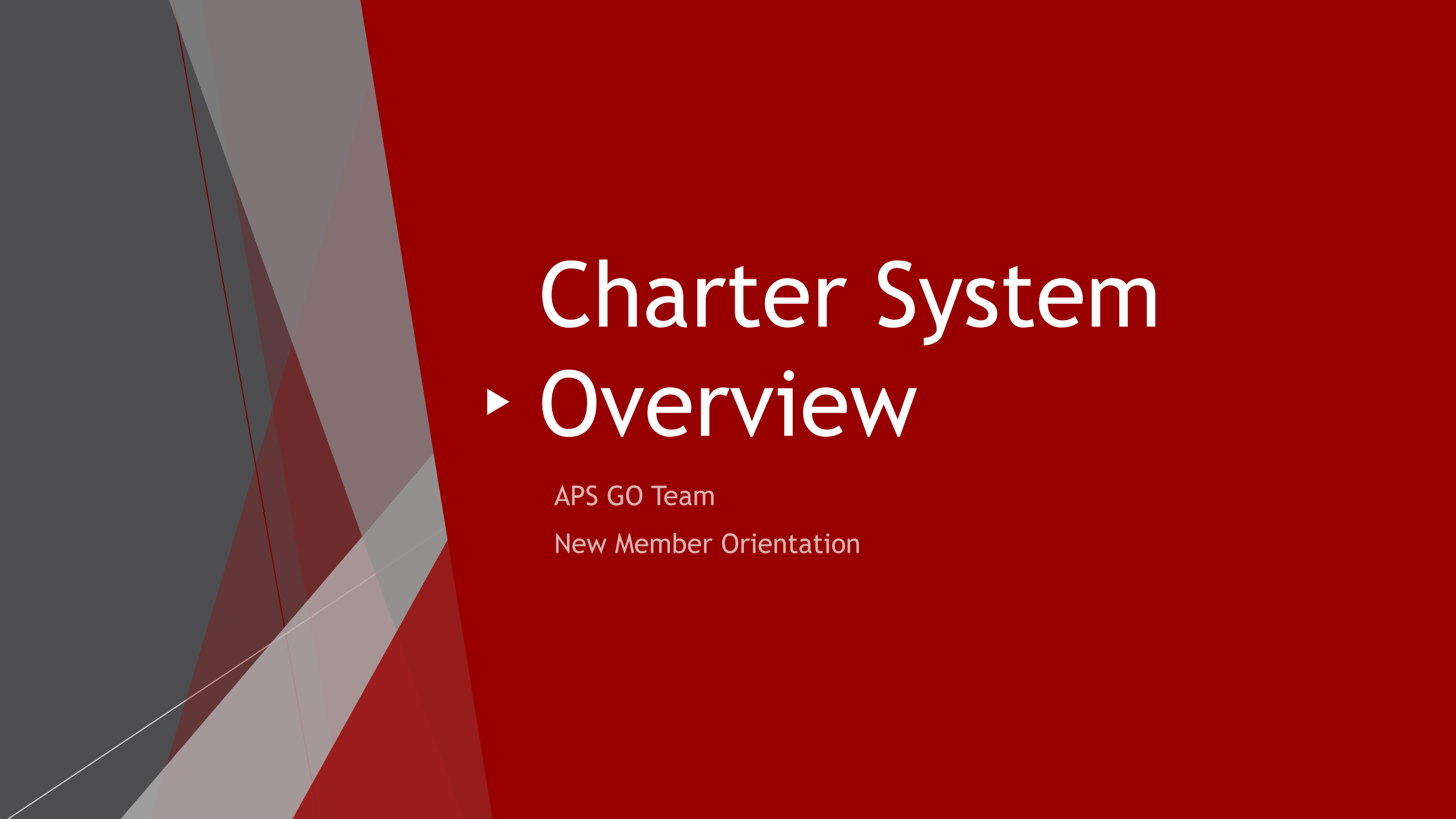




Charter System

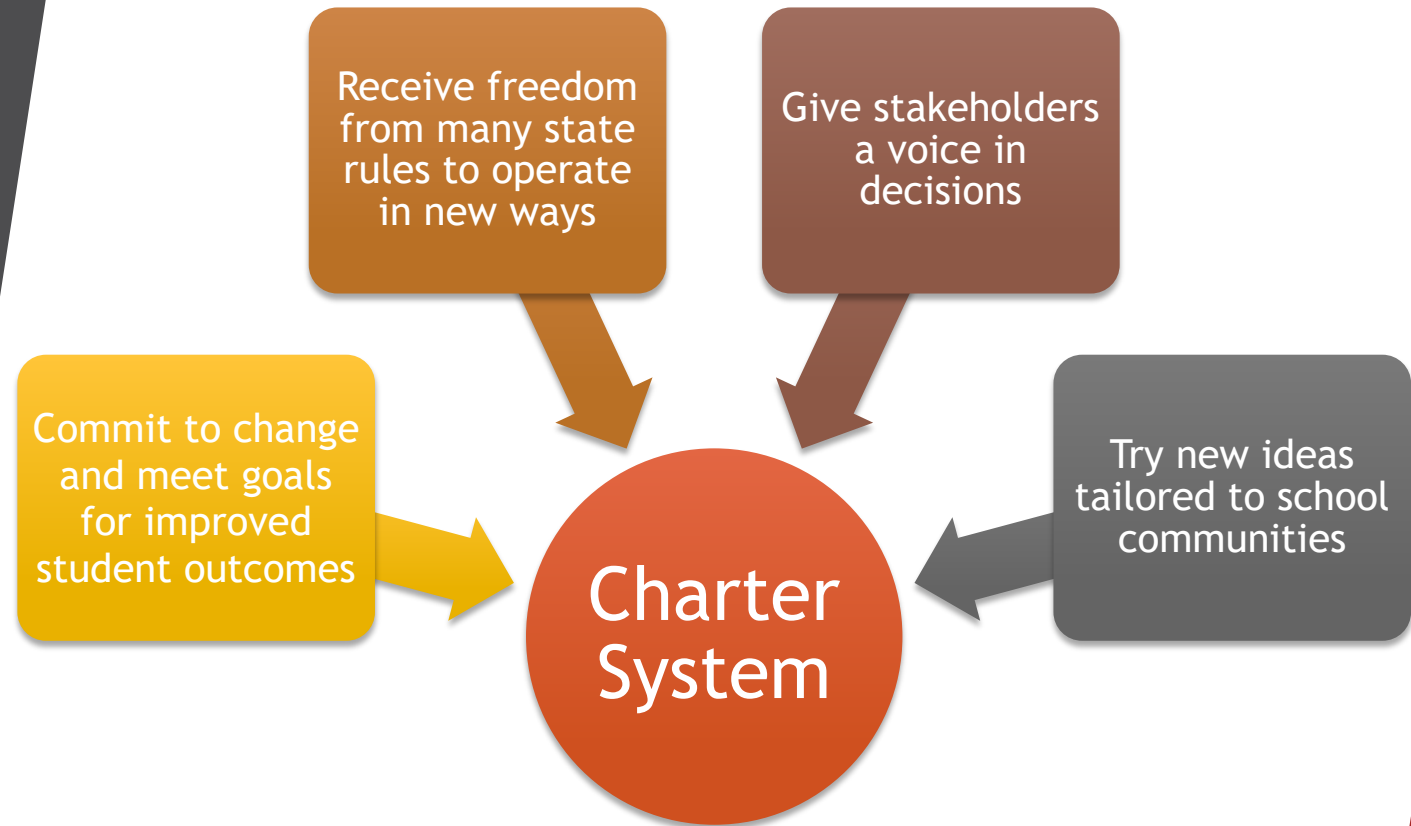
► Overview

APS GO Team

New Member Orientation

What is a Charter System?

A contract (charter) between the school district and the State Board of Education (SBOE), granting the district freedom from certain state laws in exchange for increased student achievement



The Charter System Philosophy

► A district must want to truly change how it does business and believe that, in order to increase student achievement, **schools must be operated in a different way, with greater parent and community buy-in at every single school.**

► Schools are empowered to develop solutions free from the established educational bureaucracy of legislature-driven education mandates, State Board rules, and even the district's own policies and practices.

► With this freedom from the law, the district and its schools in turn agree to be held accountable for significant increases in student achievement.



Charter System Benefits



Gives our communities a voice



Ends the “One-Size-Fits-All” approach to meeting student needs



Allows better use of our limited resources at the school and district level



Provides freedom from many state education laws and rules

Flexibility in a Charter System



- State Law
- Implementation in APS - GO Teams

Broad Flexibility as a Charter System

- **Broad Flexibility** is the freedom granted to Charter Systems that allows them to waive most of state education laws (O.C.G.A. Title 20), and State Board of Education Rules/Guidelines
- **Broad Flexibility** is intended to be used in designing and implementing innovations that will advance student achievement, support the school improvement plan and district strategic plan by **maximizing school level governance.**



Innovating in a Charter System

Being a Charter System gives APS and our schools the freedom to innovate, using flexibility from most state rules to better support student success.

School Innovations

Schools and GO Teams (Local School Governing Team) will work on designing solutions that fit the school's specific needs.

District Innovations

Central office will work on improving systems, resources, talent management, and school support to address district-wide needs.

School Initiated Flexibility & Innovation in APS

School-Based Solutions

Big strategic initiatives
driven by the GO Team

Vetted by School, GO Team,
Public, and District

Longer timeline for
implementation

Example: Class-Size Waiver
to expand access to AP
course

Operational Flexibility

Little fixes to help with day-
to-day management of
school driven by Principal

Vetted by the Cluster
Superintendent and District

Short timeline for
immediate implementation

Example: Changes to school
schedule to allow teachers
more planning time

District Initiated Flexibility & Innovation in APS

District-Wide Flexibility: District-Facing

Big Strategic Initiatives and
Little Fixes driven primarily
by Central Office

Vetted by District

Short or long timeline

Example: Student Success
Funding Formula

District-Wide Flexibility: School-Facing

Big Strategic Initiatives and
Little Fixes driven primarily
by Central Office

Vetted by District

Short or long timeline

Example: Extending the school
day by 30 minutes
district-wide

Examples of Flexibility in Charter Systems

Beyond Atlanta Public Schools (APS), Georgia is home to approximately 50 charter systems. Here are just a few examples of how these systems are leveraging flexibility to enhance student outcomes and experiences:

Certification Waivers:

Hiring qualified individuals without traditional certification to support specialized programs.

Modified Gifted Delivery:

Adjusts how gifted services are delivered to better align instruction with student strengths and learning needs.

Expanded Course Offerings:

Adding electives or modifying graduation requirements to support programs or student interests.

Modified Seat Time:

Adjusting instructional minutes to allow for intervention blocks, enrichment, or accelerated learning.

Flexible Scheduling:

Creating college-style or blended learning courses to prepare students for post-secondary environments.

Local Budget Control:

Empowering schools to utilize funds based on student and community needs.

Governance in a Charter System



- State Law
- Implementation in APS - GO Teams

What is Governance?

“To govern means to represent the public trust by ensuring that an organization carries out the purposes for which it was established and as expressed in its mission statement.”

*Lahey, B.M. (2010) Board Fundamentals
Understanding Roles in Non-profit Governance*



Governance in a Charter System

Local Board of Education

Role Stays the Same

- Creates the District's Strategic Plan
- Approves the district budget, enacts policies, and provides overall governance
- Hires and holds the Superintendent accountable

Superintendent

Role Changes

- Shifts decision-making authority from the central office to schools
- Empowers Local School Governance Teams (GO Teams) to make school-level decisions
- Supports schools in driving student achievement through distributed leadership

Local School Governance Team (GO Teams)

New Role

- Leads school-level strategic planning and budgeting
- Focuses on improving student achievement
- Engages in governance—not day-to-day management

Defining Roles: School Governance and Oversight

Local Board of Education

Georgia law clearly states schools within a GaDOE Charter System remain **under the control and management** of the Local Board of Education. O.C.G.A. 20-2-2065(b)(2)

Superintendent

In addition to being the District's leader and administrator, the superintendent and leadership team design and implement processes to support school-level governance.

School Level Governance

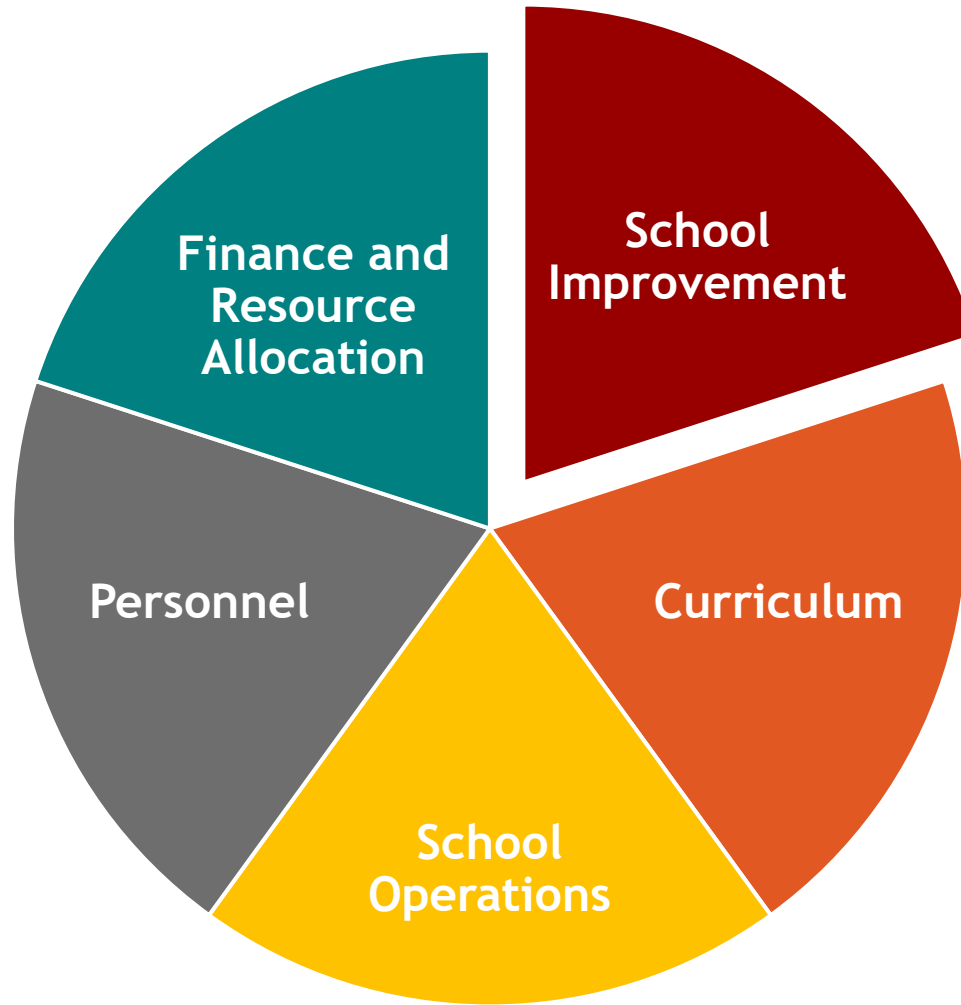
... means decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of **school** improvement goals, and **school** operations..." O.C.G.A. 20-2-2062(12.1)

Governance in a charter system: What does this mean?

This means that, although the Superintendent and Board of Education must **give consideration** to the recommendations and input of GO Teams, the Board of Education ultimately retains its constitutional authority over the schools in its jurisdiction.

This means GO Teams are considered public governing bodies and are subject to Open meeting, record retention, and open record laws.

Key Decision-Making Areas for GO Teams



a.k.a.: Strategic Plan
Main Focus of the GO Team!

Required

- **Autonomy:** Establish/monitor achievement of school improvement goals
- **Autonomy:** Approval of school improvement plan and oversight of its implementation

Additional Role in APS

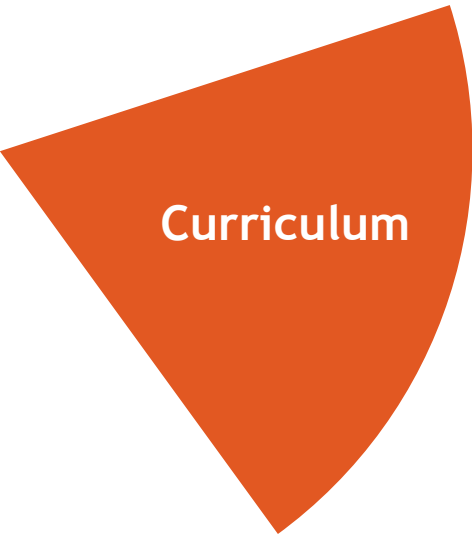
- **Autonomy:** Develop and propose innovations (**School-Based Solutions**) aligned with the school strategic improvement plan.

Required

- **Input:** Final recommendation for school budget
- **Input:** #/type of personnel, curriculum costs, supply, equipment, maintenance, operations costs

Additional Role in APS

- **Autonomy:** Develop/manage requests for funding to support approved Local School Governance Team (LSGT/GO Team) school-based solutions



Curriculum

Required

- **Input:** Curriculum and accompanying instructional materials

Additional Role in APS

- **Input/Autonomy:** Align school's curriculum offerings and modes of delivery to cluster theme

Required

- **Input:** Recommend the principal or school leader for selection by the Superintendent/BOE

Additional Role in APS

- **Input:** Annual feedback on principal's performance/interaction with LSGT/GO Team
- **Input:** Input into preferred qualifications for principal and for staff positions created through the school-based solutions process



School Operations

Required

- **Input:** School operations that relate to school improvement goals and/or charter system goals

Additional Role in APS

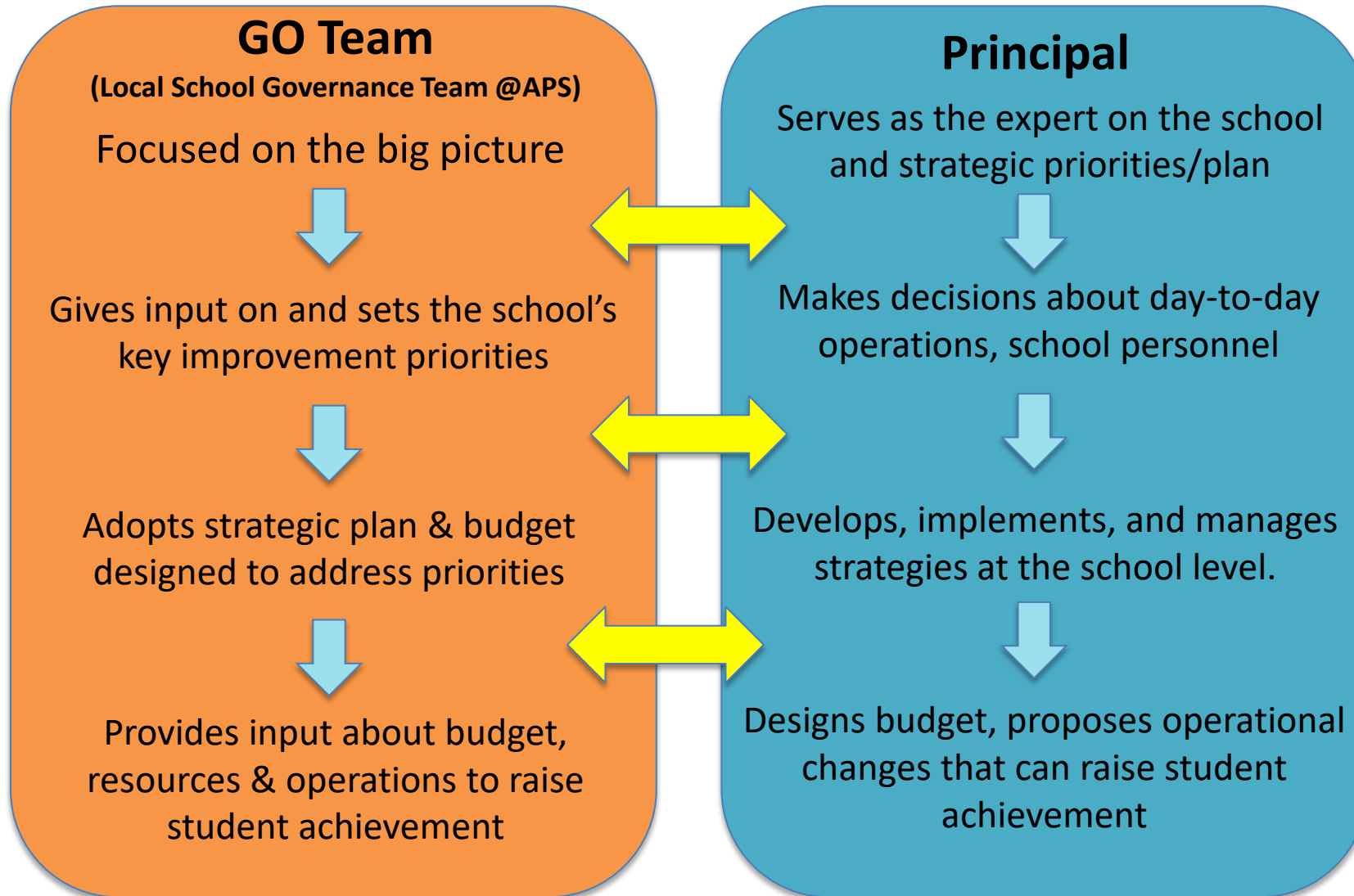
- **Autonomy:** Develop school-community communication strategies and creation of Parent/community involvement/engagement plan
- **Input:** School system calendar to share at Cluster Advisory Team meetings

What Will Be the Work of the GO Team?

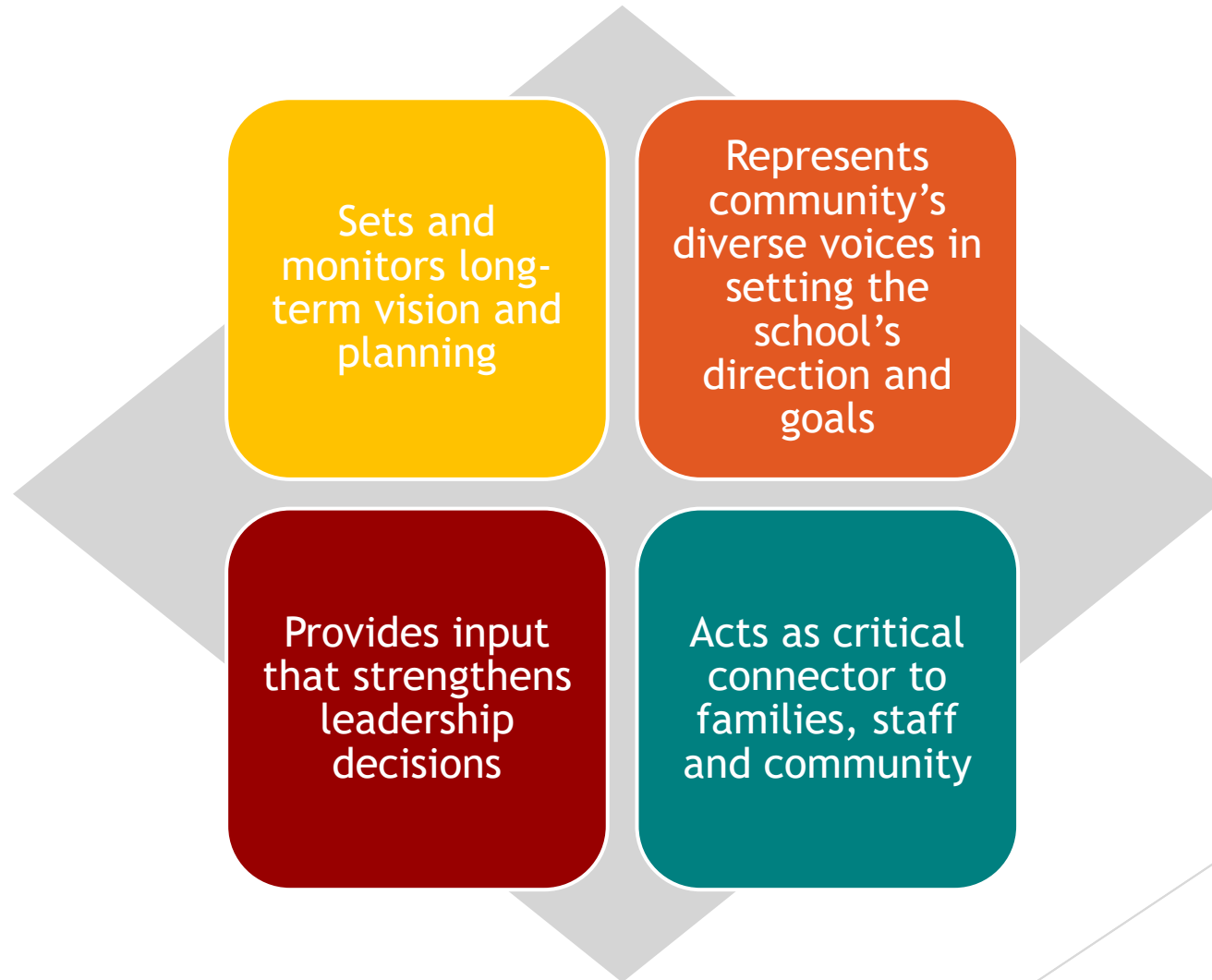
Domain	Required	Additional role in APS
School Improvement (Strategic Plan)	Autonomy: Establish/monitor achievement of school improvement goals Autonomy: Approval of school improvement plan and oversight of its implementation	Autonomy: Develop and approve innovations aligned with the school strategic improvement plan.
Finance & Resource Allocations	Input: Final recommendation for school budget Input: #/type of personnel, curriculum costs, supply, equipment, maintenance, operations costs	Autonomy: Develop/manage requests for funding to support approved Local School Governance Team (LSGT/GO Team) school-based solutions
Curriculum	Input: Curriculum and accompanying instructional materials	Input/Autonomy: Align school's curriculum offerings and modes of delivery to cluster theme
Personnel	Input: Recommend the principal or school leader for selection by the Superintendent/BOE	Input: Annual feedback on principal's performance/interaction with LSGT/GO Team Input: Input into preferred qualifications for principal and for staff positions created through the school-based solutions process
School Operations	Input: School operations that relate to school improvement goals and/or charter system goals	Autonomy: Develop school-community communication strategies and creation of Parent/community involvement/engagement plan Input: School system calendar to share at Cluster Advisory Team meetings

GO Team & Principal

Working Together to Raise Student Achievement

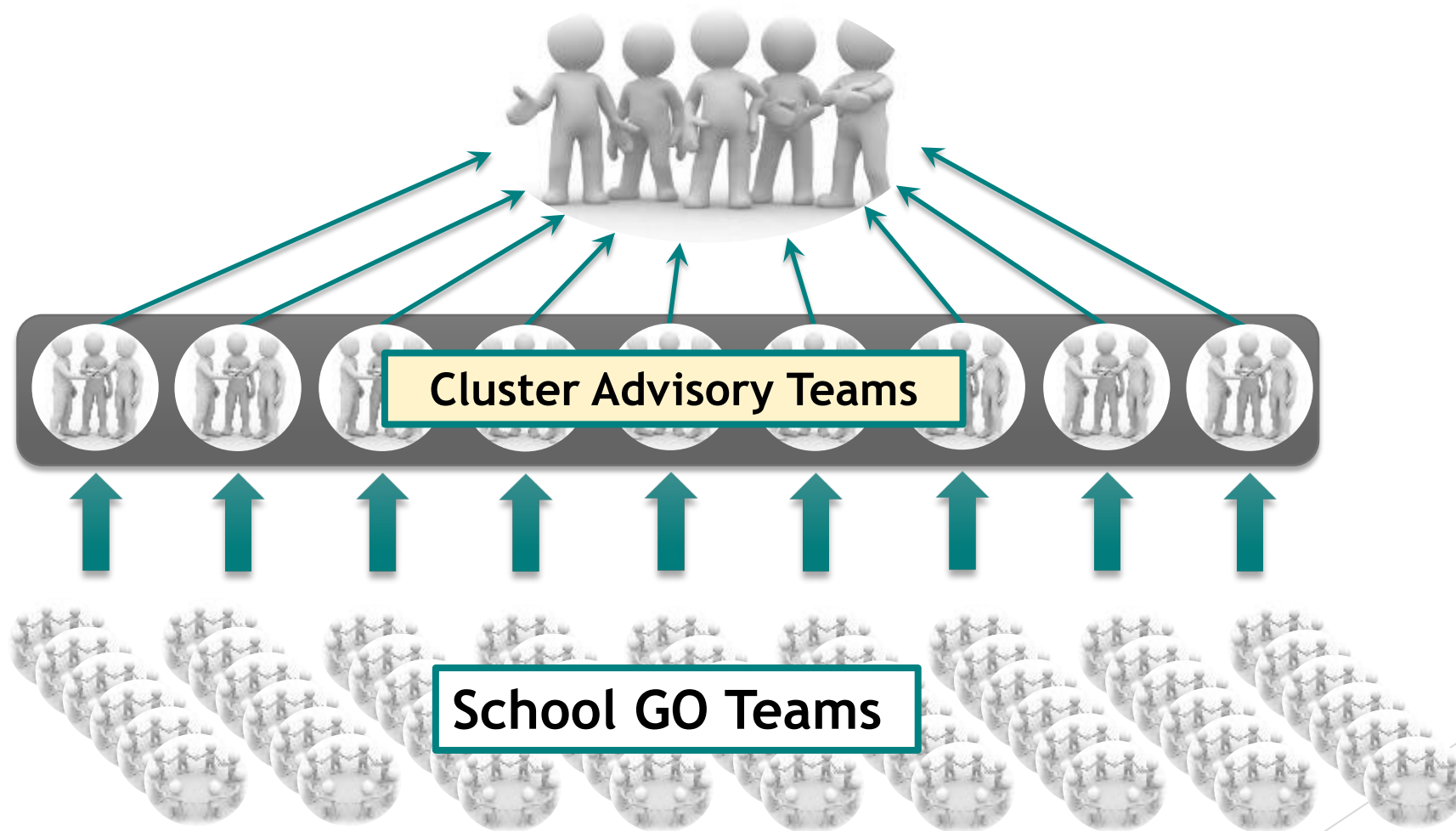


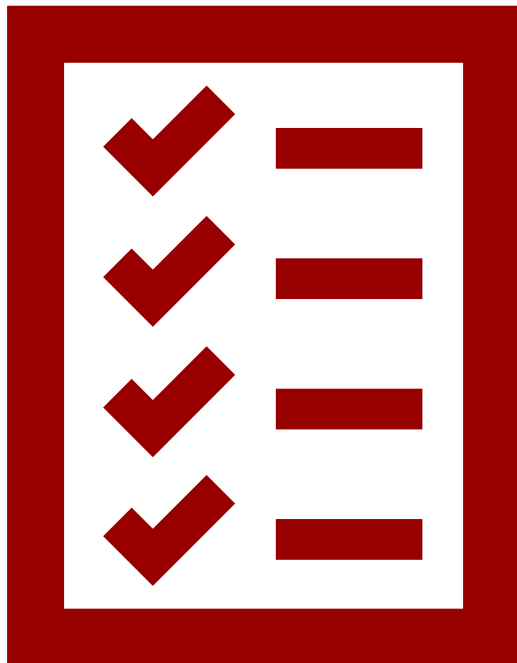
Why is the Role of the GO Team Important?



Charter System Input Structure

District Executive Committee





Test Your Knowledge

Proceed to the
Charter System Overview
Assessment