Cherokee County School District

Agenda Request Form

Meeting Date	Agenda Item Number
June 18, 2026	Action Item 4

Title

Policy BA, Board Goals and Objectives - Vision and Strategic Plan on First Read

Requested Action

School Board Consideration of Superintendent's Recommendation for Approval of Policy BA, Board Goals and Objectives - Vision and Strategic Plan on First Read

Summary Explanation and Background

The Board of Education is adopting revisions to Board Policy BA (Board Goals and Objectives) to reflect the District's updated governance framework. The policy establishes Supportive Accountability Governance as the foundation for Board and Superintendent leadership and identifies the Mission Statement, Core Beliefs, District Achievement Goals, and Strategic Initiatives that will guide decision-making, accountability, strategic planning, and continuous improvement across the Cherokee County School District.

Financial Impact

N/A

Exhibits: (List) — Enter URL below

Policy Attached

Source of Additional Information — Open URL

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

I. MISSION STATEMENT

~~We are committed to educating the emerging generation through learning environments designed to increase the performance of all students.~~

We are committed to creating opportunities for every learner to achieve academic success, build strong relationships, contribute to their community and thrive in life.

~~II. VISION STATEMENT~~

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

III. CORE BELIEFS ~~AROUND RIGOR, RELEVANCE AND RELATIONSHIPS~~

A. All students are highly engaged in their education and capable of reaching their full learning potential.

B. Employees are trusted and supported as professionals and provided with resources to elevate student outcomes.

C. Families and our community are involved partners in student success and can expect all students to receive the best education possible.

D. Schools are positive and welcoming environments with clear expectations and accountability in all academic and operational areas.

~~IV. PRIORITY AREAS~~ Strategic Initiatives

~~A. Student Achievement: Access and Opportunity~~ Academic Performance and Workforce Readiness

~~B. Organizational and Operational Effectiveness~~ Professional Excellence

~~C. Family, Partner and Community Involvement~~ Safe and Supported Schools

~~D. Positive Culture and Climate~~ Financial and Operational Accountability

~~E. Quality Workforce~~

V. SCHOOL BOARD ROLES, RESPONSIBILITIES AND STRUCTURES

A. Responsibilities

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

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

3. Review/approve all School Improvement Plans annually.

4. Monitor schools' progress ~~in addressing the Priority Areas~~ toward goals and School Improvement Plan (SIP) objectives.

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

~~B. Vision/Philosophy/Goals~~ Governance Framework: Supportive Accountability Governance

1. The School Board-Superintendent Governance team operates with a clearly defined Governance Framework titled Supportive Accountability Governance that consists of core beliefs, district achievement goals in Math, Reading, and English Language Arts and a long-range strategic plan.

2. The School Board adopts, focuses and reviews the School District's Vision for students.

~~3. The School Board adopts, reviews and revises its Mission Statement that defines its work.~~

4. ~~The School Board adopts Core Beliefs related to the importance of introducing rigor, relevance and relationships to all students.~~ The School Board establishes and posts on district website a Superintendent evaluation instrument aligned to core beliefs, achievement goals and continuous improvement of the district.

~~5. The School Board, with Superintendent's input, adopts Priority Areas strategic initiatives for continued advancement as a school district and improvement.~~

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

C. Systematic Improvement

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

2. The School Board and Superintendent participate in collaborative activities focused on developing Priority Areas for continued improvement.

3. The School Board and the Superintendent use ~~a retreat/strategic~~ School Board trainings and work sessions ~~environment and process~~ to function as a team to accomplish the following:
   a. Assess progress made to update and revise action plans to accomplish the School District's Vision/Mission/Core Beliefs and Priority Areas for continuous improvement.
   b. Assess the strengths and improvements needed in the School District.
   c. Consider any compelling problem(s) or emerging issue(s).
   d. Study and explore trends, opportunities and anticipated challenges.
   e. Reflect on the leadership team's educational and leadership philosophy and performance.
   f. Complete any statutorily-specified reviews of laws, rules or regulations for local school boards.
   g. ~~(May)~~ Participate in statutorily-required School Board training.
   h. ~~(May)~~ Evaluate the Superintendent's annual performance.

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

D. Organizational Structure

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

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

3. The School Board uses the Superintendent as its Chief Executive Officer with full authority to administer district affairs.

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

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

E. Board Operations: Policy Development

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

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

F. Board Operations: Board Meetings

1. The School Board develops meeting agendas, posts agendas for public review and conducts its meetings in accordance with the Open Meetings Law (O.C.G.A. § 50-14-1 et seq.)

2. School Board procedures provide an opportunity, prior to board meetings, for members of the School Board to:

   a. Suggest items to be removed from or placed on the agenda and/or
   b. Request additional information on an agenda item.

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

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

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

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

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

G. Board Operations: Personnel

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

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

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

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

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

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

H. Board Operations: Financial Management

1. The School Board provides guidance to the Superintendent in developing the budget and:
   a. Conducts pre-budgeting discussions with the Superintendent.
   b. May establish specific budget parameters where deemed necessary or appropriate.
   c. Examines allocations as they relate to the School Board and School District budget goals annually adopted.

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

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

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

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

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

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

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

I. Board/Staff/Community Relations

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

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

3. The School Board and Superintendent establish norms and protocols to guide communication, constituent services, and consistent information sharing with all School Board members.

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

5. The School Board periodically receives input from citizens on matters relating to the School District.

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

VI. ORGANIZATION OF SCHOOL DISTRICT ADMINISTRATION

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

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

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

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

Major goals of administration in the School District will be:

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

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

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

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

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

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

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

ADOPTED: August 2, 2001
REVISED: July 21, 2022
June 9, 2026

Cherokee County Board of Education

Proposed – Strategic Plan Framework 2032

Updated Vision: CCSD is committed to creating opportunities for every learner to achieve academic success, build strong relationships, contribute to the community, and thrive in life.

Strategic Initiative 1: Academic Performance and Workforce Readiness

Commitment 1: Enhance academics through expanding advanced learning opportunities and early literacy intervention.

Tactic a: Introduce advanced classes in elementary school and middle school.

Tactic b: Design a school setting for intensive reading education.

Tactic c: Increase AP opportunities in high school and AP-readiness opportunities in middle school.

Tactic d: Develop academic planning guides and advisement aligned to college and workforce preparation.

Tactic e: Advance instructional strategies, academic models and aligned resources to improve student achievement for each student group.

Commitment 2: Build a K-12 System of Career and Workforce Readiness

Tactic a: Brand a Cherokee-specific K-12 Career and Workforce Readiness Program aligned to local and regional workforce demands.

Tactic b: Develop K-12 Career and Workforce Readiness standards (academic standards) that address Career Awareness, Military and Public Service, Financial Literacy, Personal Finance, Post-Secondary Awareness, Civic Literacy, Technology and AI Skills, Life Skills, Community, Service, and Workforce Skills (typing/keyboarding, oral communication, technical literacy, interview and resume skills).

Tactic c: Establish a Career and Workforce Academy at each high school, Connections class at each middle school, and Specials class at each elementary school.

Tactic d: Create a Career and Workforce Readiness Report Card for students.

Strategic Initiative 2: Professional Excellence

Commitment 1: Recruit, support, and retain an effective and high-quality workforce.

Tactic a: Address compensation gap.

Tactic b: Review allotment structure for teachers and support staff.

Tactic c: Develop job-specific on-boarding; and sustained on-going training, support, and collaborative opportunities for each job category.

Tactic d: Advance recognition programs.

Commitment 2: Enhance leadership development across job families.

Tactic a: Design leadership development and training opportunities for teachers and support staff.

Tactic b: Expand customized leadership competencies for CCSD.

Strategic Initiative 3: Safe and Supported Schools

Commitment 1: Advance school safety while ensuring a welcoming environment for students, families, and staff.

Tactic a: Improve school police presence across schools.

Tactic b: Evaluate and routinely update safety measures across school campuses.

Tactic c: Establish clarity and consistency for parents to attend school-day events and enhance parent involvement opportunities at all levels.

Commitment 2: Support for student behaviors

Tactic a: Develop elementary school behavior intervention support, ISS programming, and—when necessary—alternative settings reflective of developmentally appropriate behavior expectations.

Tactic b: Maintain high standards and clear consequences for student behavior, personal cell phone use, and dress code in middle and high school.

Commitment 3: Enhance customer service, communication, and parent engagement.

Tactic a: Develop and deploy district-wide customer service training.

Tactic b: Design and deploy updated parent communication methods.

Tactic c: Develop additional academic engagement opportunities and academic communication tools.

Strategic Initiative 4: Financial and Operational Accountability

Commitment 1: Advance operational efficiency, strategic resource alignment, and resource life-cycle management.

Tactic a: Continue to align budgets directly with student outcomes and district goals.

Tactic b: Enhance long term financial planning that addresses revenue uncertainty and update budget communication tools to display enhanced alignment of resources to strategic plan goals.

Commitment 2: Maintain and improve facilities and assets in schools, classrooms, performing arts, and athletics.

Tactic a: Identify schools most in need of replacement: Etowah HS, Hickory Flat ES, and Oak Grove ES on each current campus.

Tactic b: Group schools by condition for renovation, modification, and asset (furniture) replacement.

Tactic c: Enhance life cycle planning for technology, fine arts, athletics, and academic assets.

Draft – Local Accountability Model 2032

Following the adoption of the Strategic Plan, the School Board Goals for Math, ELA, and Reading will be supplemented with metrics of success determined through community feedback and school board adoption.