



*Cherokee's
Renaissance*

in

Education



Cherokee County

School District

1999-2011

Canton, Georgia

Dr. Frank R. Petruzielo

Superintendent of Schools





Foreword

Could there be a more fitting word than “Renaissance” to describe the following results achieved by a Metropolitan Atlanta School District of 38,600 students which 11 years ago was on the verge of losing its accreditation? The Cherokee County School District (CCSD) has become one of the top school districts in the State of Georgia and the Nation, with a strong focus on improving teaching and learning. Despite extraordinary economic funding challenges stemming from drastic reductions in State and local revenue, which have caused the District to cut more than \$50 Million from its operating budget in the last three years, as well as an additional \$50 Million from capital outlay projects due to declining sales tax receipts, achievement continues to rise in the State of Georgia’s eighth largest school district.

ACCOUNTABILITY

- Cherokee is one of the first School Districts in the United States to earn “District Accreditation as a Quality School System” through Southern Association of Colleges and Schools/Council of Accreditation and School Improvement (SACS/CASI).
- The School District has made Adequate Yearly Progress (AYP) in every year but two since inception of federal No Child Left Behind (NCLB) standards.
- CCSD has an outcome-based, data-driven and Board-approved District Strategic Plan, Five Year Facility Plan and Three Year Technology Plan. Also, outcome based, data-driven and Board-approved School Improvement Plans (SIPs) are in place for every school...each with measurable goals on student achievement, attendance, discipline and other research-based criteria of effective schools.
- Locally developed, internationally competitive Student Performance Standards in all grades and all core academic areas are online and were implemented three years before the Georgia Department of Education followed suit with new statewide standards.
- The School District’s textbook and instructional materials selection process is fully aligned with Student Performance Standards.

- District-wide curriculum mapping has been completed in all core academic areas...and is fully aligned with Student Performance Standards. . . providing classroom teachers a consistent framework for systematically improving student achievement.
- Instructional Leadership Teams and Data Management Teams (supported by a School District “Data Warehouse”) are at work in every school; Literacy Coaches and Parent Involvement Facilitators are working diligently with students, teacher and parents in every Title I school.
- No CCSD schools have been determined by the state or federal government to be “Persistently Dangerous.”
- Active Parent Teacher Associations (PTAs) are providing support in every elementary, middle and high school.

STUDENT ACHIEVEMENT

- School District SAT scores are 73 points above the combined total average of the Nation and 129 points above the State average in critical reading, mathematics and writing; all five CCSD high schools exceeded the State average on the combined total by 80 to 226 points; and all five high schools exceeded the National SAT average by 24 to 170 points.
- All five high schools are in the top 25 (of 380) high schools in Georgia . . . as ranked by the independent Georgia Public Policy Foundation in its most recent Report Card for Parents.
- All five high schools were recognized in 2009 as “High Performing Schools” by the Governor’s Office of Student Achievement . . . under Georgia's Single Statewide Accountability System. CCSD also had three elementary schools and three middle schools recognized in this regard.
- 97% of 3rd grade students, 95% of 5th grade students and 98% of 8th grade students passed the Georgia Criterion-Referenced Competency Test (GCRCT) reading test on the first administration.
- 88% of 5th grade students and 84% of 8th grade students passed the GCRCT math test on the first administration.
- High School ACT scores for 2009 rank 8th in the State and exceed the national average.



- High School Graduation Test passing rates for 2010 by subject areas on the first attempt were: Language Arts, 97%; Mathematics, 98%; Social Studies, 94%; and Science, 98%.
- Attendance rates of students missing fewer than 15 days annually are at an all-time high; and CCSD high school graduation rates passed the 80% mark in 2008. . . now 82%.
- The School District averages 97% student attendance on a daily basis.
- The Georgia Department of Education has annually (2007-2010) recognized CCSD for “Excellence in the Education of Students with Disabilities.”
- The School District has been acknowledged by the Georgia Department of Education Division for Special Education Services and Support for being one of only six districts (out of 183) which met five of the State’s seven Special Education goals. Targets met include: reducing the number of students who drop out of school; students meeting or exceeding state achievement standards for English Language Arts on the GHS GT; students meeting or exceeding state achievement standards for Math on the CRCT; students meeting or exceeding state achievement standards for Math on the GHS GT; and students meeting or exceeding state achievement standards for Reading/English Language Arts on the CRCT.

ADVANCED ACADEMICS

- CCSD high school students exceeded statewide averages on Georgia’s End-of-Course Tests (EOCT) by 19% in Math I, 27% in Math II, 18% in Economics, 17% in Physical Science, 22% in U.S. History, 14% in Biology, 10% in 9th Grade Literature and Composition and 7% in 11th Grade Literature and Composition.
- CCSD ranked first in the State in a 2009 analysis of teacher grade correlation with EOCT scores . . . by the Governor’s Office of Student Achievement (GOSA).
- CCSD has seen a 400% increase over the past 10 years in students taking Advanced Placement (AP) tests for college credit; and 72% of CCSD students scored high enough on AP exams in 2010 to receive college credit. . . compared to 53% for the State and 58% for the Nation.
- About 600 middle school students take Math I, Spanish and/or Physical Science for high school credit each year.
- District-wide standards are in place to insure increased Student Academic Recognition at all schools.



HIGHLY QUALIFIED TEACHERS, PRINCIPALS AND SUPPORT STAFF

- Every CCSD classroom teacher has been deemed “Highly Qualified” under NCLB.
- To attract the best candidates, CCSD has a competitive starting teacher salary: \$41,500.
- There are at least 10 applicants for nearly every teacher position; and more than 100 bi-lingual teachers have been hired over the past decade.
- CCSD has 72 Nationally Board Certified teachers.
- 1,021 educators are currently a part of the CCSD Teach21 Technology endorsement program, a locally developed model geared toward developing 21st century teachers who engage students through the use of technology. Teach21 includes a professional development component which encompasses more than 200 hours of rigorous training, as well as a standards-based technology project conducted with students. Teaching and learning have been fundamentally improved and enhanced with the introduction of this award-winning component.
- Over 70 paraprofessionals have earned Associate Degrees in Early Childhood Education, 16 of whom subsequently pursued and obtained a Bachelor’s Degree and are currently teaching in the District.
- The School District has over 600 teaching field placements (student teachers) annually from partnering colleges/universities.
- All CCSD school food service managers and assistant managers are certified in Cardio-Pulmonary Resuscitation (CPR) and ServSafe; point-of-sale cash registers are now used in all school cafeterias...facilitating student lunch lines and enhancing financial book-keeping and accountability.

FISCAL RESPONSIBILITY

- An *Atlanta Journal-Constitution* (AJC) analysis in May, 2010 found CCSD to have the lowest central office administrative costs in metro Atlanta, whether measured on a per-student cost (\$222) or as a percent of total budget (2.6%). The average per-student cost across 12 metro school districts was \$516 . . . more than twice the CCSD cost.
- More than 85 Board-approved systemic partnership agreements have been negotiated with county and city governments, various institutions of higher learning and numerous community-based organizations and agencies...plus 200 individual school/business partnerships.
- Nearly \$10 Million in competitive grant funding has been solicited and received since 1999!



- CCSD has implemented a comprehensive Personnel/Benefits and Payroll Integrated computer software and hardware package . . . promoting efficiency and integration of information between departments and schools, as well as required reports to regulatory agencies, employees, prospective employees and management.
- The School District has received excellent Bond Ratings (measuring an entity’s financial soundness and ability to repay debt) from rating agencies: Standard and Poor’s Financial Services and Moody’s Investor Services. Both current ratings (AA- from Standard and Poor’s and Aa1 from Moody’s) are excellent for a school district of this size and are among the best ratings in the State of Georgia . . . saving significant tax dollars through reduced interest rates and lower cost of insurance.
- In the last 10 years, the School District has not received an audit finding or irregularity in annual reviews of its financial records by an outside, independent Accounting firm.

SCHOOL BOARD/SUPERINTENDENT LEADERSHIP

- The School District was the 2008 1st Place MAGNA Award winner, as recognized by the *American School Board Journal*. This is a national award recognizing outstanding academic programs that advance student learning.
- In 2007, Superintendent Dr. Frank R. Petruzielo was recognized by eSchool News as one of the Top 10 Tech Savvy Superintendents in the Nation for his leadership and vision in educational technology.

- Mobile, wireless technologies and computer labs are in every school; desktop computers are in every classroom; interactive whiteboards and other 21st century technology resources are available in all CCSD schools. . . to facilitate and enrich teaching and learning.
- Eight new elementary schools, three new middle schools, two new high schools, eight major school additions/renovations and five support services projects have been designed and constructed over the past 10 years to address unprecedented student population growth . . . all completed on time with within budget. The State’s Comprehensive Facility Survey Team recently concluded: “The progress that the school system has made in addressing facilities needs and the effective and efficient use of SPLOST funds to provide safe and appropriate facilities for the children and youth of Cherokee County has been outstanding!”

CAREER/TECHNICAL EDUCATION

- A comprehensive, standardized Course Selection Guide is now in use by all middle and high school students and parents; also, various online learning opportunities are available for advancement, credit recovery, standardized test preparation and remediation/supplemental instruction.
- Career Awareness activities now occur at every elementary school; Career Exploration strategies are implemented at every middle school; and Career Pathways are established for every high school student . . .culminating in a community-based, career-oriented Senior Project.
- Senior Project is a capstone event for all CCSD students during the senior year that brings together academic, as well as career exploration, endeavors into a year-long research assignment that culminates in: a research paper with a career link; a tangible work product, which entails rigorous academic inquiry related to the student’s career goal; a portfolio, which includes logs, pictures and other elements telling the story of the student’s journey in completing the project; and, an oral presentation before a local Career Pathway Review Board consisting of business, community and school volunteers.
- The School District’s Teacher As Advisor (TAA) Program is a system of advisement that begins in the 6th grade and continues through 12th grade . . .assisting all students and parents with guided academic and career advisement in a formal, consistent format beginning as early as 6th grade and ensuring that all students are provided with rigorous preparation in academic skills, relevant occupational instruction, purposeful career counseling and exposure to opportunities for work-based learning and extracurricular experiences.

The School Board and Superintendent of Schools, who are providing policy direction and leadership in implementing the fiscal, programmatic and operational accountability framework fueling Cherokee County’s Renaissance in Education, view these accomplishments as a demonstrative beginning, rather than an end. How these accomplish-

ments and many others relate to the School Board's eight, long-term Major System Priorities is described in detail in the remainder of this document and demonstrate clearly why the School Board and Superintendent have been recognized statewide and nationally for their leadership in improving student achievement and school effectiveness:

- The Center for Digital Education and the National School Board Association named Cherokee County in 2008 as the top school district in the Nation as it relates to providing a high level of service to its community, schools, teachers, students and administrators through use of information technology. CCSD has finished in the top 10 twice in the last three years.
- In 2004, the School Board received a coveted "Georgia School Board of Distinction" award from the Georgia School Boards Association. In the seven years since, the School Board has received this honor each time it was eligible for renewal . . . most recently in 2009.
- Also in 2004, Dr. Frank Petruzielo was named "Superintendent of the Year" by the Georgia PTA and subsequently became the first Superintendent in the State's history to serve on the Georgia PTA Board of Directors.

...January, 2011



Introduction

In 1999, under the leadership of then newly-appointed Superintendent Dr. Frank R. Petruzielo and the Cherokee County School Board, CCSD became one of the first school systems in the State of Georgia and the Nation to adopt an Accountability Policy structured to bring about a true Renaissance in Education. Cherokee continues to be ahead of the curve statewide and nationally with its Accountability Policy, which mandates and has ushered in for each school: comprehensive, data-driven and outcome-based School Improvement Plans (SIP's) and highly-participatory School Councils in every school, as well as local Student Performance Standards for every core academic subject and grade.

As part of the School Board's Accountability Policy, a comprehensive, long-term District Strategic Plan has been developed, implemented and updated annually for each of the last 11 years. Also, an Annual Report of School and District Progress is developed and published each year. These reports document significant, incremental progress in implementing the Strategic Plan and in addressing the School Board's eight, long-term Major System Priorities.

It has been a long and challenging road from the situation and circumstances which this community, School Board and its newly-appointed Superintendent faced over a decade ago, when the accreditation of Cherokee's public schools was in jeopardy, to the School District's current Metro-Atlanta, statewide and national reputation for professionalism and commitment to educational excellence. In 2008, the Center for Digital Education and National School Board Association named Cherokee one of the top districts in the nation as it relates to technological advancement and communications. In 2004, and subsequently in 2007 and 2009, the School Board received a coveted "Georgia School Board of Distinction" award from the Georgia School Boards Association; also in 2004, Dr. Petruzielo was named "Superintendent of the Year" by the Georgia PTA and subsequently became the first Superintendent in Georgia history appointed to serve on the Georgia PTA Executive Board. This recognition is a direct result of the School District's success in addressing the School Board's eight Major System Priorities.

PRIORITY 1

Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.

The top priority of any school district should be providing a high quality education for all of its students. The District has taken many proactive steps in order to ensure that each student receives a first-rate education which prepares them for college and for life. Cherokee led the way with local Student Performance Standards and a district-wide curriculum mapping initiative; and the Georgia Department of Education followed suit three years later by phasing in the new Geor-

gia Performance Standards. Curriculum mapping is providing a consistent framework for systematically implementing and monitoring progress in improving student achievement through use of the Student Performance Standards. More than 250 classroom teachers worked diligently for several months to align our local Student Performance Standards with the new Georgia Standards, and staff is now working diligently to align these with the Common Core (National) Standards as part of the School District's participation in the Federal Race To The Top initiative.

The effectiveness of these policies and practices is measured in each school's Board-approved School Improvement Plan (SIP), each of which has specific, data-driven and measurable goals on student achievement, attendance, discipline, safety and other research-based criteria of effective schools. Additionally, each SIP contains baseline and longitudinal data reflecting student achievement and demographics; Response To Intervention (RTI) plan; technology use plan; homework policy/guidelines; attendance guidelines; Career, Technical and Agriculture Education (CTAE) plan; SACS/CASI assurance; and character education/Teacher As Advisor plans.



Through competitive grant funds, the District has been able to expand on these and many other educational programs without using taxpayer money. Competitive Grant Funds received in 2009-10 totaled \$1,192,109 . . . a total of \$9,984,748 over the past 11 years.

It is imperative that each student is offered the same opportunities, no matter what school they attend. That is why the District developed a standardized, district-wide High School Course Selection Guide. Its goal is to help students and parents have better information on their high school course selection and to ensure that the courses and Career Pathway they choose will enable them to achieve their educational and career goals.

The Cherokee County School District has recently moved its Response To Intervention (RTI) initiative to a new level. After a one-semester pilot in which a technology platform in the District was tested, every school began using the CCSD intra-net to access, maintain and share their RTI Pyramid Of INTervention (POINT) plans. The POINT plan is the document for recording progress monitoring, documenting meeting minutes and selecting and noting research-based strategies that are available for use with the students. Additionally, CCSD invested in providing AIMSweb (a benchmark and progress monitoring system based on student assessment) and appropriate professional development to all schools for universal screening and progress monitoring. The AIMSweb results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

The School District's RTI process is providing unprecedented assistance to students, which helps in avoiding failure. The goal is to quickly identify students in need of help, and to provide interventions that have shown to be effective with other children and that match the student's needs. Then, frequent monitoring of progress helps determine if the interventions are working. If an intervention is not working, a different intervention is used and monitored for effectiveness. The information gathered by this approach is used to make decisions about the student's educational program.

The Race To The Top (RTTT) initiative is a \$4 Billion grant opportunity provided in the federal American Recovery and Reinvestment Act of 2009 (ARRA) to support new approaches to school improvement. RTTT funds were recently awarded to 10 states (including Georgia) to encourage and reward those which are creating optimal conditions for education innovation and reform, and which are specifically implementing ambitious plans in four educational restructuring and reform areas:

- Recruiting, preparing, rewarding and retaining effective teachers and principals, especially where they are needed most;
- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and that inform teachers and principals about how they can improve instruction; and,
- Turning around the lowest achieving schools.

Georgia was awarded almost \$400 Million, to be shared with 25 participating school districts (out of over 180) in the State. Cherokee County has already been awarded an initial amount of \$2.8 Million. . .with an additional \$1.9 Million promised. CCSD has submitted a comprehensive "Scope of Work" proposal in this regard, which details the activities and initiatives that will occur over the next four years.

Throughout the year, numerous opportunities for countywide/regional/state academic activities are offered to students, including: Governor's Honors 9-12, high school math competitions, Science and Engineering Fairs (grades 6-12), Social Science Fair (grades 5-12), Spelling Bee (grades 4-8), Technical Honor Society (grades 9-12), Helen Ruffin Reading Bowl (grades 4-12) and Young Georgia Authors Writing Comparison (grades K-12).



All of this policy and implementation work on behalf of students has resulted in outstanding test scores throughout the District.

- CCSD SAT scores for 2010 are 73 points above the combined total average of the Nation and 129 points above the State in critical reading, mathematics and writing; all five high schools exceeded the State average on the combined total by 80 to 226 points; and all five high schools exceeded the National average by 24 to 170 points
- 97% of 3rd grade students, 95% of 5th grade students, and 98% of 8th grade students passed the GCRCT reading test on the first administration.
- 88% of 5th grade students and 84% of 8th grade students passed the GCRCT math test on the first administration.
- High school students exceeded statewide averages on Georgia's End-of-Course Tests by 19% in Math I, 27% in Math II, 18% in Economics, 17% in Physical Science, 22% in U.S. History, 14% in Biology, 10% in 9th Grade Literature and Composition and 7% in 11th Grade Literature and Composition.

As a result of the diligent efforts of our students, parents, teachers and administrators, all but three of the 37 traditional schools in Cherokee County made Adequate Yearly Progress (AYP) under the Federal No Child Left Behind (NCLB) Act for 2009-10. Additionally, the School District made AYP for the 4th consecutive year . . . due to the fact that all subgroups throughout the County met or exceeded every NCLB standard.

PRIORITY 2

In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that vocational/technical education programs prepare students for a diverse and technologically rich society.

In cooperation with the Cherokee County Chamber of Commerce, local business leaders and various local institutions of higher learning, CCSD developed and implemented our Career Pathways initiative, which begins with a variety of Career Awareness activities for all students at the elementary level, leads to Career Exploration initiatives at all middle schools and our Career Pathways model at all high schools. This initiative includes a Teacher As Advisor (TAA) system of advisement that begins in the sixth grade and continues through 12th grade. This research-based process assists students and parents with guided academic and career advisement in a formal, consistent and pervasive format, providing all students with a personalized and relevant course of study within a chosen career focus by the 8th grade. This comprehensive approach ensures that all students are provided with rigorous preparation in academic skills, relevant occupational instruction, purposeful career counseling and exposure to opportunities for work-based learning, dual/joint enrollment and extracurricular activities.

The School District's Career Pathway initiative culminates in the CCSD Senior Project, a capstone event for all students during the senior year that brings together academic, as well as career exploration endeavors, into a year-long research assignment that culminates in: a research paper with a career link; a tangible work product which entails a rigorous academic inquiry related to the student's career goal; a portfolio, which includes logs, pictures and other elements telling the story of the student's journey in completing the project; and, an oral presentation before a local Career Pathway Review Board consisting of business, community and school volunteers.

Career Pathways include a wide variety of careers and jobs in the following areas:

- Agriculture
- Architecture, Construction, Communications and Transportation
- Business and Computer Science
- Education
- Engineering and Technology
- Family and Consumer Sciences
- Government and Public Safety
- Healthcare Science
- Marketing, Sales and Service

These jobs may be entry-level, semi-professional or professional and will require different levels of education and training. Each Pathway incorporates a wide variety of possible careers students

can learn about during their high school years. This vision calls for an education that weaves together rigorous and relevant academics, a career focus, critical thinking, ethics, interpersonal skills and various opportunities to acquire career-specific knowledge and skills.

In Cherokee, Career Education has become a responsibility of each student, parent, community member and educator at every grade level, in every discipline and in every class!

PRIORITY 3

Insuring that all students and staff have a safe and secure environment for teaching and learning.

Effective teaching and learning can only take place in a safe and secure environment. This is why CCSD has taken serious measures to ensure the safety of our staff and students. These steps include: funding a local school police department; having sworn/certified police officers in middle and high schools; installing intrusion alarms and fire systems in all schools and facilities; digital camera systems installed in middle and high schools; requiring background checks for all school district employees and providing staff at all levels with school safety and security training. This is just a short list of the work that CCSD has done to provide a safe and secure environment for teaching and learning.

All of this supplements the comprehensive School Safety and Security Plans that have been developed and are being implemented at each school. Each school safety plan has been reviewed and recognized by the Georgia Emergency Management Agency (GEMA) for meeting and/or exceeding local, state and federal standards in this regard.

The School District Police Department is one of only three school district police departments to be certified by the State of Georgia Law Enforcement Certification Program as meeting or exceeding standards that are essential to the efficient and effective operation of a law enforcement agency.

The Parental Awareness for Safe Schools (PASS) program was implemented by the School District Police Department as a way to engage parents and others in the community of critical issues related to providing a safe and secure environment for teaching and learning. This program received national recognition in 2010 as an “Exemplary School Safety Program” from the School Safety Advocacy Council.

A Student Safety Program has also been created to establish safety guidelines and provide safety training for students, staff and bus drivers. Expertise in this area has also resulted in a reduction in losses due to accidents. CCSD has received requests from numerous Georgia counties for ad-

vice/help in establishing their safety programs.

Relative to bully prevention efforts, the School District has adopted appropriate harassment and disciplinary policies, instituted an anti-bullying mission statement, addressed cyber-bullying through the Student/Parent Handbook and has required schools to document their efforts to investigating and reporting bullying. To this end, every school in the School District has adopted and implemented bully prevention programs focused on educating students about bullying and harassment, and meeting all legal and policy-driven expectations in this regard.

The School District, in cooperation with Cherokee County Fire-Emergency Services, recently completed a comprehensive, multi-year review of science classroom safety requirements resulting in the development and implementation of updated procedures and the creation of an On-Line Science Classroom Laboratory Safety Manual. Significant advances include alignment of all Science lab demonstrations with curriculum standards, chemical purchasing supported by educational utility, updated student safety orientations and teacher training resources, improved chemical inventory management system, and integration of science lab accident response procedures with school safety plans.

As a result of these and other proactive and diligent efforts, no Cherokee County school has been determined by the state or federal government to be “Persistently Dangerous” under NCLB.

PRIORITY 4

Attracting, retaining, and training the best teachers, principals and support staff.

Over the last 11 years, Cherokee has experienced incredible growth, adding more than 14,000 students. With more than 38,000 children enrolled, CCSD is the 8th largest school district in the State of Georgia and the largest employer in Cherokee County with over 4,500 full-time employees. The School District believes that the quality of services provided depends largely upon the quality of employees providing them. Accordingly, the School Board and Superintendent have been diligent in making sure that, every year, employee salary schedules and benefits are competitive with surrounding Metro-Atlanta counties.

Although teacher compensation is primarily a function of state government, extraordinary efforts to attract and retain a highly competent teaching force have been taken by providing a local salary supplement that is up to 20% above the State salary base.

Cherokee hires the very best; that is why under NCLB, 100% of CCSD teachers have been determined to be “Highly Qualified” for their current teaching assignment. Also, 72 Cherokee teachers have achieved prestigious National Board Certification.

Professional Development

CCSD is committed to a long-range focus on student achievement based on: the Georgia Performance Standards; the District's Mission, Beliefs, and Major System Priorities; Innovation Zone priorities; and School Improvement Plans (SIPs). Action steps in each school's SIP are deliberately planned and executed for addressing student achievement and school effectiveness in regard to the specific and contextual data of the school. Based on the SIP, school-based funding allocations from federal, state and local agencies are garnered and targeted for student results using results-based and evidence-based practices, technology tools and assessments.

For continuous improvement, staff members examine all student data and regularly assess knowledge and skills. This practice of professional development planning in individual schools connected to student achievement data provides opportunities for supporting the improved performance of students and staff through results-driven professional development, which is standards-based, job-embedded and collaborative.

Ongoing opportunities for professional development have helped to ensure a 100% highly qualified status for certified teachers and a 100% highly qualified status for paraprofessionals, as defined by 2010 federal guidelines. Contributing to the excellent level of instruction, District teachers and paraprofessionals are provided with opportunities to add certification levels in areas such as Gifted, ESOL and Special Education . . . as well as masters, specialist, and doctoral degrees in K-12 academic areas. Through school-based professional learning communities, professionals collaborate and connect student achievement with instructional strategies. Certification, induction and mentoring programs, as well as in-content professional learning experiences like Camp Cherokee, The Beginning Educator Support and Training (BEST) program, standards-based academic workshops and degree cohort partnerships are a vital part of the positive professional growth opportunities offered by the District. PDEExpress online data system is utilized to track professional learning activities of all certified employees.

Through the ongoing assessment of student data and demographics, differentiation of instruction for diverse student needs and ongoing professional development course offerings, staff and student needs are determined. Gifted endorsement courses, which translate differentiated instructional strategies and lessons into each classroom, as well as ESOL endorsement coursework, special education training and specific training



for working with those students with limited English proficiency, are also provided. Training for special and general educators has focused on specific reading instruction in several research-based programs. Each school has received turn-around training to build capacity for inclusive practices. Specific training on best practices for math instruction has been provided for both elementary and secondary teachers. Additional trainings have been provided to build capacity in positive behavior supports.

Individual schools and Innovation Zones provide additional professional learning opportunities for employees, which coincide with school goals and student needs. In addition to content-based training, these opportunities are also centered on instructional best practices, student discipline, assessment strategies and research-based instructional best practices implementation and continuation. As a result of this consistency, schools are able to plan, implement and sustain change for continuous school improvement and student achievement.

The Superintendent's Leadership Academy I (designed for aspiring teacher leaders) and Leadership Academy II (designed for aspiring principals) facilitate the ongoing development of knowledge, skills and capabilities required to work and lead in a data-driven, standards-based district and school environment. On an annual basis, these academies, comprised of almost three dozen aspiring leaders, provide presentations and inspire discussions involving the Superintendent's senior staff; and they expose participants to systemic approaches for examining issues from a programmatic, fiscal and operational perspective.

Effective use of instructional technology in all classrooms through the School District's Teach21 and Media21 programs equip teachers and administrators with the knowledge and skills necessary to work and lead in the 21st Century model classroom and school.

Attracting and Retaining the Best!

To address the challenge of unprecedented student population growth in Cherokee County, a comprehensive recruitment plan focused on attracting, retaining, and training the best teachers, principals and support staff has enabled the School District to hire the best-qualified applicants. Principals have the opportunity to interview nearly 10 applicants for nearly every teaching position. That enables them to choose from among the best possible candidates! There are many contributing factors to the high number of applicants to the School District. A few are listed below:

The District provides competitive starting teacher compensation (\$41,500 annually). CCSD also



provides a progressive, competitive and affordable Benefits Program for District employees in line with state and national trends in health, wellness and retirement benefits. Recently enhanced features include:



- Retirement benefits now include a group-sponsored mutual fund retirement savings plan, including a 403(b) & 457(b) pre-tax and Roth 403(b) after-tax contributions, providing employees best-in-class investment offerings, simplified enrollment and account management tools, and reduced fees and expenses to maximize retirement savings.
- The District provides a locally established 403(b) retirement savings plan with an automatic enrollment option and matching employer contributions for employees not eligible for participation in the Teachers Retirement System (TRS).
- TRS workshops and individual counseling sessions are regularly offered to employees at local CCSD facilities.
- The District offers a comprehensive wellness program which includes 24/7 employee assistance services, licensed professional counseling, discounted health center memberships and other work-life benefits.
- On-line benefit tools, links, plan documents and other informational resources and helpful materials are available on the District internet site.
- Benefits Program funding has been structured to minimize fees, commissions and other costs . . . to minimize benefit rate increases and to continue offering desired coverage for employees.
- The District strategically uses fee-based, project-focused professional consulting services to market and negotiate the best products, pricing and services for employees.

In the transportation department, a Relief Driver Program (consisting of a pool of substitutes for short-term and long-term bus driver absences) has greatly increased effectiveness and timeliness in transportation of students and has significantly reduced employee turnover.

PRIORITY 5

Utilizing technology both to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.

In September 2001, voters of Cherokee County overwhelmingly (81%) renewed the Special Purpose Local Option Sales Tax (SPLOST), which has enabled the School District to implement an aggressive construction program addressing unprecedented student population growth. The SPLOST was extended, again with overwhelming voter support, in 2006. Resulting construction includes eight new elementary schools, three new middle schools, two new high schools, eight major school additions/renovations and five support facilities projects, plus significant technology enhancements.

In 2008, The Center for Digital Education and The National School Board Association ranked Cherokee County's Board of Education as number one in the Nation for large school districts, as it relates to providing technology applications that allow the public to interact with School Board members and access to information, policies, guidelines, agendas and technological advancements.

The School District continually solicits input and feedback on K-12 technology initiatives from a Technology Advisory Committee (comprised of all District departments, teachers, representatives from local institutions of higher learning, the business community and parents), which actively participates in discussions that contribute to sound recommendations, decisions and policies on technology usage.

The District's technology refresh is an ongoing initiative that facilitates access to up-to-date, modern systems which enable students to utilize current technologies. New schools are opened fully equipped with current technologies, as well. The Board and Superintendent are committed to providing equitable technological resources throughout the District.

The District contracted with Sunesys to rebuild the data network. This initiative provided a point-to-point fiber optic infrastructure throughout the County, allows our students to experience fast access to Web-based resources and enables teachers to effectively utilize Internet-based tools. It also facilitates the use of multimedia-based resources, now regularly used in support of classroom instruction.



All departments and schools now benefit from the adoption of a web-based shared information platform that allows the efficient distribution and collection of information, as well as real-time notification of changes to that information. The use of this resource has improved communication, collaboration and strategic planning. This investment has impacted the annual budget by off-setting/reducing costs of paper-based/ non-technical delivery methods and is made available through a District portal that is security enabled.

CCSD Website

In the Superintendent's and School Board's continuing efforts to increase parental/community involvement, the Cherokee County School System website (www.cherokee.k12.ga.us) is continually expanded and enhanced. The Superintendent's proposed agenda, along with all supporting information, is published on the Friday before each School Board meeting and can be obtained/reviewed online. Additionally, the site contains preliminary School Board meeting minutes (posted the Monday after each School Board meeting), so they can be reviewed in a timely manner.

Another feature on the website home page is a "Frequently Asked Questions" link (designated



FAQ). The Superintendent and staff respond to questions in a timely manner and, when applicable, post the answer on the site for everyone to obtain. Also, members of the public are encouraged to provide input via the e-mail link to the Cherokee County School District Public Information Department.

Technology in Curriculum

The School Board, Superintendent and community continue to recognize that technology is a key component in preparing the 21st century learner for their place in a global community.

Accordingly, in providing current 21st century technological resources to students and staff, several areas must be addressed which include costs, infrastructure, standardization, access, connectivity, content, mobility, training and usage. The District has established a core model of standardization regarding the acquisition of technology. Standardization is directly related to costs as it "trends" to an overall lower total cost of ownership.

Today's Cherokee County students are provided access to technology in multiple platforms. Multi-station 21st century computer labs are available in every school. Every classroom in the District has a minimum of one and a maximum of 10 desktop computers, depending on the educational program being delivered, size of the space and/or the specific needs of the students being served. Additionally, mobile wireless laptop labs are utilized in every school. Several years ago, the District began building a wireless infrastructure to support learning beyond the physical boundaries of the classroom; and today, the District boasts a highly functional and secured mobile computing environment for all locations.

The effective use of technology in Cherokee County classrooms is fortified through professional development initiatives such as CCSD's Teach21 and Media21 programs. These programs are specifically designed to teach educators how to effectively integrate the use of technology into curriculum and discover new ways to engage young learners in their learning process. With over 1,000 educators having completed the program, the District has been able to increase productivity and accountability with its technology investment and has been able to empower teachers and engage students by placing 21st Century tools in classrooms.

Hardware investments alone will not enhance learning for our students. Through continuous collaboration with the Technology, Educational Programs and School Operations Departments, significant effort is placed in selecting high quality, standards-based software and web-based applications to supplement the curriculum. Additional support is provided through on-line resources that provide electronic digital content in the form of audio and video, research and reference tools and collaboration. Usage of these resources is critical and the District, where possible, tracks and reports the usage of these applications which allow us to also increase accountability and effectively manage costs.

Student Information System management has been enhanced to provide parents with unprecedented access to secured, real-time web-based data about their children. Parents and guardians are able to track student attendance, assignments and grades and get a current snapshot of performance which enables them to be aware of and quickly address areas of concern. The District's Data Warehouse has been in use for several years and has been the foundation for our local Data Management Teams. These school-based teams are trained to analyze student performance data specific to their schools and to ensure that appropriate resources, accommodations and interventions are made available for all students.

The future for Cherokee County students will advance further into the 21st century with the assessment, evaluation, piloting and eventual deployment of emerging technologies. Accordingly, CCSD's student eLocker project is currently being introduced in its initial phase of deployment. This resource is a variation on the "cloud-computing" concept. Students will be able to have immediate access to all of their data from anywhere. There will be no more need to copy files to flash drives or burn to CD's or DVD's. All of their information is stored in one place, their web-based eLocker, and accessible only by them and their teachers. Netbooks, slates, pads and

eReaders are more emerging technologies that are being evaluated for use in our learning communities.

Funding for educational technology is provided primarily through the Special Purpose Local Option Sales Tax (SPLOST). The District also qualifies for a small amount of Federal E-Rate funds (which supplements the Internet access fees) and a small amount of Federal Title funds.

PRIORITY 6

Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.

More than 85 Systemic Partnership Agreements between the School District and outside agencies have been approved by the School Board. Individual schools, in conjunction with the Cherokee County Chamber of Commerce, have over 200 additional business partners.

Every Cherokee County School now has an active, fully-functioning PTA . . . allowing parents increased opportunities to give input and suggestions concerning their child's school/education.

In collaboration with Piedmont Migrant Education Agency, a Migrant Advocate has been employed to provide supplemental educational and support services to migrant children and families, including: locating health and social services, making home visits, encouraging families to participate in school activities, providing workshops for parents and providing tutoring to students. Cherokee is making the needed advancements to ensure that even those families that do not speak English are involved.

Along these same lines, a bilingual Parent Involvement Facilitator is now assigned to every Title I school to aid in the establishment of strong rapport, mutual trust and a positive working relationship with families. They assist with written and verbal translations, as well as encourage parent involvement in school activities. They also provide family literacy services, when needed, including workshops and English lessons for parents.

Every member of the community has the opportunity to voice their opinions at Board meetings. The Cherokee County Board of Education meets regularly in the Historic Canton HS/School Board Auditorium. A schedule of these meetings can be obtained in the District's Office of Public Information. *The public is invited and encouraged to attend all meetings of the School Board.*



PRIORITY 7

Addressing exploding student population growth, recognizing that there is a large gap between the School District's facilities and technology needs and available capital outlay revenue.

According to the most recent U.S. Census Bureau data, the Cities of Canton, Holly Springs and Woodstock are home to the State of Georgia's fastest-growing populations. Canton ranked 4th in the State, growing 199% from April 2000 to July 2009; Holly Springs ranked 5th in the State, growing 185%; and Woodstock ranked 10th in the State, growing 137%.

Cherokee County has grown in population from 141,903 in 2000 to an estimated 215,084 people by July 2009, according to the U.S. Census...more than a 51.57% increase in overall population! Housing permit data from HUD indicates that 30,098 homes have been built in the same time period. Of these residential units, 6,186 homes have been built in the City of Canton and 5,883 homes in the City of Woodstock.

As a result of unprecedented student population growth, the School District has added 12,590 students over the past 11 years!

“No Frills” Prototypical School Design & Development

The Superintendent established an ad hoc committee to interview and evaluate architectural firms for the development of new Prototypical School Designs. The committee interviewed over 30 firms to select three firms which could meet the requirements to produce multiple designs for varying site conditions:

- *Single Story Designs (2) for Elementary Schools*
- *Two Story Design for Middle Schools*
- *Two Story Design for High Schools*

With the development of new prototypical schools, a complete list of basic equipment for each configuration, as well as a manual for Principals on opening new facilities has also been developed, which now ensures that every new school opens with all of the equipment it needs to function effectively from the first day . . . including playground equipment, library books and computer desks. These prototypes also call for a metal roofing system that allows for a mechanical and electrical mezzanine above the classroom wing corridors, which provides the opportunity for routine maintenance and repairs to occur during normal school hours . . . without any disruption of teaching and learning.



Before asking voters to approve the 2001 SPLOST, the School Board and Superintendent also

established a Blue Ribbon Committee of over 50 community leaders, which verified the School District's extraordinary facility needs and unanimously supported bonding 15 years of future SPLOST revenue to help meet those needs. This received overwhelming community support when the School District's SPLOST was renewed in 2001 and again in 2006, has led to extraordinarily positive results and has helped the community avoid a significant amount of pain associated with the impact of critical overcrowding by providing resources to build several new schools.



Over the last 11 years, the following major school projects consisting of over 2.5 Million square feet have been constructed, including:

School Site	Opening Date
<i>New Carmel Elementary School</i>	2000
<i>Chapman Elementary School Renovation</i>	2001
<i>New Liberty Elementary School</i>	2002
<i>Cherokee High School New Gymnasium Addition</i>	2002
<i>Sequoyah High School Band Room Addition</i>	2002
<i>Mountain Road Elementary Classroom Addition</i>	2002
<i>Hickory Flat Elementary Gymnasium Addition</i>	2002
<i>Bus Shop Training Facility and Addition</i>	2002
<i>Historic Canton High School Renovation</i>	2004
<i>New/Replacement Woodstock Elementary School</i>	2004
<i>New Creekland Middle School</i>	2004
<i>New Hasty Elementary School</i>	2005
<i>New Freedom Middle School</i>	2005
<i>New Creekview High School</i>	2006
<i>New Avery Elementary School</i>	2007
<i>New/Replacement Little River Elementary School</i>	2007
<i>New/Replacement Canton Elementary School</i>	2008
<i>New Joseph Knox Elementary School</i>	2008
<i>New Educational Service Annex</i>	2009
<i>New Mill Creek Middle School</i>	2009
<i>New Twin Forks Fuel Island</i>	2009
<i>New Food Service/Warehouse Building and Freezer Renovation</i>	2010
<i>Macedonia Elementary Classroom Addition and New Gymnasium</i>	2010
<i>R.M. Moore Elementary Classroom Addition</i>	2010
<i>Etowah High School Classroom Addition and New Gymnasium</i>	2010
<i>New River Ridge High School</i>	2010
<i>New Indian Knoll Elementary . . . <u>under construction</u></i>	2011
<i>New Elementary "H" (Hunt Rd. Site) . . . <u>under construction</u></i>	2012
<i>New/Replacement Ball Ground Elementary . . . <u>under construction</u></i>	2012

In the next phase of construction, the following schools are scheduled to be built:

New Middle School “D” (ET Booth MS Replacement)

New Middle School “E” (Teasley MS Replacement)

New Middle School “F” (Dean Rusk MS Replacement)

Five Year Facility Plan

The School District’s most recent Five Year Facility Plan (2008-2013) was submitted to the State Department of Education, allowing state entitlement funds to be earned/secured.

The State Comprehensive Survey Team was extremely impressed with Cherokee County School District’s process for facility construction . . . including implementation of an architectural review committee, development of various prototypes, the design review process and a clear pattern of input solicited from principals and all department heads when constructing a new facility. The State Survey Team recommended acceptance of the plan and commended the Cherokee County School District for:

- Working toward eliminating portable/temporary classrooms;
- Addressing the need for specialty classrooms, such as music and art;
- Taking steps to organize a grade configuration of K-5, 6-8, 9-12;
- Progress that the School District has made in addressing the facilities needs of its previous 5-Year Facilities Plan; and,
- Effective and efficient use of SPLOST funds to provide safe and appropriate facilities for the children and youth of Cherokee County.



The Superintendent has proactively and rigorously requested cooperation from local planning and zoning committees, Cities and the County on limiting growth; and he and his staff have aggressively solicited “Developer Donations.” As a result, the District has received and/or has binding commitments from developers for approximately \$8.5 Million in cash, land and other in-kind/infrastructure services, which did not have to come from taxpayers. By soliciting donations from developers in the form of money, land and in-kind services, CCSD is able to put these donations to work helping to meet extraordinary school facility needs.

Cherokee currently expends over \$4.5 Million annually on utilities (including electrical utility

charges, natural gas, propane, waste removal, power, water/sewage fees, etc.). Taxpayer money is being conserved through a new utility fee charged to community user groups to help cover some of these costs.

PRIORITY 8

Reviewing the potential for utilizing the District's existing public education facilities to establish self-supporting community school evening/week-end education programs for interested Cherokee County adults.

- In addition to CCSD's "Night High School" (Polaris), which provides the opportunity for students to work during the day and get their diploma at night, Chattahoochee Technical College is now utilizing, on a daily basis, district facilities to conduct evening adult education programs at no cost to the taxpayers of Cherokee County.
- Every Cherokee school facility is utilized on a regular basis by various non-profit organizations and recreational leagues conducting meetings and holding practices, games and tournaments (e.g., Boy and Girl Scouts of America, Cherokee County Government, Cherokee Recreation and Parks Agency, Cherokee Soccer Association and Cherokee YMCA).
- Partnering postsecondary institutions utilize CCSD classrooms in the evening for graduate and post-graduate courses offered to teachers and administrators.

FUNDING CHALLENGES FOR PUBLIC EDUCATION

CCSD has been proactive in implementing a comprehensive Strategic Plan and diligently addressing long-term Major System Priorities that focus on student achievement; as a result, both the School District and the community at large have benefitted from the excellent student test scores produced, as well as significant state and national recognition.

Notwithstanding these achievements, for 10 years the School District has coped annually with the challenge of receiving proportionately less State funding for the daily operation of the School District. The State now funds only 40% of our total budget, with 60% funded by local taxpayers. These proportions have actually been reversed over the last decade by the Georgia General Assembly. State legislators will report that spending for education has increased each year; but most of these increases have come in the form of teacher raises—these are not increases that pay for textbooks, school buses, nurses or school police . . . or for the extraordinary impact of unprecedented student population growth.

State funding gaps this year alone are costing Cherokee County taxpayers \$71 Million - - \$519 Million over the last eight years! These gaps include \$39 Million this year (up from \$7.2 Million in 1993-94) in five mills of "Local Fair Share" property tax revenue that Cherokee County is required to send to the State to be distributed to other school districts in Georgia. Also, in past

years, there was typically a larger property tax digest due primarily to residential growth and increases in local property values; and the School District has been able to use additional funds generated in this regard to cover some of these funding shortfalls from the State. That dynamic/demographic has also changed because of the economy and a two-year property assessment “cap” legislated in 2009, as well as new statutory provisions requiring foreclosed properties to be re-assessed at a lower value . . . a move that is advantageous for mortgage companies and banks, which are now responsible for paying the taxes on such properties, but not for the families who lost their homes in this difficult economic climate.

WHAT CAN WE EXPECT IN THE FUTURE?

Despite the extraordinary progress which has been made over the past 10 years, the School Board, Superintendent and staff recognize that this is no time to rest on our laurels. As a School District and as a community, it is recognized that there are significant education challenges which must be addressed over the next several years:

1. **Unprecedented Student Population Growth:** Cherokee will continue to add 500-1000 students annually for the foreseeable future. That could easily spike above 1,000, depending upon the pace of development and annexation and on the local, state and national economy.
2. **Capital Outlay Funding:** there is no adequate, recurring State or Federal revenue stream for school construction, renovation, land acquisition or technology. Local SPLOST revenue remains the primary avenue available to help meet some of these critical infrastructure needs. The School Board’s continued ability to bond future SPLOST revenue is critical!
3. **Career Pathways Initiative:** There must be community buy-in and significant assistance from parents and businesses to provide all of our students with relevant career education experiences.
4. **High School Reform:** According to recent and highly publicized reports like those from the National Governors’ Association (NGA), America’s high schools are not adequately preparing students for the world of work and postsecondary educational pursuits. Business leaders and college professors complain that they must spend \$ Billions annually to properly provide employees and students with the skills and knowledge that students should have attained in high school. The statistics supporting these claims include:
 - *Nationally, on state assessments in English and mathematics, roughly one in three high school students fails to meet standards.*
 - *Nationwide, only 71 percent of students graduate from high school; and worse, only about half of Black and Latino students graduate.*
 - *Nearly one-third of high school graduates who go on to college require immediate placement in remedial education courses.*

High school students' lack of preparedness has serious implications for our Nation's economy and continued national prosperity! For most of America's history, manufacturing workers with modest formal education could earn "living wages" and support families. However, for roughly 60 percent of the jobs in today's labor market, at least some postsecondary education is needed; and that percentage is expected to increase in the years ahead. The jobs of the 21st century require more sophisticated skills and knowledge. Businesses are looking for employees who can write and communicate clearly, analyze information, conduct research and solve complex problems. Employers say the high school graduates they hire need the same skills and knowledge that colleges and universities assert enrolling students should have. Consequently, all students — those attending a four-year college, those planning to earn a two-year degree or to get some postsecondary training, and those seeking to enter the job market right away — need to have comparable preparation in high school!

As has been widely reported, many once high-paying jobs, especially in the technology field, are being outsourced internationally where wages are lower and, in many cases, employees are better prepared to handle highly technical problems. The bottom line: we cannot continue providing the same level of education of twenty years ago. Schools (especially high schools) have not changed significantly in the last twenty years. Our students are not getting the education needed to compete globally due to the high dropout rate, both at the college and high school level.



American society is being divided into upper and lower income groups with a much smaller middle class. Without a large and growing middle class, our economy cannot sustain the upcoming retirement of the baby-boom generation. In short, the achievement gap must be closed by reforming high schools.

For our part, the Cherokee County School District has been busy building capacity for high school reform for several years. The Board of Education's Educational Accountability and School Improvement Policy, first adopted in 1999, addresses whole school reform, equal student access to educational opportunities and the commitment to provide a high quality of education for all students. The policy specifically requires each school within the District to adopt a model of whole school reform, to be woven into each school's individual School Improvement

Plan, and implemented according to the needs of each school's student population. Additionally, the Board's Major System Priorities include the research-proven ingredients for not only implementing reform efforts, but sustaining these efforts for the long run.

The "bell-shaped curve" that has long been at the foundation of teaching and learning practice in this nation has been abandoned in Cherokee County in support of the concept that all students can learn, given an adequate amount of resources and time. *This move to mastery of student performance standards has been the basis of education practice in Cherokee County for the past six years.* It is refreshing to see state and federal education entities finally embracing this idea. While we have a long way to go to accomplish our educational goals, both here and nationally, the stage is set and the process has begun. The next step is full implementation of student performance standards, including a robust set of criteria that encompasses not only academic rigor but also the technical skills all students need in order to be successful in a knowledge-based, culturally diverse and technologically rich society.

Clearly, Cherokee County is ahead of the curve in regard to high school reform and is leading the way toward implementing meaningful performance standards that include a sharp career focus that will prepare all of our students for the twenty-first century!

It is essential that modifications be made to NCLB so that our schools can be evaluated objectively and fairly. For example, it is unreasonable to have the same performance expectations and timeframes for Special Education and Limited English Proficient students as exist for students without disabilities or language barriers. And it is unacceptable for the Federal Government to consider Special Education high school graduates as "dropouts."

The School Board, Superintendent and staff are continuing to do everything possible to avoid increasing the local millage rate, which has been raised only one time in 11 years – despite the unprecedented scope of State and Federal unfunded and underfunded mandates, woefully inadequate State funding for land acquisition, school construction and technology and the extraordinary fiscal, programmatic and operational impact of continued unprecedented student population growth. Property taxes levied for public education in 2010 in Cherokee County totaled \$6 Million less than what was collected in 2007 . . . with 2,000 additional students enrolled this year.

HOW CAN YOU HELP?

When you hear candidates for policymaking positions in the Georgia General Assembly claiming they will "reform" public education...remind them that significant educational reform is already occurring in Cherokee County: high standards; increased student achievement and test scores; high levels of parental and community involvement; state-of-the-art technology; safe and secure environments for students and staff; and high-performing classroom teachers, princi-

pals, and support staff.

What our School District needs from the Georgia Legislature is an end to the State's "Robin Hood" taxation policies which, next year, will take nearly \$40 Million in local property tax dollars out of Cherokee and spend them in rural Georgia!

What our School District needs from the Georgia Legislature is an adequate, fair and equitable allocation and investment of state funds in helping us meet critical education needs and challenges.

What our School District needs from the President and U.S. Congress is the funding promised more than 30 years ago to educate special education children and the funding promised more recently to states and local school districts to ensure that "no child is left behind."

We hope that this information has put into perspective where the School District has been, where it is currently and where it is headed for the future. Clearly, we will need your continued support to give our children and grandchildren the education they deserve!

For more information regarding any of these topics, please refer to the Cherokee County School District website at www.cherokee.k12.ga.us



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