

Work Session Meeting | 06/12/2025 – 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

III. Superintendent Reports

1. Academics and Accountability:
 - a. Policy BAB: Cohesive System of Teaching and Learning Update:
Dr. Josh Heath, Chief Academics and Accountability Officer
2. Finance:
 - a. Monthly Finance Report
Kenneth Owen, Chief Financial Officer
3. Capital Outlay:
 - a. Monthly Capital Outlay Report
Trey Moores, Chief Support Services Officer
4. Other Reports:
 - a. Legislative Implementation Plan
 - b. Athletic Apparel Update

IV. Adjournment



Cherokee
County
School
District

Cohesive System of Teaching and Learning - Updates



School Board Meeting
– June 12th, 2025

Elevate the Excellence!

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 Learning Accountability & Support
- Superintendent Evaluation, Aligned School Goals, Targeted Support

Policy IFAD: Literacy in CCSD
Reading, Writing, & Communicating

- Phonics, Phonemic Awareness, Decoding, Fluency, Comprehension
- Spelling, Vocabulary, Print, Cursive, Keyboarding, Conventions, Grammar
- Extended Reading & Writing, Evaluate, Synthesize, Communicate Accountability & Support

Student Achievement Goals

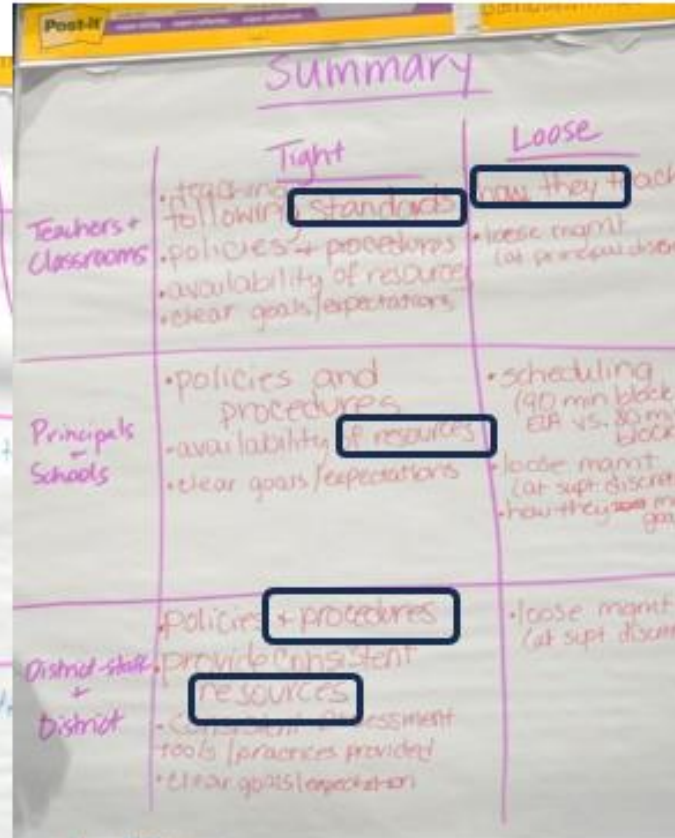
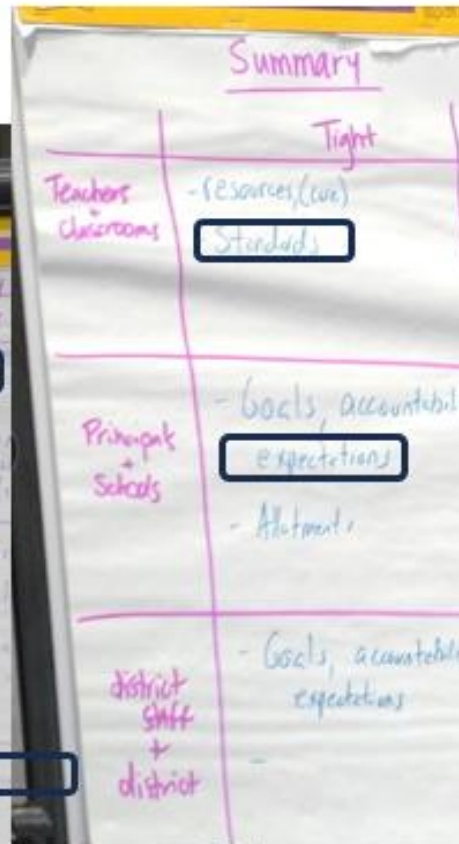
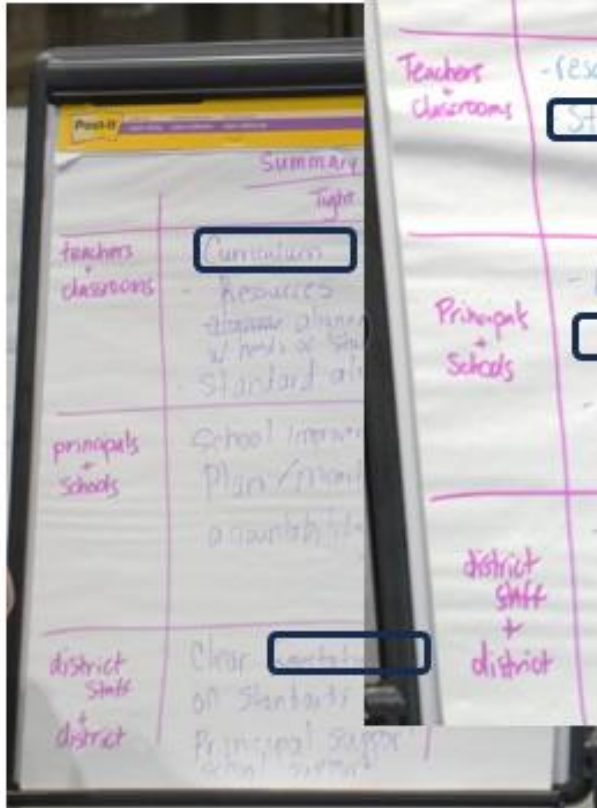
	READING			ENGLISH LANGUAGE ARTS			MATHEMATICS	
	Baseline (2024) / GOAL (2027)			Baseline (2024) / GOAL (2027)			Baseline (2024) / GOAL (2027)	
3 rd Grade	72%	→ 78%		47%	→ 53%		57%	→ 65%
4 th Grade	65%	→ 71%		47%	→ 53%		61%	→ 70%
5 th Grade	78%	→ 84%		56%	→ 62%		56%	→ 65%
6 th Grade	63%	→ 69%		48%	→ 54%		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!

The Development of a Cohesive System of Teaching and Learning



School Board Member Themes

*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
 - 1) Standards
 - 2) Instructional Resources
 - 3) 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.
3. Families and our community are involved partners in student success and can expect all students to receive the best education possible.
4. Schools are positive and welcoming environments with clear expectations and accountability in all academic and operational areas.

Cohesive System of Teaching & Learning

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

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

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

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

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

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

Accountability & Support

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

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

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

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

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

CCSD Policy BAB – Supportive Accountability Governance Model

- Core Beliefs

- Cohesive System of Teaching and Learning

- 1) Standards
- 2) Instructional Resources
- 3) 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.
3. Families and our community are involved partners in student success and can expect all students to receive the best education possible.
4. Schools are positive and welcoming environments with clear expectations and accountability in all academic and operational areas.

Cohesive System of Teaching & Learning

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

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

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

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

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

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

Accountability & Support

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

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

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

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

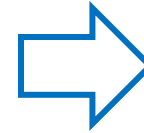
The Superintendent is to align Key Performance Indicators (KPIs) for each Division of the School District and School Improvement Goals for each school to the student achievement goals established by the School Board and the evaluation instrument it establishes for the Superintendent. The principal is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

CCSD Policy BAB – Supportive Accountability Governance Model

Cohesive System of Teaching and Learning

1) Standards

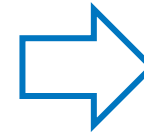
- Aligned to a Teaching and Learning Framework
- Organized into Teaching and Learning Maps (Scope & Sequence of Standards)



CCSD Teaching and Learning Frameworks and Maps

2) 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



Implementation Plan Updates and Next Steps

3) Monitor Student Learning

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



CCSD Reading and Math Screener and Support Updates

1) Standards:

CCSD Teaching and Learning Frameworks

- **Developed in the core content areas**
 - English Language Arts, Math, Social Studies, and Science
- **Developed for Support**
 - Align instruction with CCSD Teaching and Learning Standards and Student Performance Goals
 - Incorporate key components of our School Board's Literacy Policy (IFAD)
 - Ensure consistency across Cherokee County Schools

Foundational Skills

Reading Skills

Writing Skills

Communication

1) Standards: CCSD Teaching and Learning Maps

1st Grade Mathematics



Unit 1 – Extending Number Sequence Understanding to Build, Compare & Interpret Numbers within 120 (6-7 weeks)

In Unit 1, students will expand their number concept previously established in kindergarten and begin to develop a deeper understanding of counting and place value. They will read, write, and concretely represent numbers as they count numbers forward and backward starting with any number within 120. Along with developing an understanding of counting and place value, students will investigate real-life situations via inquiry. They will ask questions for investigation and answer them based on gathered information, observations, and appropriate graphical displays to compare and order the whole numbers.

Overarching Standards for Unit 1

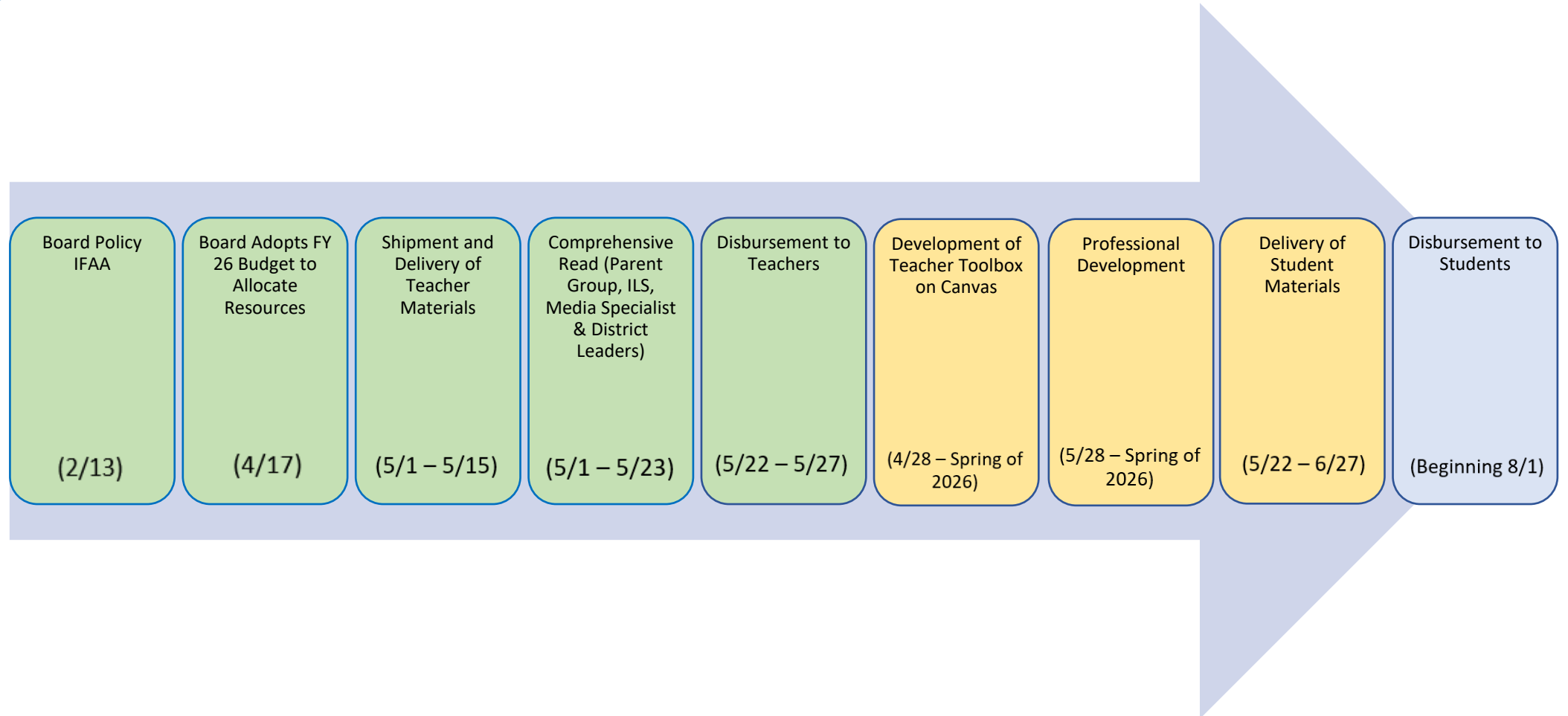
- NR.1:** Extend the count sequence to 120. Read, write, and represent numerical values to 120. ~~And~~ Compare numerical values to 100.
- NR.2:** Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within ~~20~~ 10 (at this time).
- MDR.6:** Use appropriate tools to measure, order, and compare intervals of length to ~~and time as well as denominations of money~~ solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions. (Time and money will be covered in Unit 4).

Standards for Student Mastery for Unit 1

- NR.1.1:** Count within 120, forward and backward, starting at any number. ~~In this range,~~ Read and write numerals and represent a number of objects with a written numeral.
- NR.1.2:** Explain that the two digits of a 2-digit number represent the amounts of tens and ones.
- NR.1.3:** Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols $>$, $=$, and $<$.
- NR.2.1:** Use a variety of strategies to solve addition and subtraction problems within ~~20~~ 10 (at this time).
- NR.2.5:** Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false within 10 (at this time).
- MDR.6.1:** Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Use those measurements to describe the objects compared.
- MDR.6.4:** Ask questions about the length of objects and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.

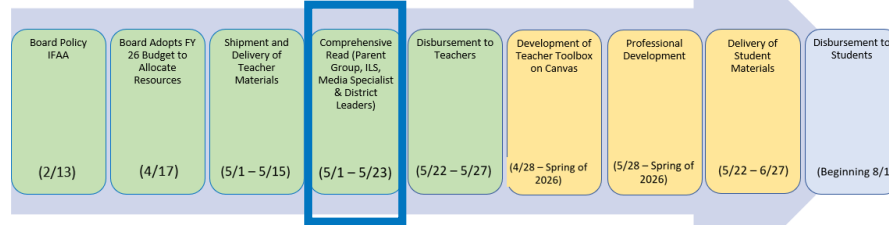
- Standards are arranged by unit with corresponding lengths of time
- This order is accessible on the CCSD website

2) Instructional Resources: Implementation Plan Updates and Next Steps



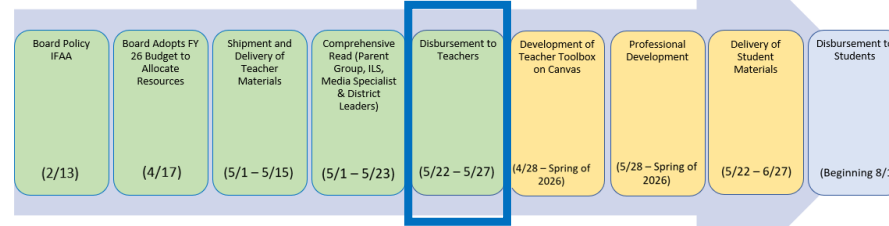
Elevate the Excellence!

2) Instructional Resources: Comprehensive Read

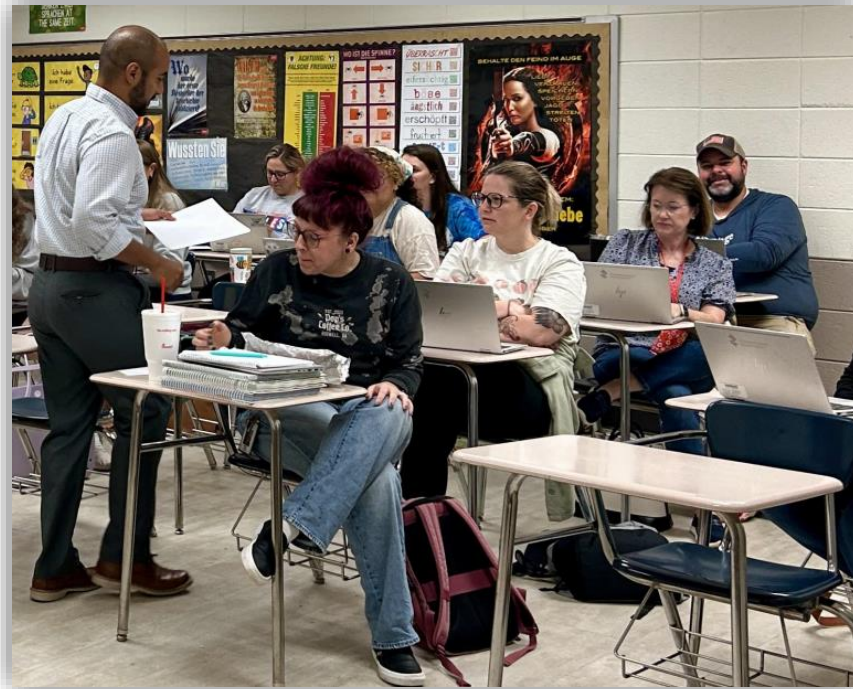
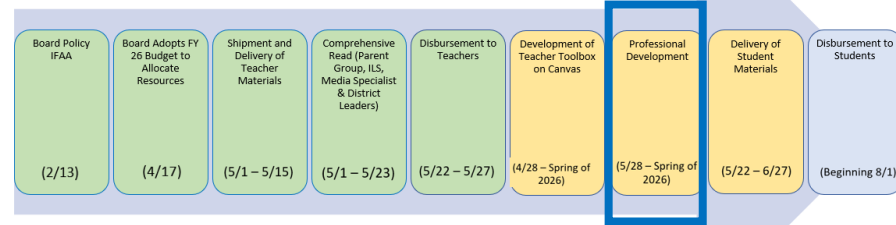




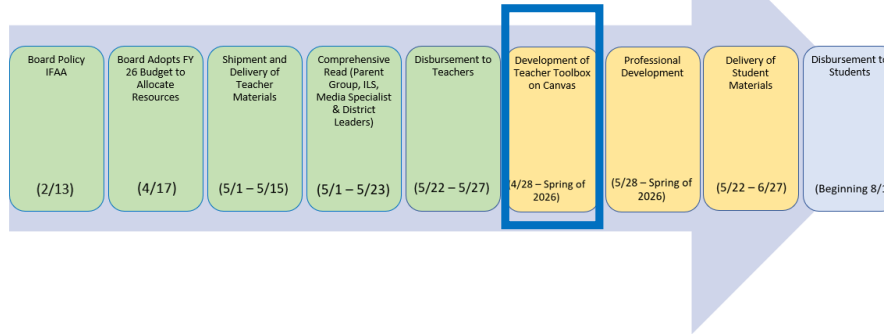
2) Instructional Resources: Resource Distribution




2) Instructional Resources: Professional Development



2) Instructional Resources: Teacher Toolbox



 Kindergarten ELA

Quarter 1

Foundations Language Texts Practices

Clarifying statement:
Cumulative review of skills from [Quarter 1](#), [Quarter 2](#), and [Quarter 3](#) will continue as new skills are introduced.

Phonological Awareness Concepts of Print Phonics Fluency Handwriting

K.F.PA.2: Recognize the basic relationships that exist between words and sentences.

Grade-Level Expectation
K.F.PA.2.c Know that sounds are put together to make words and that words have distinct meanings.

Learning Target
I am learning...

- To know sounds are put together to make words.
- To know words have distinct meanings.

Success Criteria
I can...

- Recognize sounds in words.
- Recognize the meaning of words.

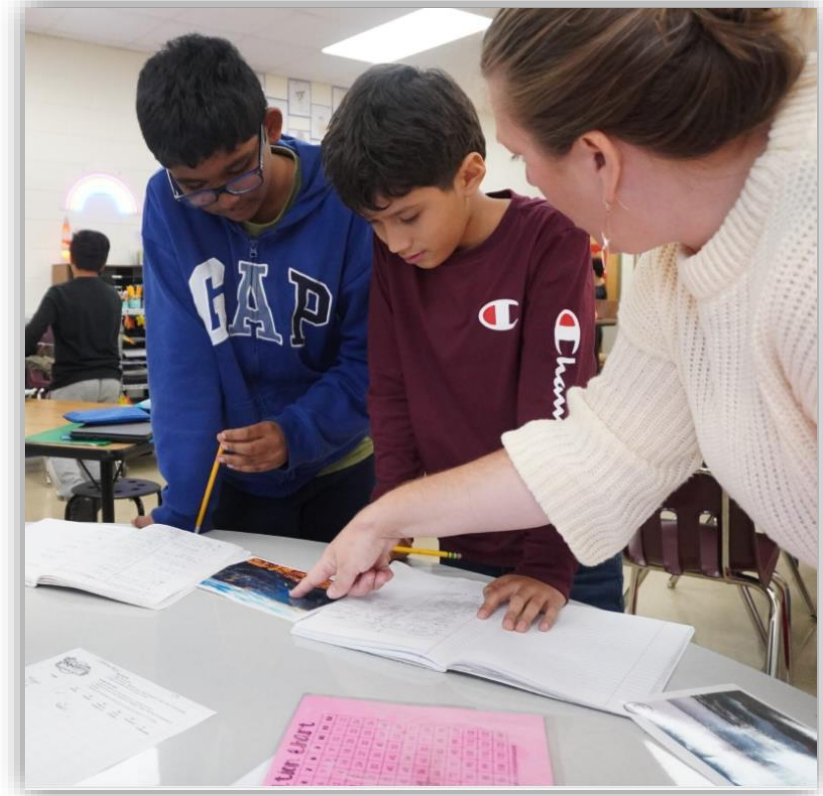
3) Monitoring Student Learning: CCSD Reading and Math Screener and Support Updates

Research and Clarify

- CCSD will use the 2025-2026 school year to clarify how different types of assessments (formative, summative, screener, etc..) work in coordination

Implement

- CCSD Reading and Math screeners expanded from K-8 to K-10
- Schools will continue to review screener data at the end of each assessment window and provide support based on student needs
- Elementary School pilot for Orton Gillingham (K-3)



Elevate the Excellence!

Cohesive System of Teaching and Learning

Review of Spring 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

Cohesive System of Teaching and Learning Summer and Fall 2025

Standards

- Enhance Canvas to improve teacher access to standards and the district acquired resources aligned to them
- Begin feedback process to further customize standards for the 2026-2027 school year

Instructional Resources

- Provide professional development throughout the 2025-2026 school year
- Implement new ELA and MA resources starting August of 2025-2026 School Year
- Begin process to select Science and Social Studies core resources for the 2026-2027 school year

Monitoring Student Learning

- Research and develop a balanced assessment system in CCSD
- Share screener data to inform and update on student progress
- Continue supporting school leaders to use their data to drive school improvement



Cherokee
County
School
District

Monthly Financial Report

Work Session | 06.12.2025



Mary Elizabeth Davis, PhD
Superintendent of Schools

CHEROKEE COUNTY BOARD OF EDUCATION

Mary Elizabeth Davis PhD, Superintendent

Kenneth Owen, Chief Financial Officer

FINANCIAL REPORT

MAY 2025

General Fund

For the month ending May 31, 2025, the eleventh month of the 2024-25 Fiscal Year, the School District's Operating Account (General Fund) has received \$526,941,426 in revenue (year-to-date) consisting of state funds of \$222,590,513 (78% of budget), \$299,309,088 local revenues (97% of budget), and other funds of \$5,041,825 (158% of budget). All operating expenditures of \$484,953,560 (83% of budget) are within the Board of Education's approved 2024-25 budget.

Building Fund/Ed-SPLOST Collections

The Capital Outlay Fund balance of \$149,667,722 as of May 31, 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 \$5,902,762 for sales tax collections received in May 2025, for the month of April 2025, the 31st month of 60 monthly sales tax collections for the 2022-2027 SPLOST. Collections received were above projections for the month by \$1,274,602 and above cumulative projections by \$26,115,533.

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 May 31, 2025 is \$48,942,401 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 May 31, 2025 is \$18,455,116 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 MAY 31, 2025**

BALANCE SHEET	GENERAL FUND	DEBT SERVICE FUND	BUILDING FUND	FED FUNDS/ SCHOOL NUTRITION	TOTAL
<u>ASSETS</u>					
Cash and Cash Equivalents	\$ 185,460,538	\$ 16,382,878	\$ 149,667,722	\$ 15,364,698	\$ 366,875,836
Investments	-	32,559,523	-	-	32,559,523
Receivables	770,227	-	-	4,097,652	4,867,879
Inventories	1,298,883	-	-	1,359,579	2,658,462
TOTAL ASSETS	\$ 187,529,648	\$ 48,942,401	\$ 149,667,722	\$ 20,821,929	\$ 406,961,700
<u>LIABILITIES</u>					
Accounts Payable	\$ 128,988	\$ -	\$ -	\$ 772,126	\$ 901,114
Salaries and Benefits Payable	18,159,612	-	-	1,594,687	19,754,299
FUND BALANCE	169,241,048	48,942,401	149,667,722	18,455,116	386,306,287
TOTAL LIABILITIES AND FUND BALANCE	\$ 187,529,648	\$ 48,942,401	\$ 149,667,722	\$ 20,821,929	\$ 406,961,700
REVENUE AND EXPENSE					
<u>REVENUE</u>	\$ 526,941,426	\$ 28,596,152	\$ 62,337,141	\$ 40,716,126	\$ 658,590,845
<u>EXPENDITURES</u>	484,953,560	79,169,179	130,785,858	42,526,587	737,435,184
EXCESS REVENUE OVER EXPENDITURES	41,987,866	(50,573,027)	(68,448,717)	(1,810,461)	(78,844,339)
<u>OTHER FINANCING SOURCES (USES)</u>	145,323	28,744,998	80,345,366	-	109,235,687
<u>BEGINNING FUND BALANCE</u>	127,107,859	70,770,430	137,771,073	20,265,577	355,914,939
<u>ENDING FUND BALANCE</u>	\$ 169,241,048	\$ 48,942,401	\$ 149,667,722	\$ 18,455,116	\$ 386,306,287

CHEROKEE COUNTY SCHOOL DISTRICT
GENERAL FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - MAY 31, 2025

	2024-2025			
	APPROVED	YEAR		AVAILABLE
	BUDGET	TO DATE	ENCUMBRANCES	BUDGET
REVENUE				
Local Revenue	\$ 308,970,083	\$ 299,309,088		\$ 9,660,995
State Revenue	284,984,603	222,590,513		62,394,090
Federal Revenue	217,661	260,182		(42,521)
Investment Earnings	2,967,607	4,781,643		(1,814,036)
TOTAL REVENUE	597,139,954	526,941,426		70,198,528
EXPENDITURES				
Instructional Services	395,034,393	319,457,946	\$ 10,371,810	65,204,637
Pupil Services	26,831,506	23,763,869	47,426	3,020,211
Improvement of Instructional Services	23,570,187	20,799,195	774,264	1,996,728
Instructional Staff Training	823,888	765,984	1,065	56,839
Educational Media Services	6,213,059	5,157,896	36,267	1,018,896
General Administration	4,379,268	3,662,584	409	716,275
School Administration	35,164,383	31,996,003	7,321	3,161,059
Support Services-Business	4,254,775	3,441,522	8,474	804,779
Maintenance & Operation of Plant Services	49,894,990	37,185,651	2,105,951	10,603,388
School Safety and Security	-	4,567,995	1,306,723	(5,874,718)
Student Transportation Services	32,323,494	28,269,770	1,092,406	2,961,318
Support Services-Central	7,109,745	5,885,145	19,566	1,205,034
School Nutrition Program	208,408	-	-	208,408
TOTAL EXPENDITURES	585,808,096	484,953,560	15,771,682	85,082,854
OTHER FINANCING SOURCES (USES)				
Proceeds from Sale of Assets	162,342	745,323		(582,981)
Accounts Transfers Out	(8,505,731)	(600,000)		(7,905,731)
TOTAL OTHER FIN SOURCES (USES)	(8,343,389)	145,323		(8,488,712)
NET CHANGE FUND BALANCES	\$ 2,988,469	\$ 42,133,189	\$ (15,771,682)	\$ (23,373,038)

CHEROKEE COUNTY SCHOOL DISTRICT
DEBT SERVICE FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - MAY 31, 2025

	2024-2025		
	APPROVED	YEAR	AVAILABLE
	<u>BUDGET</u>	<u>TO DATE</u>	<u>BUDGET</u>
REVENUE			
Local Revenue	\$ 23,244,600	\$ 25,348,247	\$ (2,103,647)
Investment Earnings	2,741,028	1,493,770	1,247,258
Miscellaneous Revenue	2,803,945	1,754,135	1,049,810
TOTAL REVENUE	28,789,573	28,596,152	193,421
EXPENDITURES			
Debt Service	79,731,161	79,169,179	561,982
TOTAL EXPENDITURES	79,731,161	79,169,179	561,982
OTHER FINANCING SOURCES (USES)			
Accounts Transfers In	28,744,998	28,744,998	-
TOTAL OTHER FIN SOURCES (USES)	28,744,998	28,744,998	-
NET CHANGE FUND BALANCES	\$ (22,196,590)	\$ (21,828,029)	\$ (368,561)

CHEROKEE COUNTY SCHOOL DISTRICT
BUILDING FUND COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - MAY 31, 2025

	2024-2025			
	APPROVED	YEAR		AVAILABLE
	BUDGET	TO DATE	ENCUMBRANCES	BUDGET
REVENUE				
Local Revenue	\$ 58,268,745	\$ 57,201,740		\$ 1,067,005
State Revenue	3,000,000	-		3,000,000
Investment Earnings	4,882,861	5,135,401		(252,540)
TOTAL REVENUE	66,151,606	62,337,141		3,814,465
EXPENDITURES				
Instructional Services	22,985,051	17,385,020	1,938,167	3,661,864
Support Services-Business	1,160,081	933,936	-	226,145
Facilities Acquisition and Construction Svs.	187,787,715	112,466,902	588,280	74,732,533
TOTAL EXPENDITURES	211,932,847	130,785,858	2,526,447	78,620,542
OTHER FINANCING SOURCES (USES)				
Bond Issuance	105,000,000	179,610,000		(74,610,000)
Premiums on Bonds Sold	15,000,000	13,918,422		1,081,578
Deposit with Escrow Agent	-	(84,438,058)		84,438,058
Accounts Transfers In	6,512,531	-		6,512,531
Accounts Transfers Out	(28,744,998)	(28,744,998)		-
TOTAL OTHER FIN SOURCES (USES)	97,767,533	80,345,366		17,422,167
NET CHANGE FUND BALANCES	\$ (48,013,708)	\$ 11,896,649	\$ (2,526,447)	\$ (57,383,910)

CHEROKEE COUNTY SCHOOL DISTRICT
FEDERAL FUNDS AND SCHOOL NUTRITION COMPARISON OF BUDGET TO ACTUAL
JULY 1, 2024 - MAY 31, 2025

	2024-2025			
	APPROVED BUDGET	YEAR TO DATE	ENCUMBRANCES	AVAILABLE BUDGET
REVENUE				
Local Revenue	\$ 8,238,909	\$ 8,094,801		\$ 144,108
State Revenue	1,719,985	1,923,770		(203,785)
Federal Revenue	31,604,659	30,109,717		1,494,942
Investment Earnings	593,240	587,838		5,402
TOTAL REVENUE	42,156,793	40,716,126		1,440,667
EXPENDITURES				
Instructional Services	10,560,299	10,468,425	\$ 85,623	6,251
Pupil Services	5,844,962	5,791,438	19,699	33,825
Improvement of Instructional Services	609,717	508,755	727	100,235
Instructional Staff Training	2,443,104	1,364,891	131,022	947,191
Maintenance & Operation of Plant Services	4,350	180,016		(175,666)
Student Transportation Services	521,015	386,195	-	134,820
Support Services-Central	218,190	151,534	-	66,656
School Nutrition Program	23,341,007	23,675,333	1,827,620	(2,161,946)
TOTAL EXPENDITURES	43,542,644	42,526,587	2,064,691	(1,048,634)
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	\$ -	\$ (1,810,461)	\$ (2,064,691)	\$ 3,875,152

CHEROKEE COUNTY SCHOOL DISTRICT
SPECIAL PURPOSE LOCAL OPTION SALES TAX (2022-2027)
COMPARISON OF COLLECTIONS
THROUGH MAY 31, 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
March 2025	February 2025	29	4,226,353	5,157,129	930,776
April 2025	March 2025	30	4,500,122	5,678,527	1,178,405
May 2025	April 2025	31	4,628,160	5,902,762	1,274,602
			<u>\$ 146,866,769</u>	<u>\$ 172,982,302</u>	<u>\$ 26,115,533</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

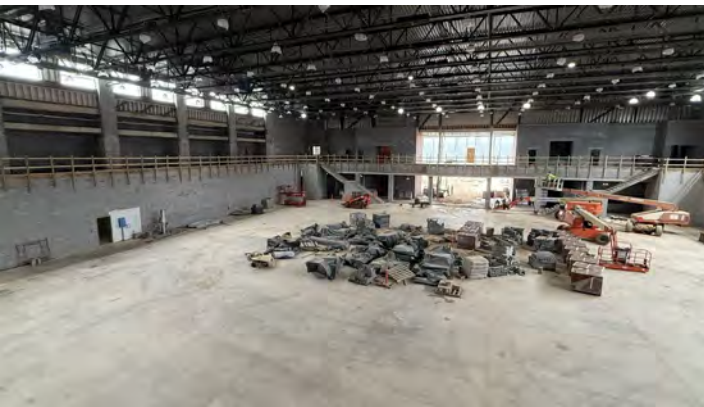
Carroll Daniel Construction

Substantial Completion: 12.2025

Anticipated Occupancy: 08.2026

- Installation of the ceiling grid and tiles, drywall, epoxy/resinous flooring and elevators in the main academic building is ongoing. Connection of the exterior canopies and installation outdoor planters continues. Above ceiling inspections are in progress.
- Preliminary punch list in the CTAE building is underway. Placement of the exterior sidewalks and paving for the mechanical yard continues.
- Installation of the ceiling grid and tiles, drywall, and auditorium lighting rough-in is underway. Installation of the basketball equipment and ceiling grid and tile has begun in the auxiliary gym.
- Overhead MEP and interior framing are complete in the cafeteria. The concrete slab is being prepped for the epoxy floor application and installation of the sprinkler drops is underway.
- Interior CMU placement and exterior brick cleaning are complete. MEP overhead rough-in is ongoing. Installation of the ACM panels and storefront windows has been scheduled.
- Exterior brick installation continues. Fine grade of the baseball and softball fields and preparation for the synthetic turf are underway.
- Installation of the poles for the site lighting continues. Fine grade of the parking lot has started, while the parking lot curb and gutter are nearing completion. Fine grade and topsoil spread for landscaping and sod installation are underway.







Creekland MS

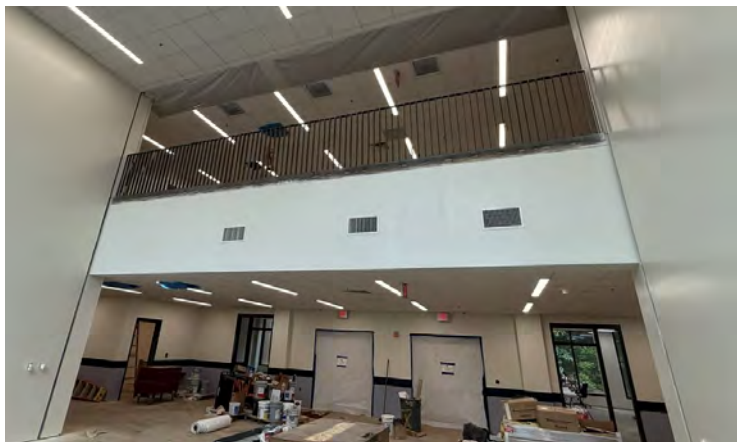
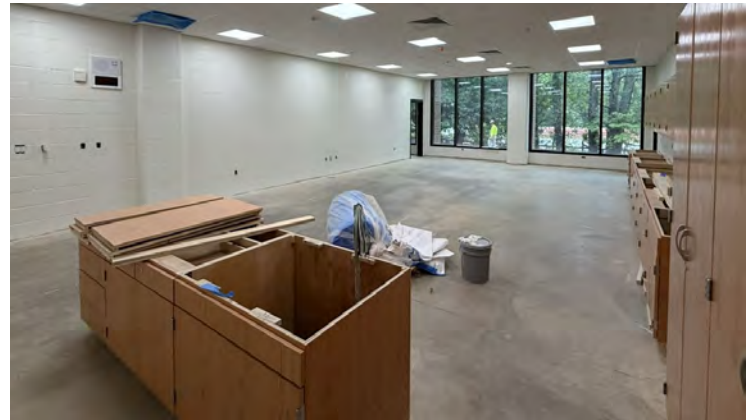
Classroom Addition

McKnight Construction Company

Substantial Completion: 06.2025

Anticipated Occupancy: 08.2025

- Installation of the structural steel, concrete slabs, roofing, interior fireproofing, masonry walls, waterproofing, air barrier, interior door frames, metal framing, exterior curtain wall windows and suspended ceiling is complete.
- Installation of the fire suppression system, flooring, painting, and millworks continues.





Creekview HS

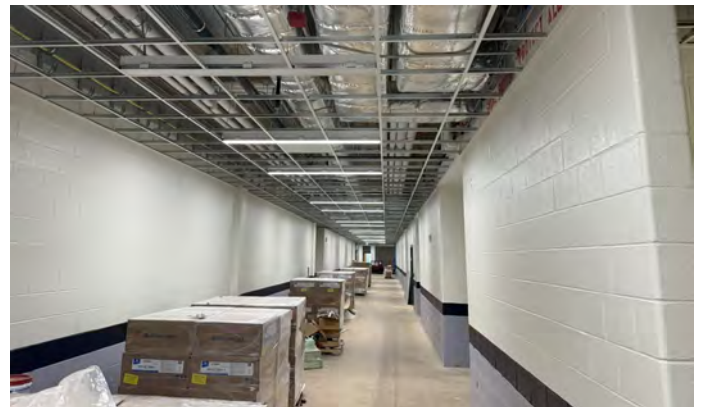
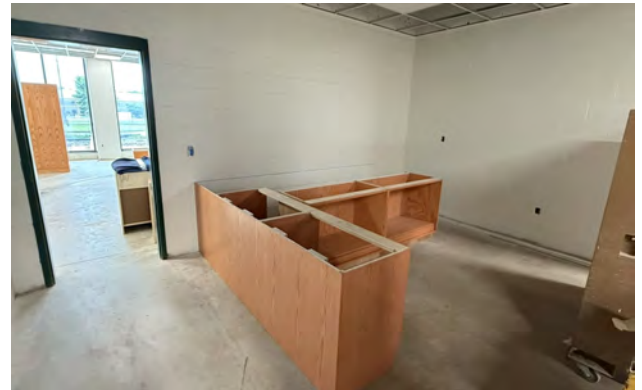
Classroom Addition ~ Auxiliary Gym

McKnight Construction Company

Substantial Completion: 06.2025

Anticipated Occupancy: 08.2025

- Construction of the structural steel, concrete slabs, interior door frames, roofing, air barrier, block, brick, overhead MEP rough-in, metal framing, curtain wall windows and interior fireproofing is complete on the classroom addition.
- The installation of the fire suppression system, flooring, and millworks is ongoing at the classroom addition.
- The gym's structural steel, slab on grade, roof, metal framing and block walls are complete. The masonry walls, brick and MEP rough-in are in progress.
- School personnel have been moved and temporarily staged in anticipation of the CTAE addition opening in August. Demolition for the interior renovation is underway.





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 100% complete and project closeout documents will be submitted at the June school board meeting.
- Installation of FF&E and technology has begun.
- 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

- Protective rubber flooring has been installed in the cafeteria, and all gym equipment has been relocated and set up for summer use.
- Structural steel has been received on site, and the first phase of erection has started on the south end.
- New ductwork for the interior renovation is underway.
- Underground MEP installation is in place.
- Placement of the concrete retaining wall has been scheduled.





Sequoyah HS

Auxiliary Gym and Facility Improvements
(Press Box & Field House)

Carroll Daniel Construction

Substantial Completion: 11.2026

Anticipated Occupancy: 01.2027

- The Notice of Award for this project has been issued, and the Pre-Construction meeting was conducted on May 22, 2025.
- Payment and Performance Bonds, along with the Contract for Construction, have been secured and the Notice to Proceed has been issued.
- The general contractor has begun submitting their submittals and they will mobilize on site on June 11th.



Teasley MS

Driveway Improvements

Summit Construction and Development

Substantial Completion: 08.2025

Anticipated Occupancy: 08.2025

- The entrance to the new bus drive has been cut in and GAB has been installed.
- The site contractor is currently providing submittals.





Woodstock HS

Classroom Addition

SmithBuilt Construction Group

Substantial Completion: 01.2026

Anticipated Occupancy: 08.2026

- Exterior brick installation is complete, and brick cleaning is underway.
- Construction of the wing wall, installation of the canopy and the electric rough-in for chillers is underway.
- The overhead door installation is complete.
- Installation of the elevators and ceiling tile have begun.





Projects in Development

Creekview HS

Home Football Fieldhouse Expansion

CROFT & Associates

Anticipated Construction RFP Issuance: 06.2025

Anticipated Board Action: 08.2025

Anticipated Construction: 09.2025

Anticipated Occupancy: 03.2026

- Project design and construction documents are nearing completion.
- This project will be issued for RFP on June 26th with Proposals due on July 24th.
- Capital Improvements staff will submit the final scoring evaluation for consideration by the Board at the August Board meeting.
- Pending approval by the Board, a Pre-Construction meeting has been tentatively scheduled for early September.



Cherokee
County
School
District

2025 LEGISLATIVE REPORT



Elevate the Excellence!

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 Learning Accountability & Support
- Superintendent Evaluation, Aligned School Goals, Targeted Support

Policy IFAD: Literacy in CCSD
Reading, Writing, & Communicating

- Phonics, Phonemic Awareness, Decoding, Fluency, Comprehension
- Spelling, Vocabulary, Print, Cursive, Keyboarding, Conventions, Grammar
- Extended Reading & Writing, Evaluate, Synthesize, Communicate Accountability & Support

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!



Cherokee
County
School
District



2025 LEGISLATIVE PRIORITIES

Mary Elizabeth Davis, Superintendent

ENHANCE ACADEMICS & ACCOUNTABILITY, EDUCATIONAL & WORKFORCE OPPORTUNITIES, and FORTIFY LOCAL CONTROL & GOVERNANCE

- Maintain strong accountability systems for effective schools and refrain from requiring additional unfunded academic investments at the local level
- Provide high school students with diploma choices and allow completion special schools to admit students under the age of 18
- Support legislative initiatives which promote local control
- Eliminate schools as polling places
- Oppose efforts to eliminate sovereign immunity
- Encourage stronger criminal penalties for those who make threats against schools, students or school personnel

PRIORITIZE EDUCATION FUNDING and STRENGTHEN TEACHER PIPELINE

- Modify the QBE to include safety/security funding, lower counselor/student ratios, additional transportation funds, and funding for strengthening cybersecurity
- Support expansion of existing and emerging statewide teacher pipeline initiatives and preserve continued investment in TRS to attract and retain high quality teachers in Georgia
- Increase teacher compensation, allowing local revenue to offset State-required employer health premium increases
- Maintain local School Board control/authority as denoted in the State Constitution (e.g., establishing appropriate millage rates)
- Establish academic and fiscal accountability structures for existing and future voucher programs
- Maintain existing requirements relative to Special Purpose Local Option Sales Tax (SPLOST) expenditures

Table I. Summary of categorical gaps in State funding vs. cost to deliver services FY2024

CATEGORY	STATE FUNDS	LOCAL FUNDS	TOTAL
Student Transportation	2,483,834	27,274,581	29,758,415
School Nurses	967,825*	2,277,879*	3,245,704*
Safety and Security	1,914,477	4,511,758	6,426,235
Teacher Compensation	134,836,242*	63,452,349*	198,288,591*
Kindergarten Paraprofessionals	2,180,627*	1,648,715*	3,829,342*
Pre-K	2,765,597	3,847,965	6,613,562
Benefits	81,377,566	67,600,423	148,977,989
Special Education	48,220,967	28,241,339	76,462,306
Technology/Hardware/Software	2,166,898	15,071,647	17,238,545
TOTALS	\$276,914,033	\$213,926,656	\$490,840,689

* Does not include benefits, training or materials. Salary figures only are represented.

Elevate the Excellence!



ENHANCE ACADEMICS and ACCOUNTABILITY

- Refrain from additional modification of existing accountability systems to allow for consistency in delivering positive student achievement outcomes and requiring additional unfunded academic investments (e.g., universal screeners, prescriptive literacy training, etc.)

ENHANCE EDUCATIONAL & WORKFORCE OPPORTUNITIES

- Provide high school graduates choices in Georgia with an alternative diploma option in the area of Career/Technical Preparation . . . thereby further ensuring students' workforce readiness skills and preparation for transitions directly into careers or secondary-level career educational opportunities, thus positively impacting Georgia's emerging workforce.
- Allow completion special schools such as Mountain Education to admit students under the age of 18 into its program.

FORTIFY LOCAL CONTROL & GOVERNANCE

- Ensure proposed legislative initiatives strengthen provisions for the local control and management of schools (including the ability for a School Board to select its own delivery model and incorporate locally-endorsed academic programs and materials, etc.) . . . thereby empowering local School Boards to fulfill their Constitutional mandate and corresponding responsibility to engage their local constituency, develop locally-derived educational policy and oversee continued performance improvements among their students.
- Eliminate State-mandated use of schools as public polling locations during regular school days . . . thereby increasing safety and security for students, staff and buildings.
- Oppose any effort to eliminate limited sovereign and official immunity . . . thereby protecting K-12 public school districts from lawsuits over day-to-day school operations (e.g., grades, discipline, classroom placements, etc.).

PRIORITIZE EDUCATION FUNDING & STRENGTHEN TEACHER PIPELINE

- Support expansion of existing and emerging statewide teacher pipeline initiatives which would attract more candidates to the teaching profession.
- Make public education in the State of Georgia a priority by permanently ending State "austerity reductions" of the Quality Basic Education (QBE) Act and allocating to local school districts all funding earned under the statutorily required formula.
- Consider modifications and update of the QBE formula to accurately reflect inflation, true costs of transportation; and, to include a funding weight/poverty index for economically disadvantaged students, funding to strengthen cybersecurity initiatives, funding for safety and security and increased allocations for counselors, social workers, psychologists and nurses . . . thereby providing support for critically-needed student services functions.
- Provide State funding through the QBE formula rather than grants to decrease reliance on local funding for safety/security. CCSD will expend over \$7M for safety/security in SY2024-25 (\$3.3M salaries/benefits and over \$3.7M in facility and system upgrades for security).
- Maintain existing requirements for allocation of Special Purpose Local Option Sales Tax (SPLOST) funding to exclude general fund expenditures. Presently those funds may only be utilized for capital outlay, technology and bonded indebtedness expenditures.
- Provide State funding to decrease the school counselor to student ratio from 1:450 to 1:250 (Georgia DOE model).
- Significantly increase the base teacher compensation within the State teacher salary schedule . . . thereby communicating the State's long-term commitment to providing competitive compensation for the purposes of attracting and retaining teachers in the State and allowing local school districts to concentrate local revenues on offsetting State-required employer rate increases in health care premiums, local share of retirement plan contributions and locally-determined benefit plans (e.g., disability, life, dental, etc.).

- Oppose additional expansion of existing programs that directly or indirectly use public funds to pay private school tuition for students or provide tax incentives for their parents . . . thereby ensuring a solid revenue base for state funding of public education. Establish and implement a fiscal and academic accountability structure for existing voucher programs that is analogous to that which public school districts must adhere. For example, require schools that participate to adhere to the same educational mandates, be held to the same accountability system (CCRPI), and be audited in the same manner/cycle as public school districts.
- Preserve continued investment in Georgia's Teacher's Retirement System (TRS) in order to ensure the longevity of the defined benefit plan. Georgia's retirement system is the State's best benefit for teachers!
- Avoid legislating annual inflation tax cap opt-out hearings in addition to millage rate hearings.

STUDENT TRANSPORTATION

- The formula for determining QBE allocations for student transportation is out of date and in need of further revision. CCSD will receive \$9.9M in QBE funds for student transportation for FY 25, a significant and appreciated increase from FY24. However, the total budgeted cost for student transportation during this budget cycle is \$32.2M.
- Looking statewide, in 1991 the State provided 54% of the total cost of providing transportation. By 2001 the amount was down to 39%. In 2021, the amount provided by the QBE formula had decreased to less than 12% of the actual cost.

EMPLOYEE RETIREMENT

- The Teacher Retirement System of Georgia, a defined benefit plan and the State's best benefit for teachers, has increased the employer (CCSD) contribution rate from 14.27% (FY17) to 20.78% in FY25. CCSD's annual payment to TRS on behalf of its employees for FY25 is expected to exceed \$60.1M (\$11.3M paid via local funds).
- Due to the vision and commitment of Georgia leaders over the decades, TRS:

- ◊ TRS' funding ratio ranks above average in the U.S., is actuarially sound, and has a proven record of sustainability.
- ◊ Provides a compelling recruitment and retention incentive for the education industry, supporting a life-long career path for high-quality teachers in Georgia schools.
- ◊ Positively impacts Georgia's economy and the economic success of our state, as pensions for over 148,000 TRS retirees are reinvested in local communities across the state each year.
- ◊ Affords a defined benefit plan as the last, best benefit for Georgia's dedicated teachers, who are diligently preparing the next generation of Georgia citizens.

As Georgia is recognized to be the #1 place to do business for the 11th consecutive year, it must also seek to be the #1 place to teach. Supporting TRS today ensures success for Georgia tomorrow.

EMPLOYEE HEALTH INSURANCE

- Beginning in FY08, the State's contribution for noncertified employee health insurance premiums was reduced and then eliminated by FY12 (from over \$500M statewide to \$0), requiring local school districts to fully absorb the additional costs since that time. CCSD's employer contribution toward the annual cost of providing health insurance for a non-certified employee has risen from \$2,000 in FY10 to \$15,840 in FY25 . . . this cost of \$1,320 per month, /per participating employee, represents a 792% increase.
- CCSD's health insurance costs for non-certified employees are projected to be \$22.9M for FY25 far exceeding and more than tripling the \$7.5M cost in FY14. The extraordinary financial impact of continuing exorbitant employer contributions rates for State mandated benefits without corresponding State funding continues to be of great concern.

Elevate the Excellence!

2024 Legislative Session: Remaining Obligations

- HB581 (inflation cap/public hearings)
 - HB92 (2025) will require opt out again in 2027
- HB318 required a State Board Rule on local charter school application deadlines and processes
- OCGA 20-2-2096.1-3; State Board Rule 160-4-8-.09: requires specific advisement relative to Completion Special Schools (Mountain Education)
- SB351
 - Digital Citizenship programming required in SY2025-26 – *complete*
 - Social Media Policy Requirement by 4/1/26 – *in development*
 - Cyberbullying Policy Requirement by 7/1/26 - *in research and development*

HB340: Distraction-Free Education Act (K-8 Cell Phone Ban)

- Bans personal electronic devices at school for K-8 students
- Exceptions:
 - Medical devices
 - District-provided devices
 - Device usage required by the ADA, IEPs, and 504 plans

HB340: Distraction-Free Education Act

Obligations by July 1, 2026

- Adopt policies for cell phone use prohibiting bell-to-bell access of devices for K-8 students - *complete*
- Establish methods for storing students' devices – *in research and development*
- Create procedures for devices at off-site events or activities (i.e. field trips, sporting events) – *in research and development*
- Develop communication protocols for emergency communication with parents - *complete*
 - * *Must require parents who need to communicate with students during the school day to contact the school directly*
- Implement monitoring and enforcement mechanisms - *complete and continuous improvement*
- Provide progressive consequence for policy violations – *complete (Code of Conduct)*

SB 123

Absenteeism

- Chief Superior Court Judge will head a school climate committee to address chronic absenteeism. The committee must meet twice a year and establish attendance protocols for each district by June 1, 2026 – *in research and development*
 - Cannot expel students solely due to absenteeism
- Develop policies/procedures to identify and provide appropriate supports to students who are or are at-risk of becoming chronically absent – *in research and development*
- Establish attendance review teams to review and develop intervention plans each month *if:*
 - The school district's chronic absenteeism rate is > 10%
 - One or more schools in the school district has a chronic absenteeism rate > 15%

SB1: Fair & Safe Athletic Opportunities Act/ The Riley Gaines Act

- Prohibits transgender students from competing on sport teams that do not align with their biological sex.
- Provides definitions for biological sex
- Exceptions:
 - Coed Teams
 - Female students may participate on teams designated for male students where there is no corresponding team designated for female students

HB 268: Ricky & Alyssa's Law (Safety Bill)

- Mandates stricter student record sharing between school districts when students transfer, increases mental health resources, and establishes increased safety response methods and threat assessment teams
- Establishes a new position for school districts: student advocacy specialists
- The State Board of Education will provide grants. The Department of Behavioral Health and Developmental Disabilities (DBHDD) will determine allocations based on students in the school district by December 1, 2025 and will establish the essential duties of the new position.
 - (1 < 18,000 students; 2 – 18,000-36,000 students; 3 > 36,000 students)

HB268: Ricky & Alyssa's Law Safety

- Implement a mobile panic system – *complete*
- Integrating a school mapping data to coordinate real-time response from law enforcement to the mobile panic system by July 1, 2026 – *complete*
- Verify school mapping data (building access points, critical utilities) by July 1, 2026 and each subsequent year – *in process*
- Develop and operate a 24/7 anonymous reporting program for threats of danger or violence on school property or relating to students or school personnel by July 1, 2026 - *complete*
- Update school safety plans to include a behavioral threat assessment management plan by January 1, 2027 – *in process*

By July 2025:

- Update progressive discipline systems for handling students accused of threatening death or serious injury to individuals at the student's current or previous school – *complete (Code of Conduct)*
- School districts must authorize schools to temporarily assign such students to home pending investigation of the allegations – *complete*
- School districts must provide counseling to such students pending investigation of the allegations – *complete*

HB268: Ricky & Alyssa's Law Transfer Student Enrollment

- Amend enrollment forms for parental disclosure of a student's disciplinary history – *in process (proposed JBC)*
- Inform the student's teachers if there is significant disciplinary history – *in process*
- Provide 10-day provisional enrollment to transfer students – *in process (proposed JBC, training and SIS updates)*
- If records not received during the provisional enrollment schools may – *in process (proposed JBC, training and process updates)*:
 - Assign the student to temporary remote learning
 - Conduct a case management consultation with the school social worker
- Update parental involvement policies for requesting and producing records for transfer students – *research and development*

HB268: Ricky & Alyssa's Law Violence Prevention

- High needs schools must:
 - Implement PBIS and RTI programs
 - Train 95% of school personnel on student behavioral awareness approved by the Department of Behavioral Health and Developmental Disabilities (DBHDD)
- Schools must provide suicide and violence training to students – *in process*
- Schools must designate a student-led youth violence prevention club – *in process (student safety advisories per school)*
- Law enforcement must report encounters with school age youth to the child's school – *research and development*

HB268: Ricky & Alyssa's Law Student Records

- Notify parents of transfer student when records from previous school are received – *in process*
 - Provide parents copies (if requested) within 5 business day
- Sending schools must provide critical education records within three business days to a transferring student's parents or receiving school – *in process*
- When parents or legal custodians request a student's education records, schools must provide electronically stored records within three business days of the request – *in process*
- Report to DFCS and the RESA Student Affairs Officer when students do not attend school for 30 consecutive days without notice of withdrawal or intent to enroll elsewhere – *in process*

HB307: Dyslexic Student Support

- Requires school districts to identify students with characteristics of dyslexia
 - Report K-3 data to GaDOE by August 1 each year - *complete*
- Prohibits the use of the three-cueing systems model for teaching word reading for K-3 students - *complete*
- Requires school districts to collect data and examine universal reading screeners to identify whether students may have characteristics of dyslexia-*complete*
- Schools must notify parents if a student is identified as having characteristics of dyslexia – *in process*

MISCELLANEOUS

- **HB37:** Social Security notification requirements
- **HB58:** Drone regulations for extracurricular events - *complete*
- **HB137:** Increases thresholds for State Public Works contracts
- **HB235:** Mandates organ and bone marrow donation leave (*proposed Policy GBRI*)
- **SB12:** Open Records revisions to include private persons or entities that possess government documents
- **SB63:** Requires offering of certain exams to home school students
- **SB82:** Requires the Office of Charter School Compliance to create guidelines for local boards of education to review charter petitions
- **SB213:** Bans commercial cheating services (Sen. Kirkpatrick)

Local Legislation

HB771: Creates clarity around Cherokee County school senior property tax exemption survivorship

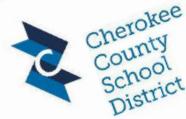
- *Worked in collaboration with Board of Commissioners, Tax Assessor's Office, and Rep. Thomas*

HB845: Requires an internal auditor function and establishes a position of internal auditor for Cherokee County School District with the authority to “appoint, employ, and remove such assistants, employees, and personnel as he or she may deem necessary...”

- *Awaiting clarity as to the scope of work and compliance obligations*
- *Determine alignment with current internal auditors*
- *Fiscal Impact (TBD)*



Cherokee
County
School
District



2025 LEGISLATIVE PRIORITIES

Mary Elizabeth Davis, Superintendent

ENHANCE ACADEMICS & ACCOUNTABILITY, EDUCATIONAL & WORKFORCE OPPORTUNITIES, and FORTIFY LOCAL CONTROL & GOVERNANCE

- Maintain strong accountability systems for effective schools and refrain from requiring additional unfunded academic investments at the local level
- Provide high school students with diploma choices and allow completion special schools to admit students under the age of 18
- Support legislative initiatives which promote local control
- Eliminate schools as polling places
- Oppose efforts to eliminate sovereign immunity
- Encourage stronger criminal penalties for those who make threats against schools, students or school personnel

PRIORITIZE EDUCATION FUNDING and STRENGTHEN TEACHER PIPELINE

- Modify the QBE to include safety/security funding, lower counselor/student ratios, additional transportation funds, and funding for strengthening cybersecurity
- Support expansion of existing and emerging statewide teacher pipeline initiatives and preserve continued investment in TRS to attract and retain high quality teachers in Georgia
- Increase teacher compensation, allowing local revenue to offset State-required employer health premium increases
- Maintain local School Board control/authority as denoted in the State Constitution (e.g., establishing appropriate millage rates)
- Establish academic and fiscal accountability structures for existing and future voucher programs
- Maintain existing requirements relative to Special Purpose Local Option Sales Tax (SPLOST) expenditures

Table I. Summary of categorical gaps in State funding vs. cost to deliver services FY2024

CATEGORY	STATE FUNDS	LOCAL FUNDS	TOTAL
Student Transportation	2,483,834	27,274,581	29,758,415
School Nurses	967,825*	2,277,879*	3,245,704*
Safety and Security	1,914,477	4,511,758	6,426,235
Teacher Compensation	134,836,242*	63,452,349*	198,288,591*
Kindergarten Paraprofessionals	2,180,627*	1,648,715*	3,829,342*
Pre-K	2,765,597	3,847,965	6,613,562
Benefits	81,377,566	67,600,423	148,977,989
Special Education	48,220,967	28,241,339	76,462,306
Technology/Hardware/Software	2,166,898	15,071,647	17,238,545
TOTALS	\$276,914,033	\$213,926,656	\$490,840,689

* Does not include benefits, training or materials. Salary figures only are represented.

Elevate the Excellence!



LEGISLATIVE REPORT

Presented By: Mike McGowan, May 28, 2025

2025 LEGISLATIVE SESSION

TGFS = To Governor for Signature
Veto Deadline – May 14

HB/Sponsor	DESCRIPTION	CURRENT STATUS
HB37 Leverett – R (AG/KO)	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. An amendment allows school districts that offer medical and dental insurance benefits to school board members to offer benefits to board members' family members.	Act 170 Effective: 07.01.2025
HB58 Richardson – R (DM)	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.	Act 4 Effective: 04.01.2025
HB67 Burns – R (KO)	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 (KO)	FY2026 BUDGET	Act 73 Effective: 07.01.25
HB78 Franklin – R (FYI)	Raises the limit of Employees' Retirement System of Georgia total percentage of funds invested in alternative investments	Act 63 Effective: 05.01.2025
HB81 Ballard – R (AG)	Interstate compact for school psychologists	Act 3 Effective: 04.28.2025
HB90 Efstration – R (FYI)	Increases the maximum acreage that qualifies a bona fide conservation use property for assessment and taxation.	Act 78 Effective: 01.01.2027 <i>Referendum</i>
HB92 Blackmon – R (KO/MMc)	Property taxation bill that proposes the following: <ul style="list-style-type: none"> ○ If the millage rate adopted by a taxing authority exceeds the estimated roll-back rate and the estimated roll-back rate was provided in the annual notice of assessment, the tax bill shall include a notice containing the name of the taxing authority with a statement that is specifically outlined in the bill. ○ If a governing authority chose to opt-out of HB 581 and there is not a base year value homestead exemption or adjusted base year value homestead 	Act 5 Effective: 04.01.2025 <i>Tax year 2025</i>

2025 LEGISLATIVE SESSION

TGFS = To Governor for Signature
Veto Deadline – May 14

	<p>exemption that is generally applicable for homestead residents, each ad valorem property tax bill issued for homestead properties shall contain a notice specifically outlined in the bill every year until December 31, 2029.</p> <ul style="list-style-type: none"> It adds a limitation that the floating homestead exemption will apply to the homestead and no more than five acres of immediately surrounding land, unless the property is under CUVA (Conservation Use) or FLPA (Forestland Protection Act), in which case it will apply to two acres or the local zoning requirement, whichever is less. Surviving spouses do not need to reapply for the base year homestead exemption. It requires any governing authority that opted out of HB 581 to conduct the opt-out process once more in 2027 for it to remain effective. It allows local governing authorities, including schools, to rescind their decision to opt out of HB 581 by 2029. It changes to the applications for homestead exemptions. It updates the annual notice of current assessment, contents, posting notice, and new assessment description. Each levying and recommending authority shall annually calculate its estimated roll-back rate for the current year and shall certify such rate to the county board of tax assessors and county tax commissioner no less than 15 days prior to the postmark of the annual notice of assessment. It exempts the purchase of qualifying construction materials used in capital outlay projects for education purposes from local sales and use taxes for school districts that did not opt out of HB 581 	
HB105 Wade – R (AG)	Increases indemnification for educators from \$75,000 to \$150,000	Act 64 Effective: 05.08.2025
HB111 Soo – R (FYI)	Lowers the state’s flat income tax rate from 5.39% to 5.19%	Act 7 Effective: 07.01.2025

2025 LEGISLATIVE SESSION

TGFS = To Governor for Signature
Veto Deadline – May 14

HB112 McDonald – R (FYI)	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.	Act 8 Effective: 04.15.2025
HB129 Cannon – R (FYI)	Relates to preferential assessment for bona fide conservation use property and bona fide residential transitional property by removing a limitation on leased property	Act 271 Effective: Tax Year 2026
HB137 Anderson – R (KO)	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.	Act 129 Effective: 05.12.2025
HB175 Jones – R (AG)	Revises background check requirements for early care and Head Start	Act 175 Effective: 07.01.2025
HB192 Gambill – R (JH)	“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.	Act 117 Effective: 05.12.2025
HB217 Hong- R (JH)	<p>Extends the Dual Achievement Program until 2031, 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.</p> <p>An amendment added language allowing the Georgia Education Savings Authority to verify the income of Promise Scholarship applicants.</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>	Act 18 Effective: 04.28.2025 2026 Requirements
HB235 Townsend – R (AG)	“Georgia Supporting Living Donor Educators Act;” mandates paid leave for public school and postsecondary employees in Georgia for bone marrow (seven days) and organ (30 days) donations, ensuring these leaves are not deducted from other leave balances and are counted towards retirement benefits, with no waivers allowed.	Act 14 Effective: 04.28.2025
HB268 Persinger – R (BC/DM/AG)	<ul style="list-style-type: none"> The first section now includes SB 17/Ricky and Alyssa's Law, which requires local school systems to implement mobile panic alert systems capable of connecting disparate emergency services technologies to ensure real-time coordination between multiple state and local first 	Act 17 Effective: 04.28.2025

2025 LEGISLATIVE SESSION

TGFS = To Governor for Signature
Veto Deadline – May 14

	<p>responder agencies in the event of a school security issue. It also requires school systems to acquire school mapping data with specific criteria for public and private schools to share with first responders.</p> <ul style="list-style-type: none"> • Requires school districts to send the student record within five business days • Outlines what information must be included in student records • Creates qualified “student advocacy specialist” positions and tiered state grants to fund them in each school system • Provides for RESAs to mediate disputes of student records • Creates a Chief Privacy Officer at the Georgia Department of Education • Defines academic records, disciplinary records, and criminal acts • Requires staff and student training in youth violence and suicide awareness and prevention • Requires each local board to develop and operate an anonymous reporting system • Requires behavioral threat assessment and management plans as part of school safety plans • Mandates reporting of excessive absenteeism and creates procedures if a student has been absent for more than 30 consecutive days and an explanation has not been provided to the school. • Defines terroristic threat upon a school with the first offense being a misdemeanor and terroristic act upon a school as a felony offense • Includes SB 61 language regarding Superior Courts having exclusive jurisdiction for juvenile terroristic acts upon schools 	
HB307 Ballard – R (JH)	<p>Amends the Georgia Early Literacy Act to add dyslexia and characteristics of dyslexia. It also requires local boards to certify they have provided copies of the dyslexia informational handbook from GaDOE, and school districts are not allowed to use “three-cueing” curriculum, instructional materials, and strategies.</p>	<p>Act 13 Effective: 04.28.2025</p>
HB340 Hilton – R (DM)	<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 than July 1, 2026, no public school student in kindergarten through grade eight shall be permitted to access personal electronic devices</p>	<p>Act 74 Effective: 05.09.2025 <i>Must have policy approved by 07.01.2026</i></p>

2025 LEGISLATIVE SESSION

TGFS = To Governor for Signature
Veto Deadline – May 14

	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.”	
<u>HB371</u> Corbett – R (KO)	Provides for an increase of the state's maximum authorization of capital outlay funding from \$300 million to \$375 million annually; amended to include ADA compliant playgrounds in new construction	Act 85 Effective: 07.01.2025
<u>HB422</u> McCollum – R (AG)	Requires SHBP to offer two high deductible options with pre-tax contributions to health savings accounts allowed	Act 267 Effective: January 2026 and January 2028
<u>HB495</u> Dickey – R (FYI)	Repeals the Center for Rural Prosperity and Innovation and moves its responsibilities to the Department of Agriculture.	Act 311 Effective: 07.01.2025
<u>HB771</u> Thomas – R (KO)	Clarifies survivorship eligibility for Cherokee County senior school property tax exemption	Act 324 Effective: November Referendum
<u>HB845</u> Ridley- R (JRW)	Requires an internal auditor function and establishes a position of internal auditor for Cherokee County School District	Act 346 Effective: 05.14.2025
HR/Sponsor	DESCRIPTION	CURRENT STATUS
<u>HR32</u> Efstration – R (FYI)	Constitutional Amendment to increase the maximum acreage that qualifies a bona fide conservation use property for assessment and taxation. (HB90)	Act 363 Effective: Referendum
<u>HR711</u> Erwin – R (DM)	Creates a Study Committee on Student Attendance in PreK-12 Education.	04.04.2025 Passed House Report by 2025
<u>HR887</u> Blackmon – R (MMc)	Creates a Study Committee on Reducing and Prioritizing Mandates for Public School Administration	04.04.2025 Passed House Report by 2025
SB/Sponsor	DESCRIPTION	CURRENT STATUS
<u>SB1</u> Dolezal – R (DM)	Now includes Riley Gaines Act: Requires all K-12 public schools and private schools participating in the Georgia High School Association (GHSA) to designate athletic	Act 11 Effective: 04.28.2025

2025 LEGISLATIVE SESSION

TGFS = To Governor for Signature
Veto Deadline – May 14

	<p>teams as male, female, or coed based on biological sex and to separate facilities and bathrooms based on biological sex.</p> <p>Defines male and female sports and who may participate in those sports, allows for some co-ed sports, requires separate restrooms and changing areas for males and females in schools, and mandates sleeping arrangements on school trips to be made according to sex with exceptions for family members. This applies to public K-12 schools, interscholastic athletics, and postsecondary institutions.</p>	
<u>SB5</u> Kirkpatrick – R (AG)	Requires the state health benefits plan to cover pediatric autoimmune neuropsychiatric disorders associated with streptococcal infection (PANS) and pediatric acute onset neuropsychiatric syndrome (PANDAS).	Act 299 Effective: 07.01.2025
<u>SB12</u> Ginn – R (BJ)	Revises the Open Records Act to require a government entity to go private persons or entities that possess public documents	Act 276 Effective: 05.14.2025
<u>SB20</u> Kirkpatrick – R (AG)	Creates a memorial fund for public school teachers and employees killed or disabled in the line of duty. The Georgia Student Finance Authority would manage this fund and provide tuition grants to the children and spouses of educators killed or disabled in the line of service.	Act 304 Effective: 07.01.2025
<u>SB36</u> Setzler – R (AG)	"Georgia Religious Freedom Restoration Act:" prohibits a substantial burden on an individual's exercise of religion unless the burden is the least restrictive possible and furthers a compelling interest of the government. The legislation will apply to cities, K-12 schools, and all local governments and state agencies.	Act 6 Effective: 04.04.2025
<u>SB44</u> Watson – R (FYI)	Reduces equalization grant requirement from 14 mills to 10 mills	Act 280 Effective: 07.01.2025
<u>SB63</u> Watson – R (JH)	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; amended to include ASVAB.	Act 360 Effective: 07.01.2025
<u>SB82</u> Dixon – R (BJ)	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 20 business days. A district with 10,000-60,000 students that denies two or	Act 15 Effective: 04.28.2025

2025 LEGISLATIVE SESSION

TGFS = To Governor for Signature
Veto Deadline – May 14

	<p>more local charter petitions that are subsequently approved by the State Charter Commission will lose its flexibility contract and would not be able to renew their strategic waivers for three years or until the State Board of Education (SBOE) determines local boards have demonstrated "commitment to increasing student performance and encouraging innovation through high-quality local charter petition authorizations." Districts will receive capital outlay credits and a \$250,000 per year incentive for three years on August 1 for each locally approved charter. The bill also creates a 5-star "School Choice Rating" for each school district.</p> <p>The bill requires the Office of Charter School Compliance to prepare guidelines for local boards of education to evaluate charter school petitions.</p> <p>(HB202)</p>	
<u>SB93</u> Kemp – D (JH/AG)	"Georgia Early Literacy Act:" ensures the Georgia Professional Standards Commission adopts rules for state-approved teacher preparation programs that are aligned to the "Science of Reading."	Act 27 Effective: 04.30.2025
<u>SB99</u> Robertson – R (BC)	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.	Act 192 Effective: 07.01.2025
<u>SB123</u> Kennedy – R (DM)	Mandates that school districts re-establish school climate committees to address chronic absenteeism. The chief superior court judge will head the committee, which is required to convene twice a year. By June 1, 2026, the committees must revise attendance protocols for each district. Each district must also submit an annual absenteeism report to the legislature and make it accessible to the public. If a school system has an absenteeism rate of 10 percent or higher, it must form an attendance review team to investigate the cause of the attendance problem. Additionally, if a school within the district has a 15 percent or higher absenteeism rate, it must establish its own attendance review team. SB 123 also prohibits students from being expelled from public schools solely due to their absences.	Act 16 Effective: 07.01.2025
<u>SB150</u> Hickman – R (AG)	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	Passed Committee and sent to actuarial study for 2026 session.

2025 LEGISLATIVE SESSION

TGFS = To Governor for Signature
Veto Deadline – May 14

	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.	
<u>SB154</u> Hatchett – R (FYI)	Remove references to US Office of Education in OCGA	Act 291 Effective: 05.14.2025
<u>SB180</u> Dixon – R (FYI)	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	Act 19 Effective: 04.28.2025
<u>SB193</u> Brass – R (FYI)	Establishes the adult (ages 21-40) workforce high school diploma program of the State Board of the Technical College System	Act 20 Effective: 04.28.2025
<u>SB199</u> Watson – R (FYI)	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.	Act 293 Effective: 01.01.2026
<u>SB209</u> Goodman – R (AG)	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)	Approved by Committee for actuarial study
<u>SB212</u> Still – R (BJ)	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. An amendment added recommendations to allow non-profits to run voter registrations on a school campus if they register through the proper channels and that they are not on campus through fraudulent means.	Act 313 Effective: 05.14.2025
<u>SB213</u> Kirkpatrick-R (BB)	Bans commercial cheating services that target students and examines seeking a professional license as an unlawful, unfair and deceptive trade practice	Act 300 Effective: 07.01.2025
SR/Sponsor	DESCRIPTION	CURRENT STATUS

2025 LEGISLATIVE SESSION

TGFS = To Governor for Signature
Veto Deadline – May 14

<u>SR217</u> Kennedy – R (DM)	Creates the Senate Study Committee on Combating Chronic Absenteeism in Schools	04.02.2025 Passed Senate
<u>SR237</u> Hickman – R (AG)	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.	04.02.2025 Passed Senate
<u>SR431</u> Harrell – D (BB)	Creates the Senate Impact of Social Media and Artificial Intelligence on Children and Platform Privacy Protection Study Committee.	04.02.2025 Passed Senate
<u>SR476</u> Halpern – D (DM)	Creates the Senate Study Committee on Local School System Flexibility Options.	04.02.2025 Passed Senate
<u>SR489</u> Dixon – R (JH)	Creates the Senate Study Committee on Inclusive Educational Settings for Students with Disabilities.	04.02.2025 Passed by Senate



SUPERINTENDENT REPORTS

- **Athletic Apparel Update**
Dr. Debra Murdock, Chief School Leadership and Operations

At the request of the School Board, stakeholders were polled regarding a district-wide model for athletic apparel. Feedback sessions were held with athletic directors and head coaches representing all 26 sports at each of CCSD's six traditional high schools. Feedback was collected from 139 coaches.