

Agenda Request Form

Cherokee County School District

Meeting Date
June 21, 2018

Agenda Item Number
C-2

Title
Technical Modifications to School Board Policies (16)- - on First Reading
Requested Action
School Board Consideration of Superintendent's Recommendation for Approval of Technical Modifications to School Board Policies (16)- - on First Reading
Summary Explanation and Background
As a result of annual staff and legal review of School Board policies to ensure continued alignment with State and Federal Laws/regulations, the attached technical modifications to School Board Policies AEA, DIC, DJ, DK, DO, GCRA, IA, IDCH, IED, IFAA, IFAB, IFBGA, IHAD, JCAC, KDC and MK are recommended by the Superintendent for School Board approval.
Major System Priority
Increasing Accountability
Financial Impact
N/A
Exhibits: (List)
Policies; Executive Summary of Changes to Policies

Board Action
<i>(For Official School Board Records Only)</i>

Source of Additional Information						
<table style="width: 100%; border: none;"> <tr> <td style="border: none;">Dr. Brian V. Hightower</td> <td style="border: none; text-align: right;">(770) 479-1871</td> </tr> <tr> <td style="border: none;">Mike McGowan</td> <td style="border: none; text-align: right;">(770) 479-1871</td> </tr> <tr> <td style="border: none;">Tom Roach</td> <td style="border: none; text-align: right;">(770) 479-1406</td> </tr> </table>	Dr. Brian V. Hightower	(770) 479-1871	Mike McGowan	(770) 479-1871	Tom Roach	(770) 479-1406
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OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Approved in Open Board Meeting on: _____ (Date)

By: _____ (School Board Chairman)

BOARD POLICY - - EXECUTIVE SUMMARY**TECHNICAL MODIFICATIONS**

AEA School Calendar	Modifies Policy to include technical language revisions.
DIC Inventories	Modifies Policy to include technical language revisions.
DJ Expenditure of Funds	Modifies Policy to include technical language revisions.
DK Student Activities Funds Management	Modifies Policy to include technical language revisions.
DO School Properties and Disposal Procedures	Modifies Policy to include technical language revisions.
G CRA Classified Personnel Health Examinations	Modifies Policy to include technical language revisions and include current practices.
IA Instructional Program Philosophy	Modifies Policy to include technical language revisions and include current practices.
IDCH Dual Enrollment	Modifies Policy to change Move on When Ready (MOWR) terminology to Dual Enrollment.
IED Scheduling for Instruction	Modifies Policy to include technical language revisions.
IFAA Instructional Resources Selection and Adoption	Modifies Policy to include technical language revisions and include current practices.
IFAB Supplementary Materials Selection & Adoption	Modifies Policy to include technical language revisions.
IFBGA Technology Use Policy	Modifies Policy to include technical language revisions.
IHAD Parent Conferences	Modifies Policy to remove outdated Federal compliance language.
JCAC Harassment	Modifies Policy to include standardized compliance language.

KDC	Modifies Policy to include technical language revisions.
Solicitations	
MK	Modifies Policy to include technical language revisions.
Educational Accreditation Agency Relations	

BOARD POLICY
School Calendar

Descriptor Code: AEA

The Cherokee County Board of Education ~~of Cherokee County shall annually~~ will adopt a school calendars specifying the opening and closing dates for school, pre-planning and post-planning dates, holidays and other dates deemed important to the operation of the School District. ~~schools of Cherokee County.~~

ADOPTED: August 2, 2001

REVISED: July 19, 2018

Cherokee County Board of Education

BOARD POLICY
Inventories

Descriptor Code: DIC

The Cherokee County Board of Education requires that a current inventory of all school district properties be on file in the Superintendent's (or designee's) oOffice. This ~~The~~ inventory will ~~shall~~ consist of ~~instructional equipment, instructional media, maintenance, and transportation~~ equipment, supplies and real property.

ADOPTED: August 2, 2001

REVISED: July 19, 2018

Cherokee County Board of Education

BOARD POLICY
Expenditure of Funds

Descriptor Code: DJ

Expenditures are made within the framework of the budget and in accordance with guidance provided ~~regulations made~~ by the Georgia Department of Audits and Accounts, Georgia Department of Education and other applicable regulatory agencies.

All ~~bills~~ invoices ~~shall~~ will be approved for payment by the Superintendent or his/her designee.

ADOPTED: August 2, 2001

REVISED: July 19, 2018

Cherokee County Board of Education

BOARD POLICY
Student Activities Funds Management

Descriptor Code: DK

The Cherokee County Board of Education believes ~~that the~~ students of ~~Cherokee County~~ deserve adequate protection in transactions involving student activities funds. To this end, the School Board directs that administrative control ~~shall~~ will be exercised over all student activity-based contracts or purchases for or on behalf of students.

ADOPTED: August 2, 2001

REVISED: July 19, 2018

Cherokee County Board of Education

BOARD POLICY
School Properties Disposal Procedures

Descriptor Code: DO

Upon ~~the~~ Superintendent's recommendation, ~~S~~school ~~District~~ property may be declared surplus by the ~~School Board~~ ~~Board of Education~~. Upon declaration of surplus property, a date, time, and location of the property sale ~~will~~ ~~may~~ be set and advertised ~~in a local newspaper~~. The ~~School District~~ ~~Board~~ may reject all bids if it deems it appropriate.

~~The Board, however, may sell surplus property at private sale.~~

ADOPTED: August 2, 2001

REVISED: July 19, 2018

Cherokee County Board of Education

Bus Drivers

To be considered for continued employment for any ensuing school term it ~~shall~~ will be mandatory that ~~the~~ bus drivers pass the annual medical examination prescribed by the State Board of Education not more than ~~30~~ 60 days prior to ~~before~~ the beginning of the school term, and as often thereafter as the School District ~~county system~~ ~~Board of Education~~ may deem it necessary.

~~Beginning January 1, 1995,~~ Additionally, all persons who drive a school bus for the ~~Cherokee County Board of Education~~ School District must also participate in random drug and alcohol screening as required under federal laws and regulations and as further detailed in state and local board of education policies.

ADOPTED: August 2, 2001
REVISED: July 19, 2018

Cherokee County Board of Education

The Cherokee County Board of Education herein establishes an educational accountability and school improvement system based upon the performance of its students and staff and the impact of its educational programs. The instructional program accountability system recognizes: the Georgia State Board of Education's Long-Term Strategic Plan; the Comprehensive Needs Assessment (CNA), District Improvement Plan (DIP), and Comprehensive Local Education Agency Improvement Plan (CLIP) as required annually by the Georgia Department of Education; and is based upon the Mission Beliefs and Major System Priorities of the School Board, as well as the School District's Five-Year Strategic Plan.

In order to address the challenges and fully implement the vision articulated in the School Board's Mission and Beliefs, each school within the School District will undergo a comprehensive school improvement planning and development process. This school improvement process will be completed on an annual basis, through a systematic and comprehensive evaluation of school data and practices.

I. INSTRUCTIONAL PROGRAM ACCOUNTABILITY SYSTEM PURPOSE, GOAL AND OBJECTIVES

- a. The general purpose of the instructional program accountability system is to assess the success of the School ~~District~~ by measuring the individual progress of schools in achieving a broad range of student performance indicators and of the School ~~District~~ in providing services and resources to schools in an effective and efficient manner.
- b. The overall goal of the instructional program accountability system is to promote schools' progress in achieving their educational mission as it relates to the School Board's Major System Priorities and the AdvancED Standards. The objectives of the instructional program accountability system are to: (1) monitor schools' progress by measuring a standardized set of school performance indicators; (2) determine which schools are meeting the School ~~District~~'s objectives and can serve as models for other schools; and (3) determine which schools are failing to meet the School ~~District~~'s objectives and require additional assistance, support and/or intervention.

II. INSTRUCTIONAL PROGRAM ACCOUNTABILITY SYSTEM ASSUMPTIONS

The following assumptions undergird the instructional program accountability system:

- a. School performance is a product of the combined efforts of the School Board and its governance policies, the Superintendent, School ~~District-level~~ administration, principals, teachers, support staff, students, parents, businesses and the community.
- b. Performance is measured against the same high academic standards for all students. All schools are expected to perform at a level that reflects high expectations for students and staff. Mitigating factors will be taken into account [(e.g., extraordinary

mobility; critical overcrowding; increasing number enrollment of students living at or below the poverty level; increasing enrollment of non-English speaking students, some of whom have little or no experience in a formal education setting)] when determining school progress.

- c. School progress is evaluated based on a combination of performance indicators including student achievement, attendance, dropout rates, and additional alternative assessment indicators (e.g., portfolios of student work, post graduation success, enrollment in and passing of advanced placement classes, proactive approach to safety and discipline, etc.).
- d. Schools are evaluated on annual performance indicators, as well as two-three year trends in accountability documentation.
- e. Schools with a history of poor performance are expected to make greater progress in improving student achievement, attendance and dropout rates than schools with higher performance on these measures. It may require unequal resources to meet unequal needs of students/schools.
- f. A school determined by the Superintendent to demonstrate low levels of performance and/or low levels of progress is required to develop and implement a written corrective action or restructuring plan, depending on the length of time the school has not met expectations or the severity of a decline in student achievement in any particular area. This corrective action/restructuring plan will become a part of the School Improvement Plan (SIP).

III. INSTRUCTIONAL PROGRAM ACCOUNTABILITY SYSTEM INITIATIVES

As the instructional program accountability system is further developed, additional specific initiatives and guidelines will be formulated to:

- a. Promote excellence and equity in student performance, as measured by a comprehensive set of valid assessments.
- b. Provide accurate and timely information about student performance at the school and School ~~and District~~ levels for full public disclosure.
- c. Use a clearly defined set of analyses, including research on effective schools, to evaluate the efficiency and effectiveness of schools' progress.
- d. Establish incentives for rewarding schools for innovation and significant improvement in student performance outcomes.

IV. SCHOOL IMPROVEMENT AND STRATEGIC PLANNING PROCESS

Each year, the Superintendent will develop for the School Board's review and approval a proposed School District Strategic Plan with short and long-term goals for the school ~~School~~ ~~District~~.

Each school, on an annual basis, will participate in a school improvement process that results in the development and implementation of a comprehensive School Improvement Plan (SIP). The school improvement process and plan will be based upon the AdvancED Standards and indicators of school and student progress. Each SIP will include:

- a. School Mission Beliefs;
- b. Necessary baseline data to identify needs;
- c. Specific, Measurable, Attainable, Realistic and Timely (SMART) Goals with aligned objectives focused on student learning outcomes; and
- d. Strategies, Action Steps, Professional Learning Activities and Time frames for improvement.
- e.

V. SCHOOL IMPROVEMENT SUPPORT TEAMS

As a part of monitoring initiatives approved through the School District's Strategic Waiver School System (SWSS) contract and in an effort to support schools with school improvement initiatives and school progress, schools will be visited on a recurring basis by a School Improvement Support Team, consisting of ~~School~~ ~~District-level~~ administration assigned by the Superintendent. The School Improvement Support Team will work collaboratively with the school principal to provide a comprehensive review of the school's practices that influence student achievement and progress. A report, with commendations and recommendations, of the School Improvement Support Team's school visit and review will be provided to the Superintendent at the conclusion of the Team's review. As a part of the review, the School Improvement Support Team will work with the principal and staff to:

- a. Review the School Improvement Plan and Process;
- b. Analyze multiple school data resources and trends;

- c. Assess school initiatives and programs;
- d. Observe instructional practices; and
- e. Interview representative groups of school stakeholders (e.g., administration, certified and classified staff, parents and students.)

VI. WAIVER REQUESTS

Based on the School District's agreement with the State under the Strategic Waiver School System contract, the School Board will annually review requests submitted by principals and recommended by the Superintendent for waivers of School Board policy or State Board Rules for school and/or districtwide improvements in academic achievement.

- a. A principal wishing to waive a School Board Policy, State Board Rule, designated Georgia law, or provision(s) in federal law must submit a written request to the Superintendent or designee for review.
- b. Principal waiver requests must be directly related to the School Improvement Plan (SIP). They must clearly address laws/policies that create barriers to successful implementation of the SIP's objectives. The request must include: (a) citation of the specific Board policy, rule and/or statute; (b) how the statutory purpose/intent will be met; (c) how granting the waiver will assist the school in improving specific student performance outcomes; and (d) how progress in improving student achievement will be evaluated.
- c. To be recommended by the Superintendent to the School Board, each waiver request must be (a) budget neutral (i.e., able to be funded through normal school budgeting and expenditures) and (b) receive stakeholder input based on the nature of the waiver.
- d. Waivers will be reviewed and approved on an annual basis, but may reflect a multiyear project.
- e. A request for continuation of a previously-approved waiver must include an evaluation (including relevant data), which substantiates that the waiver is resulting in improvement of the projected student performance outcomes.
- f. A process for submission and review of waivers will be established.
- g. The Superintendent or designee will conduct a final review of each waiver request and, if requesting a waiver of any rule not covered in the School District's Strategic Waiver System contract, submit it with a recommendation to the School Board. The Superintendent will ~~not~~ not only support waivers which ~~do not~~ reflect support of the

school stakeholders, will positively impact school improvement efforts/student achievement and/or ~~those~~ which are ~~not~~ budget neutral.

- h. The School Board will consider all waiver requests submitted by the Superintendent. The Superintendent may recommend that the School Board request a State waiver if it is required to implement school and/or districtwide improvements.

VII. ANNUAL REPORTS OF SCHOOL AND DISTRICT PROGRESS AND CUSTOMER SURVEYS

- a. On an annual basis, an individual Annual Report of School Progress will be distributed to the parents of all pupils in the School ~~and~~ District and to other interested community members. A core part of each report will consist of key local, state and national benchmarks/data elements and a report on the status of School Improvement Plan (SIP) objectives.
- b. On an annual basis, an aggregation of all schools' results and progress will be published in an Annual Report of District Progress. The Annual Report of District Progress will highlight student achievement gains and increased school, department and school system effectiveness, as well as districtwide progress on the School Board's Major System Priorities.
- c. Customer Surveys will be conducted periodically to provide feedback to schools, the Superintendent and the School Board on the perception of students, parents and members of the community regarding school and School ~~and~~ District effectiveness.

REVISED: July 21, 2016
REVISED: July 19, 2018

Cherokee County Board of Education

Move-on-When-Ready Dual Enrollment

The Cherokee County Board of Education makes provisions for its high school students to participate in ~~Move-on-When-Ready (MOWR)~~ Dual Enrollment as referenced in State Board Rule 160-4-2-.34. The ~~s~~School ~~d~~District requires these students to meet state assessment requirements.

~~MOWR~~ Dual Enrollment is a program through which high school students take courses from a state public or private post-secondary institution while still enrolled as a high school student and receive credit both at the high school and at the post-secondary institution. ~~MOWR~~ Dual Enrollment courses can be completed in high school classrooms, on a college campus or through distance learning.

I. REQUIREMENTS

1. Any eligible high school student may enroll full-time or part-time in approved credit bearing college-level courses approved by the State Board of Education. Courses may be taken before, during or after regular school hours on the college campus, online or at the high school where available. ~~MOWR~~ Dual Enrollment students must maintain full time enrollment status (enrollment for the equivalent of 4 or more ~~MOWR~~ Dual Enrollment courses totaling at least 12 semester hours per school term of postsecondary credit at an eligible postsecondary institution; or a combination of high school and college courses to equal a total of 6 classes).
2. An eligible student must meet criteria specified by the Georgia Student Finance Commission (GSFC) for ~~MOWR~~ Dual Enrollment.
3. Any eligible student will take courses from a list approved by the GSFC developed with input from the University System of Georgia and the Technical College System of Georgia.
4. Students who participate in ~~MOWR~~ Dual Enrollment will adhere to all guidelines associated with the program.
5. For students who participate in ~~MOWR~~ Dual Enrollment, the grades and amount of credit for each approved course will be placed on high school transcripts and will be used in computing grade point averages and numeric grade average for the purpose of determining class rank.
6. Postsecondary semester hour credit will be converted to high school credit as follows:
1 to 2 semester hours = .5 unit; 3 to 5 semester hours = 1 unit; 1 to 3 quarter hours = .5 unit; 4 to 8 quarter hours = 1 unit.

Move-on-When-Ready Dual Enrollment

7. Students enrolled in MOWR Dual Enrollment are exempt from required instructional time, as specified in State Board Rule 160-5-1-.02.
8. Except in instances where the post-secondary institution provides the student a numerical grade, the correlation of student’s grades earned at the post-secondary institution and the secondary cumulative grade point average will be as follows:

A+ = 98	B+ = 88	C+ = 78	D+ = 70	F =60
A = 95	B = 85	C = 75	D = 70	
A - = 92	B - = 82	C - = 72	D - = 70	

II. RESPONSIBILITIES

The School District will:

1. Identify eligible students according to program criteria, as described in MOWR Dual Enrollment.
2. For funding purposes, report MOWR Dual Enrollment students in accordance with FTE guidelines as described in *FTE Data Collection Codes and Weights*.
3. Require eligible students to meet state assessment requirements as required in State Board of Education Rule 160-3-1-.07 TESTING PROGRAMS– STUDENT ASSESSMENT.
4. Apply the provisions of State Board of Education Rule 160-5-1-.18 COMPETITIVE INTERSCHOLASTIC ACTIVITIES IN GRADES 6-12 to students enrolled in an approved dual enrollment program.
5. Award secondary credit toward state and local high school graduation requirements for the successful completion of any approved MOWR Dual Enrollment course as documented on the student’s high school transcript.
6. By February 1 of each school year, or prior to enrollment in an eligible institution, school systems will provide general information about MOWR Dual Enrollment to all eighth through eleventh grade students as part of the development of their program of study. College and universities have the right to determine MOWR Dual Enrollment criteria.

Move-on-When-Ready Dual Enrollment

III. STUDENTS' PARTICIPATION AND RESPONSIBILITIES IN ~~MOWR~~-DUAL ENROLLMENT

1. Student must complete the CCSD ~~MOWR~~ Dual Enrollment Participation Form and meet with his/her School Counselor prior to enrollment or participation in a ~~MOWR~~ Dual Enrollment program. Parents are also required to meet with their student's School Counselor prior to approval.
2. Student participation in ~~MOWR~~ Dual Enrollment will be guided by GSFC regulations and Federal statutes (e.g. IDEA, Section 504 of ADA).
3. Students are subject to the provisions in O.C.G.A. §20-2-150 – Eligibility for Enrollment.
4. Students are required to provide his or her transportation.
5. Participation in the program may require payment of additional fees to the postsecondary institution. Such fees will be billed by the post-secondary institution to the student.
6. Students must meet the local graduation requirements for the student's Program of Study for the year of his/her enrollment in high school.
7. Students attending post-secondary institutions are subject to the rules of post-secondary institutions and their local high school.
8. Students planning to participate in the spring graduation ceremony must have completed all ~~MOWR~~ Dual Enrollment courses to fulfill all graduation requirements and must provide the necessary transcript no later than forty-eight (48) hours before the ceremony.
9. Students who successfully complete a course(s) in a post-secondary institution through the ~~MOWR~~ Dual Enrollment program will receive quality points for courses used in calculating the weighted numeric grade average whenever the college course taken is equivalent to an Advanced Placement (AP) high school course (for which a student has not already taken and received quality points) or a waiver is recommended and approved by the Office of Curriculum and Instruction.

REVISED: July 20, 2017

REVISED: July 19, 2018

Cherokee County Board of Education

BOARD POLICY
Scheduling for Instruction

Descriptor Code: IED

The Cherokee County Board of Education will adhere to and promulgate guidelines relative to State Board of Education Rules for Scheduling for Instruction, School Day and School Year for Students and Employees and Middle School Program Criteria, which best fit the needs of its students while utilizing available resources.

Additionally, the School District recognizes the potential need to reorganize the traditional class day in order to meet new challenges presented to students in the twenty-first century and to support school improvement efforts aimed at increasing student performance. All alternative scheduling waiver requests will be submitted on an annual basis as part of the State's Strategic Waiver School System contractual guidelines during the School Improvement Process. Waivers will be reviewed by a committee of district-level personnel and submitted to the Superintendent or designee for approval.

Waiver requests that include a request for a schedule and/or instructional setting change that deviates from the traditional period day, may include a request for block or modified block scheduling, class size flexibility ~~and~~ or co-teaching alternatives.

REVISED: July 21, 2016

REVISED: July 19, 2018

Cherokee County Board of Education

Instructional Resources Selection and Adoption

Instructional Resources (textbooks, software, open educational resources, supplemental materials), as defined by the State Board of Education, will be selected by a committee appointed by the Superintendent. ~~The committee will consist of School and District-level staff, school administrators, teachers, instructional support personnel and/or parent/community representatives.~~

The primary goal of the committee will be to assure that all instructional resources are thoroughly evaluated for the highest degree of accuracy, quality, and alignment with ~~the School District Standards and the Georgia Standards of Excellence student performance~~ standards as approved by the State Board of Education prior to submission to the Superintendent for recommendation to the School Board for adoption.

~~Instructional resource adoptions will be considered from listings prescribed by the State Board of Education. The School District may continue use of adopted resources, provided that any new resources purchased subsequent to the State adoption of new instructional resources are purchased from the most recent listing.~~

A process for review of the proposed instructional materials will be made available by the School District upon stakeholders' requests. Instructional resource adoptions will be ~~within the framework~~ considered based upon School District instructional resource needs and funding availability. ~~of the State Board of Education requirements.~~

ADOPTED: August 2, 2001

REVISED: September 1, 2016

REVISED: July 19, 2018

Cherokee County Board of Education

I. Professional Responsibility

The purchase of instructional materials is legally vested in the Cherokee County Board of Education. Each person involved with the instructional program is expected to know and to implement ~~system~~ School District policies and procedures governing the selection and use of instructional materials and equipment.

The responsibility for planning, developing and coordinating the instructional media program is delegated to the Superintendent and/or a designee or designees. The media specialist is responsible for performing the functions identified in the Georgia School Library Media Specialists Handbook, which can be accessed through the ~~system~~ School District website, at www.cherokee.k12.ga.us.

The instructional and media personnel ~~shall~~ will plan cooperatively to ensure optimal opportunities for individual student achievement. Each school ~~shall~~ will have an annual media plan.

The Superintendent on an annual basis makes the appointment of the ~~System~~ District Media Contact Person (DMCP). The ~~SDMCP~~ serves as a liaison between the ~~Cherokee County School District System~~ and the Georgia Department of Education.

The Superintendent ~~shall~~ will appoint a ~~system~~ School District level instructional media committee. The committee is to be composed of administrators, media specialists, teachers, parents, students and community representatives. The committee addresses system media concerns within the framework of existing policies and procedures. The committee meets annually. Additional meetings may be called with permission of the Superintendent.

The principal in each school ~~shall~~ will appoint an instructional media committee. The committee is to be composed of administration, media specialist, teachers, parents, students, and a community representative(s). The committee ~~shall~~ will meet biannually, ~~and~~ ~~†~~ The committee chairperson may call additional meetings after consultation with the principal.

II. Media Program Implementation

A. Program Priorities

Media programs and services for the ~~Cherokee County School District System~~ ~~shall~~ will meet all requirements of the Georgia Board of Education and the accreditation principles of the various accrediting commissions in which the system holds membership. The program ~~shall~~ will meet the instructional goals of the ~~system~~ School District.

Implementation of the media program is the responsibility of the principal and ~~should~~ will be based on the Georgia Department of Education's Georgia

School Library Media Specialist Handbook. Each school ~~shall~~ will have written procedures to implement the ~~system's~~ School District's media policy.

B. Selection of Instructional Media

The responsibility for the selection of instructional media is delegated to the professionally trained personnel employed by the ~~school-system~~ School District. Selection of media involves principals, teachers, media specialists, students, parents, and appropriate ~~system-level~~ School District personnel.

At the building level, the principal will be responsible for the recommendation of textbooks, consumable materials and library resources to the appropriate ~~system-level~~ School District personnel. The recommendation of the principal may be based upon recommendation from teachers, media specialists and/or the school instructional media committee.

III. Selection – Evaluation of Instructional Materials

Selection and adoption of equipment and materials ~~shall~~ will be according to rules, regulations, and policies of the State Board of Education and School Board. ~~and local boards of education.~~

Instructional materials and equipment ~~shall~~ will be carefully selected on the basis of the appropriateness for the purposes and grade level for which they are selected. In order to accomplish this the following criteria are to be used:

1. Overall purpose-
- ~~2.~~ Relevancy or permanent value-
3. Quality of writing/production-
4. Readability and popular appeal-
5. Authoritativeness-
6. Accuracy-
7. Reputation of publisher/producer-
8. Reputation and significance of Author, etc.
9. Format-
10. Price-

The principal ~~shall~~ will recommend the purchase of textbooks based upon need, state and local regulations and recommendations from instructional staff and/or instructional materials committee.

- A.** Consumable materials are defined as workbooks, classroom periodicals, etc., that are designed to be used only once. The principal ~~shall~~ will recommend purchase of consumable materials based upon need, state and local regulations

and recommendation of the media specialist and/or the instructional materials committee.

- B. Media materials and equipment, including gifts and sponsored materials, non-school owned materials, and community resources ~~shall~~ will be carefully selected on the basis of their potential contribution to the attainment of ~~system~~ School District goals and their appropriateness for the purpose and grade level for which they are selected.

The principal ~~shall~~ will recommend purchase of media materials based upon need, state and local regulations and recommendation of the media specialist and/or the instructional materials committee.

IV. Use of non school owned materials/equipment

Any print or non-print media brought to the school by teachers; students or parents for possible classroom use ~~shall~~ will be subject to the same criteria as that established for school-owned materials.

In no instance ~~shall~~ will media and/or equipment be used in such a manner as to violate School Board Policy or the law.

V. Removal of Materials

Out-of-date or no longer useful materials will be withdrawn from the collection periodically. The principal must approve the removal of materials to be discarded.

VI. Copyright Compliance

The ~~Cherokee County School~~ District System ~~shall~~ will adhere to the Federal Copyright Law. (P.L. 94-553).

The ~~Assistant Superintendent for Educational Programs, Student Support and Professional Development~~ Chief Academic Officer will be responsible for keeping abreast of copyright law interpretations and changes. This person ~~shall~~ will disseminate this information to educators within the ~~school system~~ School District so that school materials, employees and equipment will not be involved in infringement of this law.

VII. Challenged Media

The ~~School Board of Education~~ acknowledges the right of parents and other citizens to raise questions through established procedures when materials appear inappropriate for public school use.

Though care is taken to select valuable materials for students and teachers, there may be occasional objections by the public as to the selections that have been made.

In the event that a complaint is made, the following procedures ~~should~~ will be followed:

- A. The school staff member receiving the complaint ~~shall~~ will explain the selection process utilized and the procedures for challenged materials, but make no commitments as to personal opinion, etc. Written documentation of this contact ~~should~~ will be filed with the school principal.
- B. In the event that the person making an objection to material is not satisfied with the initial explanation, the person ~~should~~ will be referred to the principal who ~~shall~~ will explain the selection and reconsideration process and refrain from expressing personal opinion.
 1. If, after consultation, the complainant desires to file a formal complaint, a copy of the challenged material form ~~shall~~ will be given to the complainant by the principal.
 2. The principal ~~shall~~ will inform the complainant that the form must be completed in its entirety and submitted to the principal. It must be emphasized to the complainant that incomplete forms will be considered invalid and will not be recognized.
 3. After the challenged materials form is completed and signed by the complainant, it is to be filed with the principal and copies sent to the appropriate ~~system-level~~ School District personnel.
 4. When referred to the ~~system~~ School District instructional media committee, ~~as at~~ at a minimum the committee ~~shall~~ will do the following:
 - a. Read and examine materials referred to it;
 - b. Check general acceptance of the materials by reading reviews;
 - c. Compare values and faults against each other and form opinions based on the materials as a whole and not on passages pulled out of context;
 - d. Meet to discuss the material and to prepare a report on it; and,
 - e. Present the report to the appropriate personnel.
 5. In the event that the above procedures do not satisfy the complainant, the matter may be referred to the School ~~Cherokee County~~ Board of Education. The decision of the School Board is the final authority.

VIII. Organization of Materials and Equipment

All school-owned print and non-print instructional materials and equipment except basic textbooks, items purchased with categorical funds and items useful only in one specific instructional content area ~~shall~~ will be organized and made available through the media center.

Organization of materials ~~shall~~ will be based on nationally recognized system and designs for school media centers. Equipment ~~shall~~ will be organized so as to provide accurate circulation, maintenance, and inventory records.

IX. Accessibility of Facilities and Resources

Provisions ~~shall~~ will be made to assure accessibility of the media center for both individual students and groups simultaneously throughout the instructional day during each day of the school year.

Provisions ~~shall~~ will be made for access to media resources to support instruction in any ~~Georgia~~ State Board of Education approved course when offered outside regular instructional time.

Provision ~~shall~~ will be made through the media specialist to facilitate the use of information sources outside the school, which are available through cooperating agencies.

When the entire class uses the media center, the teacher is the instructional leader. The purpose of the visit is planned cooperatively with the media specialist.

X. Textbook and Instructional Materials Accountability

Once textbooks and instructional materials paid for by public funds are issued to a student; the responsibility for the return of these materials to the school for further use ~~shall~~ will be the total responsibility of the student and parents or guardians.

When textbooks, library books or other instructional materials are not returned to the school in a form suitable for continued use, it ~~shall~~ will be the responsibility of the student and the parents/guardians to reimburse the ~~Cherokee County School District System~~ for the full replacement cost of the textbook, library book or other instructional materials.

In cases involving damaged books or materials, such materials ~~shall~~ will become the property of the student and the parents/guardians once the school receives replacement funds. Students who do not pay for books issued to them which have been lost or damaged ~~shall~~ will not be issued additional books or materials or ~~shall~~ will not receive ~~grade reports or~~ diplomas until their debts are ~~accounted for~~ settled. In no case ~~shall~~ will a student be eligible to participate in graduation exercises and activities of the

~~Cherokee County School District System~~ if debts related to lost or damaged books or materials remain unpaid.

Students who meet graduation requirements but are ineligible for graduation exercises because of unpaid debts related to textbooks, library books or other instructional materials ~~should~~ will receive their official high school diploma by mail along with an official transcript; however, no request for forwarding of transcripts to any source ~~shall~~ will be honored.

ADOPTED: August 2, 2001
REVISED: July 19, 2018

Cherokee County Board of Education

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

I. PURPOSE OF TECHNOLOGY USAGE POLICY

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

II. TECHNOLOGY USAGE BELIEF STATEMENTS

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

- a. The primary use of technology is to improve student learning.
- b. Technology use will encompass teaching, learning and management.
- c. Technology purchases will be “vendor neutral.”
- d. The network will integrate data, voice and video communications systems.
- e. Information will be entered once and validated by appropriate personnel at the site of entry.
- f. Multiple platforms will be supported where possible.
- g. Technology support services will be made available to all locations.
- h. Technology resources will be coordinated and integrated with appropriate curriculum initiatives.
- i. The technology system will be accessible to staff and students and protected with security measures that will aid in the prevention of unauthorized and inappropriate use.

- j. The School District website will provide information for staff, students, parents and the community.
- k. Provisions must be made for keeping the technology current, within available resources, including guidelines on replacement or upgrade based on a life-cycle process.
- l. Appropriate training and professional development will be provided to teachers, staff and administrators to ensure timely implementation and effective use.
- m. To insure compatibility and the best available value, all technology-related purchase orders will be approved by the Division of Technology and Information Services.
- n. All technology hardware-that is the property of the School District will be included in the countywide technology inventory system maintained by the Division of Technology and Information Services.
- o. Communications with applicants, participants and members of the public with disabilities will be as effective as communications with others in accordance with federal, state and/or local requirements.

III. DESIRED OUTCOMES OF TECHNOLOGY USAGE

- a. Technology will be appropriately and equitably integrated into instruction and management and used by all students and staff as an integral component of school improvement and student learning. Improving student performance and achievement, increasing staff productivity and ensuring efficiency of the day-to-day operations are the essential reasons for the use of technology in the School District.
- b. All school classrooms, media centers and offices will be electronically networked and equipped, providing all staff, students and administration equitable and easy access to information technologies for teaching, learning, management and day-to-day operations.
- c. All high school graduates will be prepared to use multiple technologies upon entrance into the work force and/or higher education.
- d. New and emerging technologies will be evaluated, adopted and incorporated into school curriculum and will be integral elements of school improvement and accountability.
- e. Student, teacher, staff and administrative effectiveness will improve concurrently with the infusion of technology into their respective workplaces.

- f. The decision-making process will be improved as technology facilitates the flow of information and the communication process within the district, the state and the world.
- g. Improved communication between schools and institutions of higher education will increase the sharing of best practices as well as enhance in-service training and emphasize technology integration into the curriculum.
- h. Inter-and intra-department collaboration, from planning through evaluation, will be the hallmark responsibility of the units within the School District's Division of Technology and Information Services.
- i. All departments and schools responsible for technology planning will work collaboratively with county, state and government groups to investigate current, advanced and emerging commercial technologies and to identify or develop efficient and cost-effective applications.
- j. The broadest possible access to the School District's wide area network system will be promoted, while providing safeguards to ensure that security is maintained.

IV. IMPLEMENTATION OF TECHNOLOGY USAGE PLANS

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

A. Appropriate staff will:

- 1. Consult and collaborate on a continuing basis with education, business, community and government groups locally, regionally, nationally and internationally.
- 2. Identify student competencies in using technologies to access, analyze, apply and communicate information and incorporate these competencies into the current curriculum standards.
- 3. Identify staff competencies in integrating and applying information technologies in instruction and management and incorporate these competencies as part of the evaluation process.
- 4. Identify educational management tools to be acquired and implemented.
- 5. Establish and continually update an ongoing staff development program to support technology usage and integration.
- 6. Establish baseline standards to ensure that all schools and offices have adequate, appropriate and up-to-date hardware, software and communications capabilities as rapidly as resources permit.

7. Review and/or establish documents as needed on copyright, acceptable use, information integrity and other ethical use policies.
 8. Identify, document and evaluate processes that need improvement to maximize the productivity and educational benefits from technology investments.
 9. Prepare a viable timeline for task implementation and completion, taking into account human and material resources, which will assist in evaluating the progress and effectiveness of the School District's Technology Plan.
- B. The Superintendent will establish an annual Technology Advisory Committee, which will be chaired by the ~~Assistant Superintendent of Technology and Information Services~~ Chief Information Officer. The committee will be composed of teachers, Principals, central office staff members, students, parents, representatives from institutions of higher learning and members of the business community. The committee will provide input, advice and assistance in the implementation of the Technology Usage Policy IFGBA.

ADOPTED: August 21, 2008

REVISED: July 19, 2018

Cherokee County Board of Education

I SCHEDULING A CONFERENCE

The School District encourages active communication between parents and the schools with regard to their child's academic progress. Parents may request a conference with their child's (children's) teacher(s) at any point in the school year in order to review progress towards academic achievement. Elementary school conferences may be scheduled directly with the teacher(s). Middle school and high school conferences will be scheduled through the school's administrative or counseling office.

~~**II. TITLE I SCHOOL PROVISIONS**~~

~~In accordance with provisions contained within the Every Student Succeeds Act (ESSA), conferences will be scheduled at the request of the teacher or parent. Parents will be notified by the teacher and through interim progress reports and report cards of the right to request and participate in at least two conferences annually in grades K-8.~~

~~**REVISED: July 21, 2016**~~

~~**REVISED: July 19, 2018**~~

Cherokee County Board of Education

Harassment

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

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

The Superintendent will develop administrative guidelines regarding the role and responsibility of the applicable Title Coordinator(s) (“Coordinator”) and the role of the Deputy Superintendent (“DS”) in action steps, and the collection and analysis of reporting data in this regard.

I. DEFINITION

Harassment and discrimination may include any conduct which has the effect of unreasonably interfering with a student’s participation in an educational program or activity, including conduct by school employees, students or others. Examples may include offensive jokes, slurs or comments; offensive touching or requests for dates or favors; different treatment of students based upon Constitutionally-Protected Differences and/or other legally protected statuses; display or communication of offensive photographs, writing or materials; or conditioning educational benefits on a student’s participation in, or reaction to, such conduct. Discipline may be imposed for such conduct without regard to whether it rises to the level of a violation of law.

II. COMPLAINT PROCEDURES

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

1. Any student or other person with a complaint alleging a violation as described above will promptly notify the Coordinator, as annually appointed by the Superintendent, and/or principal of the school or work site location supervisor attended by the person believed to have suffered discrimination/harassment. If a report is made to a principal or work location supervisor, the principal or work location supervisor will forward the complaint to the Coordinator. The complainant need not be the victim of the discrimination/harassment, but may be any person aware of the conduct.

Harassment

2. Upon receipt of a discrimination/harassment complaint, the Coordinator will (a) facilitate a prompt investigation of the complaint, (b) take any interim action necessary to protect students, staff or operations of the school or work location pending the result of the investigation, and (c) make any necessary reporting of the allegations. Said investigation will consist at a minimum of interviewing the complainant, accused person(s), and persons with direct knowledge of the alleged events. Said investigation will be concluded as soon as practicable, and generally within fifteen (15) business days (defined as days when the School District Central Office is open for business) of receipt of the complaint. Upon completion of the investigation the Coordinator will initiate such remedial actions as are necessary to prevent any further harassment. Such steps may include: counseling, suspension, expulsion, or any other remedial action deemed appropriate to address and eliminate further discrimination/harassment. Upon completion of the investigation the Coordinator will notify appropriate parties (which may include the alleged victim(s), accused, and/or their parents or legal guardians) in writing of the substance of the investigation and remedial measures to be taken pending any appeal. The Coordinator will retain, review and analyze the investigative file of each complaint and will report the results of the review and analysis annually to the Superintendent.
3. The complainant may seek a review of the initial decision by written request received by the Coordinator within five (5) business days of the date of the decision.
4. Upon timely written request, the Coordinator will forward a copy of the investigative file to the DS. The DS or designee will have up to fifteen (15) business days to review the appeal, investigative file and the previous decision and determine, if additional investigation is warranted, any change in the remedial action recommended. The DS or designee will promptly notify appropriate parties of the appeal decision.
5. The decision of the DS or his/her designee will be the final decision under this policy. Additional due process will be provided for any disciplinary measures as required by law.

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

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

ADOPTED: **August 2, 2001**

REVISED: **July 19, 2018**

Harassment

Cherokee County Board of Education

The Cherokee County Board of Education acknowledges the potential for local school fund raising to supplement the educational and extracurricular program in order to accomplish its Major System Priorities.

Funding Guidance:

1. All school sponsored ~~fund-raising~~ fund raising activities must be approved in advance by the ~~system Board of Education~~ School Board and conform to policies of the State Board of Education.
2. Any solicitation of funds or collections of money ~~in the schools of Cherokee County~~ must have the approval of the principal of the individual school and the Superintendent.
3. No ~~fund-raising~~ fund raising organizations ~~shall~~ will be permitted to solicit funds from students without prior approval from the ~~Board of Education~~ School District.
4. Students ~~shall~~ will not be permitted to solicit funds in school sponsored activities without prior approval from the ~~Board of Education~~ School District.
5. ~~The Board of Education prohibits s~~Students in grades eight or lower will be prohibited from participating in door-to-door sales.

ADOPTED: August 2, 2001

REVISED: July 19, 2018

Cross Ref.: ~~Also GAI~~ Solicitations

Cherokee County Board of Education

BOARD POLICY
Educational Accreditation Agency Relations

Descriptor Code: MK

The Cherokee County Board of Education ~~shall~~ will seek to retain full accreditation of all Cherokee County School District schools by ~~the Southern Association of Colleges and Schools (SACS)~~ AdvancED.

All cooperation ~~shall~~ will be given ~~the Association,~~ AdvancED and the School District's ~~Board's~~ financial obligations for the evaluation process fulfilled; when the time comes for periodic assessment and review of the school programs and operations.

ADOPTED: August 2, 2001

REVISED: July 19, 2018

Cherokee County Board of Education