul style="list-style-type: none"> Creates an Office of Safe Schools within the Georgia Emergency Management and Homeland Security Agency (GEMA/HS) Requires a sending school to transfer a student's entire academic and disciplinary record to the receiving school within five days Provides that a student's education records must be provided to parents within three business days Requires local school districts to have behavioral threat assessment teams and use an anonymous reporting app for potential threats Creates the Student School Safety (S3) database under GEMA Creates qualified behavioral health coordinator positions and grants to fund them Creates a process to remove students and place them in a virtual school while behavioral threat assessments are being completed <p>(Senate Judiciary Committee)</p>	
HB307 Ballard - R	<p>Enhances support for students with reading challenges, particularly dyslexia, by mandating support plans, prohibiting certain instructional models, and establishing a literacy committee, with specific deadlines for implementation and reporting.</p> <p>(Senate Education and Youth Committee)</p>	03.03.2025 Senate Read and Referred
HB314 LaHood - R	<p>Updates standards required of all athletic trainers</p> <p>(Senate Regulated Industries and Utilities Committee)</p>	03.18.2025 Senate Committee Tabled for future consideration
HB317 Stephens - R	<p>"Workforce and Residential Infrastructure District for Georgia Act:" creates community development districts, which allow for private large-scale infrastructure and residential, commercial, and industrial developments similar to a Tax Allocation District.</p>	03.19.2025 Passed Committee but will not be considered until 2026
HB328 Carpenter - R	<p>Increases the cap from \$120 million to \$140 million for tax breaks to those who donate to Student Scholarship Organizations (SSOs, or private schools).</p> <p>(Senate Finance Committee)</p>	03.10.2025 Senate Read and Referred
HB340 Hilton - R	<p>Distraction Free Education Act: mandates Georgia public schools to restrict personal electronic device use for K-8 students during school hours to promote focused learning, with implementation by August 2025 and no waiver options. AMENDED: Beginning no later</p>	03.18.2025 Senate Committee Favorably Reported

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	<p>than July 1, 2026, no public school student in kindergarten through grade eight shall be permitted to access personal electronic devices during the school day, except as otherwise provided in this Code section or required by law” and “by January 1, 2026, each local school system and public school shall adopt policies and procedures.”</p> <p><i>(Senate Rules Committee)</i></p>	
<p>HB370 Gains - R</p>	<p>Requires the property tax bill for any school district that opts out of the state-wide base year homestead exemption to state the total amount of the school district's reserve funds. It also requires property tax bills to list the name of any local governing authority (city, county, consolidated government, or school district) that opted out of HB 581 (2024 session), including the date and vote on the opt-out resolution, as well the main phone number for the local governing authority that voted to opt out of HB 581. If passed this notice would be on the tax bill for four years.</p> <p>If a school district has a similar homestead exemption or a full senior homestead exemption, the notice requirement will not apply.</p> <p><i>(Senate Finance Committee)</i></p>	<p>03.10.2025 Senate Read and Referred</p>
<p>HB371 Corbett - R</p>	<p>Provides for an increase of the state's maximum authorization of capital outlay funding from \$300 million to \$375 million annually</p> <p><i>(Senate Education and Youth Committee)</i></p>	<p>03.10.2025 Senate Read and Referred</p>
<p>HB422 McCollum - R</p>	<p>Requires SHBP to offer two high deductible options with pre-tax contributions to health savings accounts allowed</p> <p><i>(Senate Insurance and Labor Committee)</i></p>	<p>03.18.2025 Senate Committee Favorably Reported By Substitute</p>
<p>HB429 Wilkerson - D</p>	<p>Ad valorem tax; exempt vehicles owned by a natural person for which a title was issued before March 1, 2013</p> <p><i>(Senate Finance Committee)</i></p>	<p>03.10.2025 Senate Read and Referred</p>
<p>HB445 Martin - R</p>	<p>Revises the language required to be included in the notices of current assessment and adding a hearing officer review for tax assessment of certain business personal property</p> <p><i>(Senate Finance Committee)</i></p>	<p>03.10.2025 Senate Read and Referred</p>
<p>HB451 Cannon - R</p>	<p>Provides that local boards of education shall be authorized to provide instruction in hunting safety in grades six through 12 (beginning SY2026-27)</p> <p><i>(Senate Education and Youth Committee)</i></p>	<p>03.10.2025 Senate Read and Referred</p>
<p>HB455 Powell - R</p>	<p>Bingo; properties used for games; limit number of sessions; provisions</p>	<p>03.19.2025 Senate Committee Favorably Reported</p>

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	(Senate Rules Committee)	
HB495 Dickey - R	Education; Center for Rural Prosperity and Innovation; repeal (Senate Agriculture and Consumer Affairs Committee)	03.18.2025 Senate Read Second Time
HB577 Gaines - R	"Georgia Nicotine Vapor Products Directory Act:" would strengthen nicotine vapor product licensing and directory requirements. (Senate Rules Committee)	03.13.2025 Senate Committee Favorably Reported
HB651 Powell - R	Revises provisions relative to use of automated traffic enforcement safety devices in school zones. The bill defines a school zone. Signs with yellow flashing lights and speed warning devices will be required 500 feet before entering a school zone. The bill also adds a 10-mile variance before tickets are allowed. Speed cameras will be allowed one hour before school starts and one hour after school starts and then one hour before school ends and one hour after school ends for a total of four hours a day. The bill gets rid of the \$25 surcharge and allows a maximum fine of \$125 with 50 percent going to the local jurisdiction and 50 percent going to school safety grants. The bill lists qualified school safety purpose uses, including but not limited to access control systems, communication systems, cyber security measures, perimeter security systems, surveillance systems, visitor management systems, employment of crossing guards, safety protocol training, and mental health support services in collaboration with law enforcement. HB 651 requires that half of funds raised by the cameras be allocated equally to all schools in the district for school safety. Local governments must quarterly reports how much speed camera funding is provided to each school. (Senate Public Safety Committee)	03.20.2025 Senate Read and Referred
HR/Sponsor	DESCRIPTION	CURRENT STATUS
HR32 Efstration - R	Constitutional Amendment to increase the maximum acreage that qualifies a bona fide conservation use property for assessment and taxation. (HB90)	03.18.2025 To Governor for Signature
HR145 Erwin - R	Education and Public Health, Departments of; urges collaboration to prioritize the expansion of vision and hearing screenings at various grade levels	02.28.2025 House Committee Reported Favorably by Substitute
HR192 Stephens - R	Constitutional Amendment that authorizes the General Assembly to create and comprehensively regulate community development districts.	03.19.2025 Passed Committee but will not be

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	(HB317)	considered until 2026
SB/Sponsor	DESCRIPTION	CURRENT STATUS
SB1 Dolezal - R	Prohibits transgender athletes from participating in male and female sports through K-12 schools and colleges. <i>For the purposes of this bill, sex is defined as that identified on a student's birth certificate as long as it was issued at or near birth.</i> (House Education Committee)	02.11.2025 House Second Readers
SB4 Dolezal - R	Revises the roles of local education boards and superintendents, mandates a model ethics code and training program by 2025, and outlines specific training requirements for board members (House Education Committee)	03.11.2025 House Second Readers
SB9 Albers - R	"Ensuring Accountability for Illegal AI Activities:" provides consequences for distribution of inappropriate AI generated images, video and fraud. (House Rules Committee)	03.19.25 House Committee Favorably Reported
SB12 Ginn - R	Revises the Open Records Act to require a government entity to go private persons or entities that possess public documents (House Rules Committee)	03.19.25 House Committee Favorably Reported
SB17 Anavitarte- R	"Ricky and Alyssa's Law:" mandates the implementation of a mobile panic alert system and the procurement of detailed school mapping data by local school systems to enhance emergency response coordination with provisions for data integration, annual verification, and civil liability immunity. An amendment removed private schools from the bill. (House Rules Committee)	03.18.2025 House Committee Favorably Reported as Amended
SB21 Tillery- R	Waives sovereign immunity for local governments (included school districts) and officials in Georgia if they violate prohibitions on immigration sanctuary policies or fail to comply with immigration detainer notices. (House Public Safety and Homeland Security Committee)	02.19.2025 House Second Readers
SB23 Albers- R	Raises the limit of total percentage of funds that the Employees' Retirement System of Georgia may invest in alternative investments (House Retirement Committee)	02.12.2025 House Second Readers
SB36 Setzler - R	"Georgia Religious Freedom Restoration Act:" aims to protect religious freedom in Georgia by preventing the government from imposing substantial burdens on religious exercise, with specific	03.19.2025 Failed to Advance in Committee will be reconsidered

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	exceptions, and allows individuals to seek judicial relief for violations. <i>(House Judiciary Committee)</i>	
SB39 Tillery – R	Prohibits covering expenses for gender-affirming care under the state health benefit plan or with any state funds. <i>(House Health Committee)</i>	02.13.2025 House Second Readers
SB44 Watson – R	Reduces equalization grant requirement from 14 mills to 10 mills <i>(House Rules Committee)</i>	03.18.2025 House Committee Favorably Reported
SB45 Watson - R	Increases the maximum acreage of Bona Fide Conservation Use Property qualify for assessment and taxation. (SR56) <i>(House Ways and Means Committee)</i>	02.21.2025 House Second Readers
SB59 Watson - R	Removes a limitation on leased property of Bona Fide Conservation Use Property. <i>(House Ways and Means Committee)</i>	02.21.2025 House Second Readers
SB61 Dolezal - R	Concerns 13-17 year-old children making terroristic threats and committing crimes at public and private schools, student record information sharing as a condition of enrollment, and annual site threat assessments of schools as part of school safety plans that should be annually reviewed, updated, and submitted to the appropriate local law enforcement agency. A bill substitute changed the bill to keep children charged with threats in Juvenile Court, and children charged with acts may be charged as adults in Superior Court. <i>(House Judiciary – Non-Civil Committee)</i>	03.11.2025 House Second Readers
SB63 Watson – R	Requires that local school systems offer certain exams to home study students without imposing any cost of such students not imposed on enrolled students. The bill specifically applies to PSAT/NMSQT, SAT, PreACT, ACT, and advanced placement exams. <i>(House Education Committee)</i>	03.10.2025 House Second Readers
SB74 Burns – R	Relates to the sale or distribution of harmful materials to minors by repealing an exemption for libraries and librarians from the provisions of Code Section 16-12-103 so that any violation of the Code section is a misdemeanor of a high and aggravated nature when committed knowingly and providing for a defense for librarians who make good faith attempts to identify and remove material harmful to minors <i>(House Judiciary – Non-Civil Committee)</i>	03.06.2025 House Second Readers

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<p>SB82 Dixon - R</p>	<p>Local Charter School Authorization and Support Act of 2025: if a local board denies a petition, it must provide a written statement of denial to the charter petitioner, the State Board of Education, and the Office of Charter School Compliance, specifically stating the reasons for denial and listing all deficiencies within ten days. A school district with 60,000 or more students that denies three or more local charter petitions that are subsequently approved by the State Charter Commission will lose its flexibility contract. A district with 10,000-60,000 students that denies two or more local charter petitions that are subsequently approved by the State Charter Commission will lose its flexibility contract. Senator Dixon said a district will receive capital outlay credits and a \$250,000 per year incentive for three years on August 1 for each locally approved charter. However, the original version had fewer incentives that were “subject to appropriations” and could be “reduced proportionally.” Although not discussed, the bill also creates a 5-star “School Choice Rating” for each school district (HB202) (House Education Committee)</p>	<p>03.11.2025 House Second Readers</p>
<p>SB93 Kemp - D</p>	<p>"Georgia Early Literacy Act:" prohibits the three-cuing system from inclusion in high-quality instructional materials or structured literacy and mandates criteria for educator preparation programs aligned with the science of reading. (House Education Committee)</p>	<p>03.11.2025 House Second Readers</p>
<p>SB99 Robertson - R</p>	<p>Redefines what a law enforcement officer is to clarify that any state or federal law enforcement personnel who assist a state law enforcement agency or any political subdivision in response to the Governor declaring a state of emergency or disaster. (House Public Safety and Homeland Security Committee)</p>	<p>02.19.2025 House Second Readers</p>
<p>SB123 Kennedy - R</p>	<p>Updates compulsory school attendance laws to prevent expulsion due to absenteeism, establishes attendance committees, and mandates intervention plans for chronically absent students. (House Education Committee)</p>	<p>02.28.2025 House Second Readers</p>
<p>SB124 Still-R</p>	<p>Requires the State School Superintendent and the Department of Education to take all steps reasonably necessary to implement guidance documents from a federal agency; amended to expand SB 233 (2024 session) to all students with a parent who is active-duty military and stationed in Georgia, regardless of a student’s attendance zone.</p>	<p>03.10.2025 House Second Readers</p>

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	Amended to require language from SB22 which would require GaDOE to publish relevant federal guidance documents, including advisories, announcements, bulletins, circulars, directives, letters, manuals, memoranda, notices, policy statements, and media, news, and press releases. Publication must occur within 15 days and include a written response plan within 45 days. <i>(House Education Committee)</i>	
SB126 Dixon - R	Lowers the age of eligibility for enrollment in completion special schools in Georgia from 18 to 16. <i>(House Education Committee)</i>	03.10.2025 House Second Readers
SB129 Albers - R	Relates to property tax exemptions to increase the amount of a state-wide homestead exemption for certain totally disabled veterans and create new state-wide homestead exemptions for certain partially disabled veterans and partially or totally disabled first responders <i>(House Ways and Means Committee)</i>	03.11.2025 House Second Readers
SB148 Hatchett - R	Pilot program for outdoor learning spaces; amended to increase the maximum number of accumulated sick leave days from three to five days that teachers and other school personnel may take each school year for personal or professional reasons. (Amended to include SB247/increase in personal days) <i>(House Education Committee)</i>	03.11.2025 House Second Readers
SB150 Hickman - R	Allows retired teachers to re-enter the classroom and collect both retirement and teacher pay. Senator Hickman mentioned that retired educators are a valuable resource to combat the teacher shortages Georgia is experiencing. Currently, there are 450 retired educators working in Georgia under this provision. The bill lowers the required number of years served from 30 to 25 years and shortens the one-year waiting period for retirees to 60 days. It also extends the sunset provision from 2026 to 2034. <i>(Senate Retirement Committee)</i>	Passed Committee and sent to actuarial study for 2026 session.
SB152 Dolezal -R	Expands Georgia Promise Scholarship expansion to allow biological or adopted children of individuals who have been foster parents in the last ten years to qualify for vouchers regardless of their school attendance zones. Foster children will not qualify. <i>(House Education Committee)</i>	03.04.2025 House Second Readers
SB154 Hatchett - R	Remove references to US Office of Education in OCGA <i>(House Rules Committee)</i>	03.18.2025 House Committee Favorably Reported

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SB163 Moore - R	Relates to Brady Law regulations by revising standards for bringing an action against the government for an unauthorized act relating to regulation of weapons, including school districts. <i>(House Judiciary Committee)</i>	03.11.2025 House Second Readers
SB179 Dixon - R	Requires that the academic and disciplinary records of each transferring student be provided by such student's previous school to the receiving school within ten days (previously five days). Parents would have access to student records within five days. It requires parents to disclose felony charges of a student to the school. Parents who do not disclose felonies or disciplinary issues may be charged. The bill also requires staff suicide awareness and prevention training and violence prevention for students. <i>(House Education Committee)</i>	03.11.2025 House Second Readers
SB180 Dixon - R	High Demand Apprenticeship Program: provides opportunities for apprenticeship sponsors to enter into apprenticeship program contracts with State Board of the Technical College System of Georgia <i>(House Rules Committee)</i>	03.19.2025 House Committee Favorably Reported
SB193 Brass - R	Establishes the adult (ages 21-40) workforce high school diploma program of the State Board of the Technical College System <i>(House Higher Education Committee)</i>	03.18.2025 House Committee Favorably Reported By Substitute
SB199 Watson - R	Provides that the State Ethics Commission shall not accept or reject complaints made against candidates 60 days before an election, revises provisions related to reporting income on personal financial disclosure statements for office holders, provides that the commission shall not publicly release home address information in its possession, and revises lobbyist reporting requirements to make the reporting dates for such requirements more uniform <i>(House Rules Committee)</i>	03.19.2025 House Committee Favorably Reported
SB209 Goodman - R	Relates to retirement and pensions and permits certain persons who would otherwise be required to be members of the Public School Employees Retirement System (PSERS) to make an irrevocable election to become members of the Teachers Retirement System of Georgia (TRS) <i>(Senate Retirement Committee)</i>	Approved by Committee for actuarial study
SB212 Still - R	Prohibits the disclosure of public student directory information and confidential voter registration details to political candidates, campaign committees, political action committees, political organizations, or persons or groups acting on their behalf	03.11.2025 House Second Readers

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	(House Education Committee)	
SB213 Kirkpatrick-R	Bans commercial cheating services that target students and examines seeking a professional license as an unlawful, unfair and deceptive trade practice (House Regulated Industries Committee)	03.11.2025 House Second Readers
SB236 Wicks - D	Allows certain students whose parents or guardians are on active duty to register to enroll in the public school of the attendance zone in which they intend to reside using their permanent change of station military orders in lieu of a lease or proof of residency. (House Education Committee)	03.11.2025 House Second Readers
SR/Sponsor	DESCRIPTION	CURRENT STATUS
SR6 Gooch - R	Adjournment Resolution	PASSED BOTH CHAMBERS
SR39 Payne - R	Georgia Career and Technical Student Organizations Day; February 5, 2025; recognize February 2025 as Career and Technical Education Month	01.29.2025 Senate Read & Adopted
SR52 Dolezal - R	Constitutional Amendment: Development Impact Fees for Educational Purposes – SB38 enabling legislation (Senate Economic Development and Tourism Committee)	PASSED SENATE
SR56 Watson - R	Constitutional Amendment: increases the maximum acreage of Bona Fide Conservation Use Property qualify for assessment and taxation. SB45-enabling legislation (House Ways and Means Committee)	02.21.2025 House Second Readers
SR217 Kennedy - R	Creates the Senate Study Committee on Combating Chronic Absenteeism in Schools (Senate Education and Youth Committee)	03.03.2025 Senate Read Second Time
SR237 Hickman - R	Resolution urging the Professional Standards Commission, in collaboration with the Department of Education, the Department of Early Care and Learning, the Office of Student Achievement, the University System of Georgia, the Technical College System of Georgia, and the Georgia Student Finance Commission, to provide recommendations to support the state's K-12 education workforce and teacher and school leader pipeline (Senate Education and Youth Committee)	02.21.2025 Senate Read & Referred