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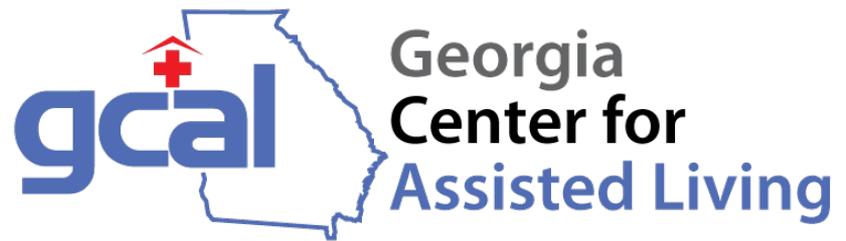
School Governance Teams Roles & Responsibilities



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Roles and Responsibilities



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Charter Systems and School Governance



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Charter System History

Charter Schools

- Charter schools began opening in Georgia as a result of legislation in 1994
- Since that time, the charter school concept evolves through the legislative process
- In 2012 voters approve a constitutional amendment

Charter Systems

- Charter School Act of 1998 allowed entire districts in Georgia to complete an application process seeking charter school system status

School Systems Declare “Status”

- Since 1998, legislative changes require each system to reformat their district as either a Charter System, Approved Strategic Waivers School System (SWSS), or Status Quo School System by June 2015
- 42 districts have been approved as charter systems



How Many Charter School Systems?

There are **42 Charter Systems in Georgia** ranging in student population size from Fulton County (93,551 students) to Glascock County (550 students)

A map of Charter School Systems and contacts may be found on the Foundation website at www.charter-system.org

Atlanta Public Schools	first year: 2016		Gilmer County Schools	first year: 2014	
Banks County Schools	first year: 2013		Glascock County Schools	first year: 2014	
Baldwin County Schools	first year: 2016		Gordon County Schools	first year: 2011	renewed 10 years
Barrow County Schools	first year: 2011	renewed 10 years	Haralson County Schools	first year: 2013	
Calhoun City Schools	first year: 2011	renewed 10 years	Hart County Schools	first year: 2014	
Candler County Schools	first year: 2015		Jasper County Schools	first year: 2016	
Carrollton City Schools	first year: 2015		Lumpkin County Schools	first year: 2014	
Cartersville City Schools	first year: 2010	renewed 10 years	Liberty County Schools	first year: 2015	
Catoosa County Schools	first year: 2016		Madison County Schools	first year: 2012	renewed 5 years
City Schools of Decatur	first year: 2008	renewed 10 years	Marietta City Schools	first year: 2008	renewed 10 years
Clarke County Schools	first year: 2016		Morgan County Schools	first year: 2011	renewed 10 years
Coffee County Schools	first year: 2013		Peach County Schools	first year: 2016	
Colquitt County Schools	first year: 2015		Putnam County Schools	first year: 2010	renewed 10 years
Commerce City Schools	first year: 2014		Randolph County Schools	first year: 2016	
Dawson County Schools	first year: 2011	renewed 10 years	Stephens County Schools	first year: 2014	
Dougherty County Schools	first year: 2016		Terrell County Schools	first year: 2016	
Dublin City Schools	first year: 201		Tift County Schools	first year: 2016	
Fannin County Schools	first year: 2015		Union County Schools	first year: 2014	
Floyd County Schools	first year: 2010	renewed 5 years	Vidalia City Schools	first year: 2014	
Fulton County Schools	first year: 2012		Warren County Schools	first year: 2008	renewed 10 years
Gainesville City Schools	first year: 2008	renewed 10 years	White County Schools	first year: 2010	renewed 10 years



What is a Charter System?

A **local district** that has an approved charter from the State Board of Education (SBOE) granting it flexibility from most and almost all of Title 20, SBOE rules, and Georgia Department of Education rules



What is Governance?

A Charter System must

Maximize the involvement of parents, teachers, and community in school level governance

grant 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

per O.C.G.A. 20-2-2062 and 20-2-2063



What is Governance?

The definition of governance comes from the Greek word “**kebernon**” which means **to steer and to influence from a position of authority**

The governance team directs the school towards achieving their mission and makes sure the school’s efforts and resources are properly **aligned** to the school’s goals



What is Governance?

Georgia law makes it clear that **schools within a charter system remain under the control and management of the Local Board of Education.**

[See O.C.G.A. 20-2-2065(b)(2)]

This means that, although the Superintendent and LBOE must give consideration to the recommendations and input of LSGTs, **the LBOE ultimately retains its constitutional authority.**





School Governance

Structure, Roles, and Relationships



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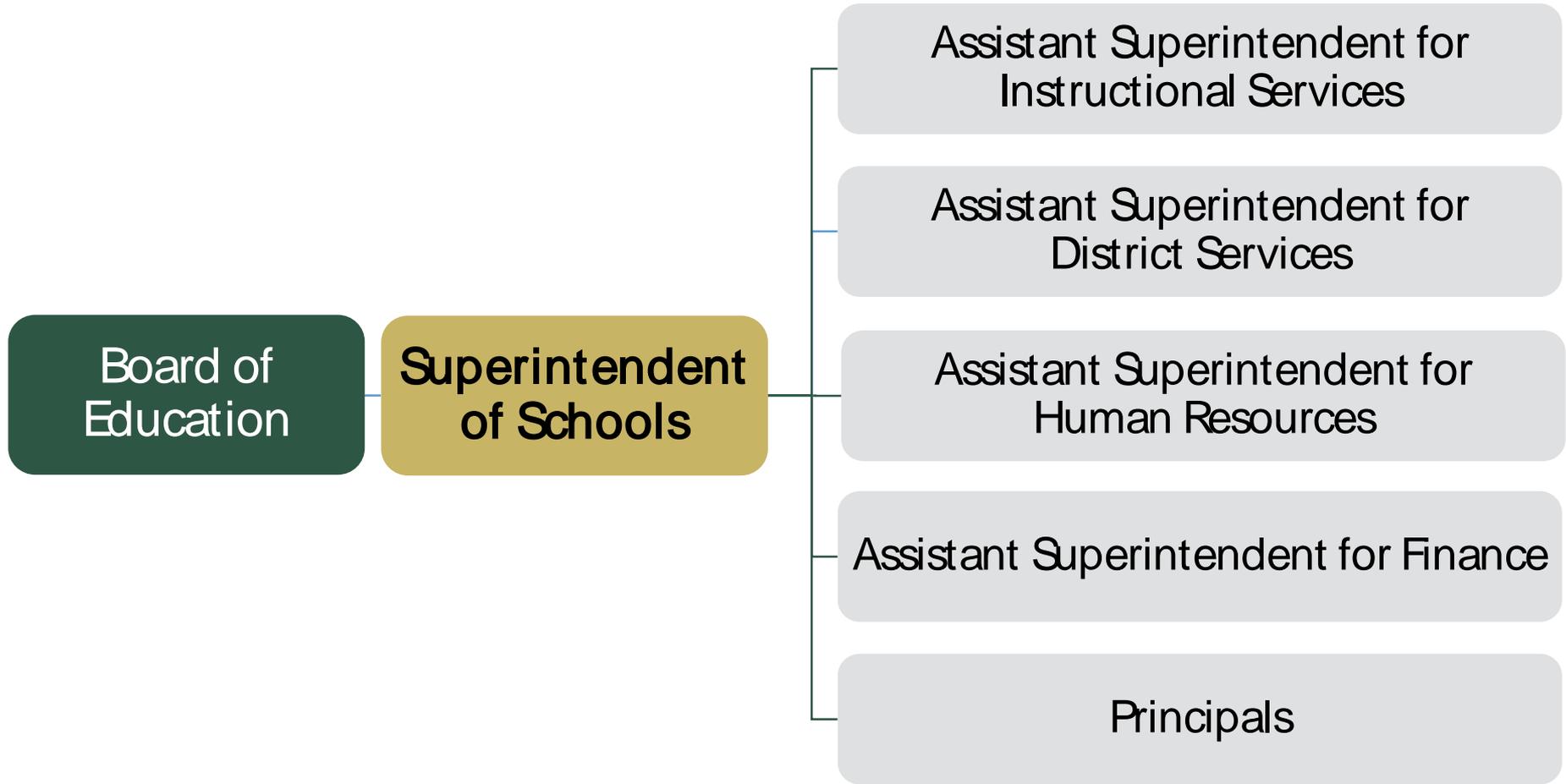
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Typical System Organizational Chart



Governance Structure of a School District

The role of the Board of Education

- The BOE is responsible for hiring and holding accountable the Superintendent and together they form a **governance leadership team**
- Primary goals:
- Student achievement
- Organizational Effectiveness

The role of the Governance Leadership Team

- The **governance leadership team** performs these duties:
- Governance
- Policy development
- Strategic planning
- Personnel
- Board meetings
- Board and community relations
- Finance

The role of the Superintendent

- The **chief executive officer** with full authority to:
- Provide the education program
- Focus on student achievement
- Manage daily operations
- Perform all duties assigned by law



Superintendent as the Executive

The role of the District-wide Staff

- Support **High Student Performance** through:
- District Services
- Finance
- Human Resources
- Instructional Services

The role of the Principal

- Serves as the educational leader of the school
- Champions **High Student Performance**
- Ensures a safe learning environment
- Advocates for students
- Manages policies and procedures

The role of the Teacher

- Facilitates the **High Student Performance**
- Serves as a role model
- Mentors and nurtures students
- Sets high expectations
- Creates a positive learning environment



How Does a Charter System Change Work Flow?

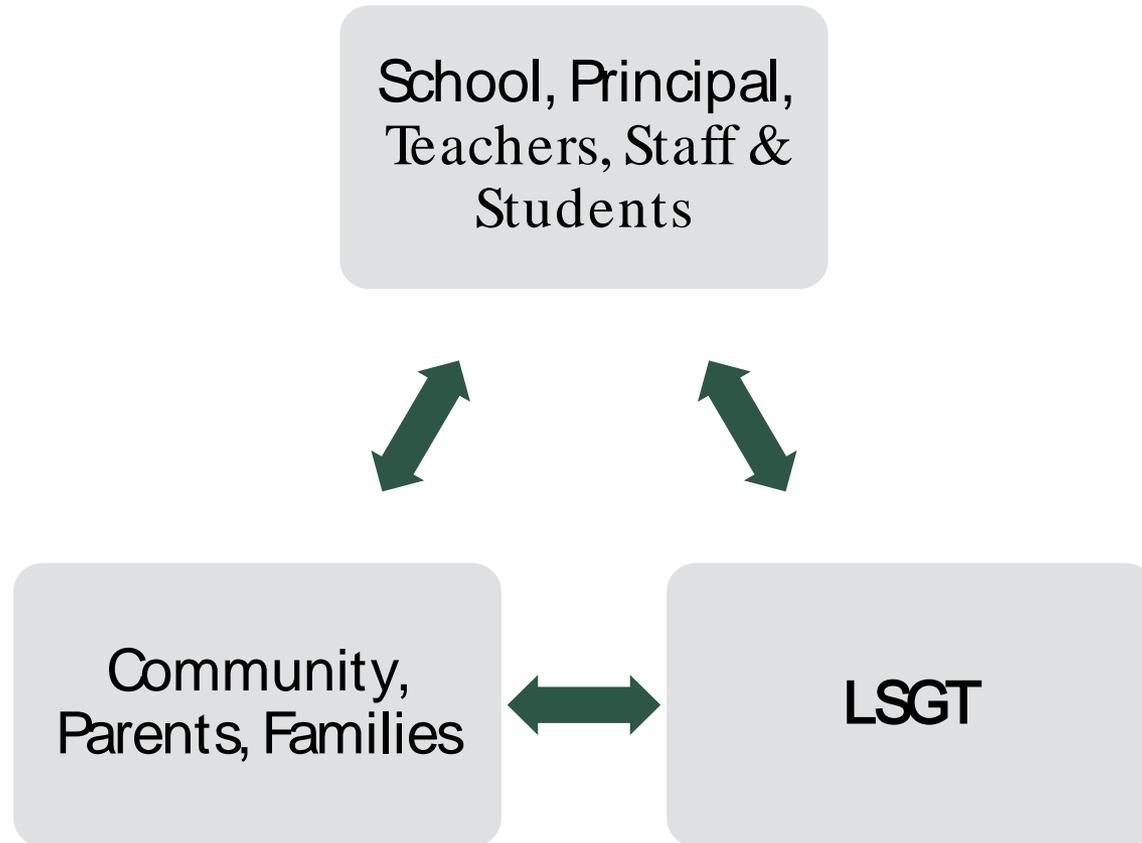
The authority of the Board of Education stays the same

The Superintendent delegates some authority

Schools have more authority

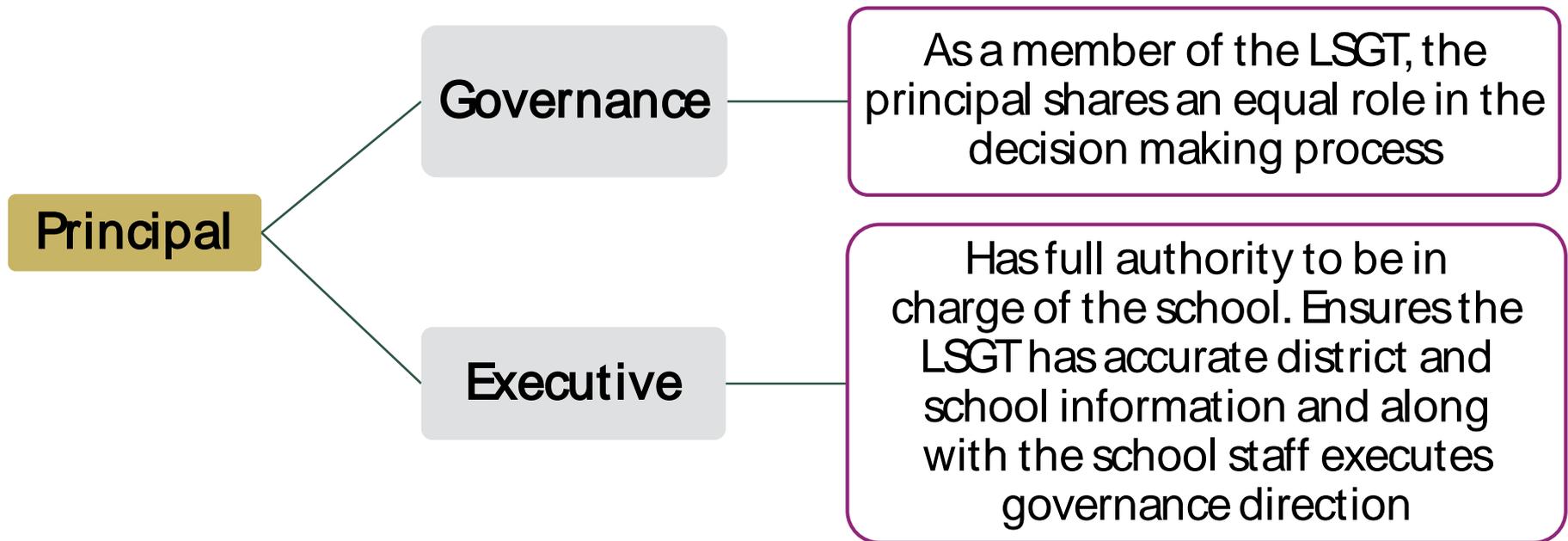


How Does a Charter System Change Work Flow?



How Does a Charter System Change Work Flow?

The **Principal** is uniquely positioned as both **executive** and **governance**



Governance at the School Level

The role of the LSGT

- **Convenes** a group of individuals made up of teachers and/or staff, parents-guardians, community members, students and the principal **to channel** their skills, passion, expertise and resources to help students, schools and communities **succeed**

The role of the LSGT

- **Shares** in school decision making as a governing body
- **Identifies** strengths and areas of need in the school and community
- Provides guidance for supporting **high student performance**
- Acts as **ambassadors** for school and community

The role of the LSGT

- **Recruits** community involvement
- Recognizes that operational issues are the **responsibility** of district and school personnel
- Focuses on governance, **not school management**
- Follows LSGT bylaws



Relationships

Board of Education

- Determines district budget
- Approves personnel
- Retains constitutional authority to control and manage schools

Principal

- Develops school budget
- Recommends, manages, and evaluates school personnel

School staff

- Instructs and supports students

Superintendent

- Develops district budget
- Selects and directs district personnel

LSGT

- Provides input into school budget
- Provides input into school personnel positions and allocations
- Helps to select principal in the event of a vacancy





Local School Governance Team Scope of Responsibilities



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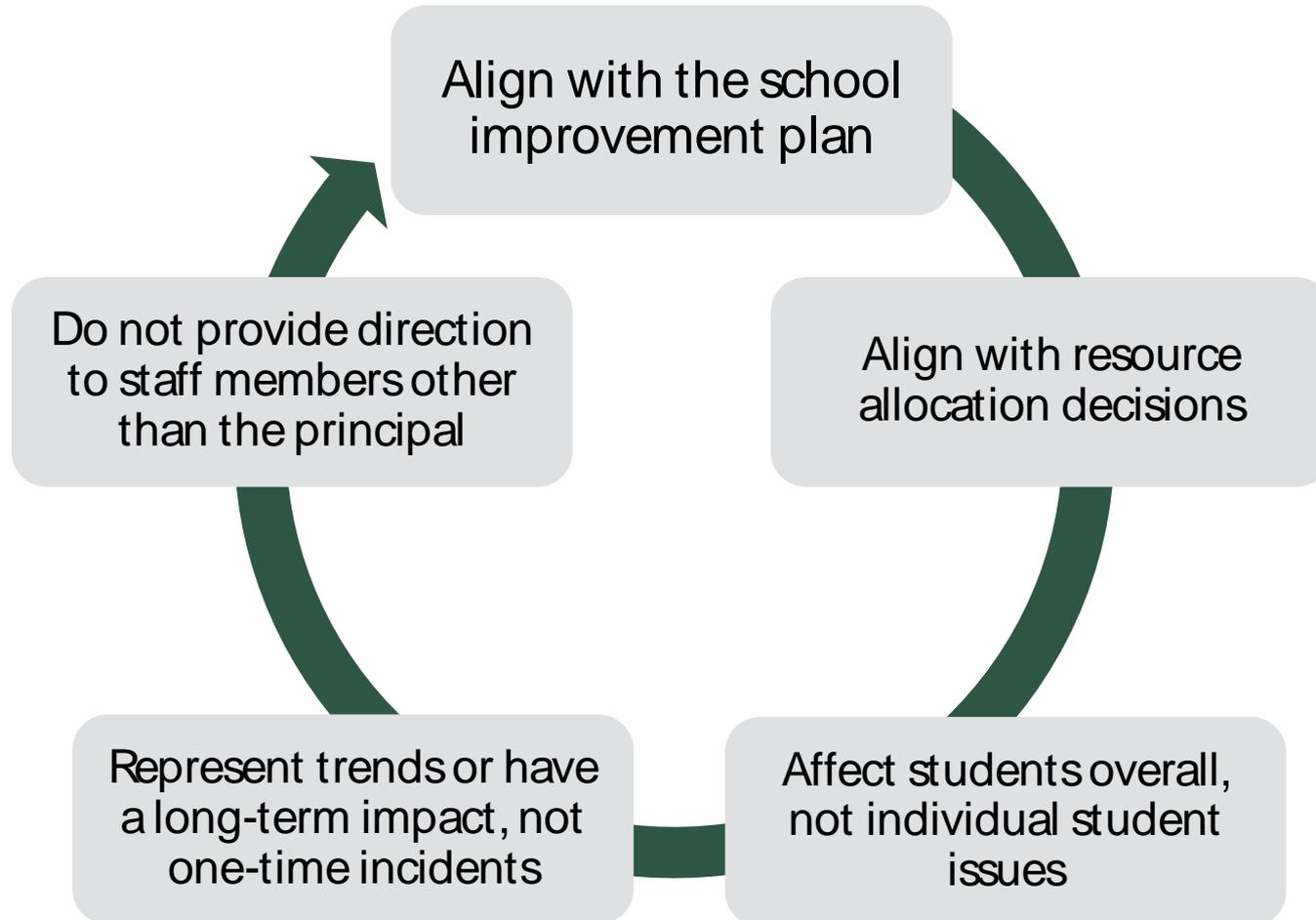


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School Governance Team Scope



General Governance Team Responsibilities

ADOPT the school improvement plan and updates

EVALUATE progress on the school improvement plan

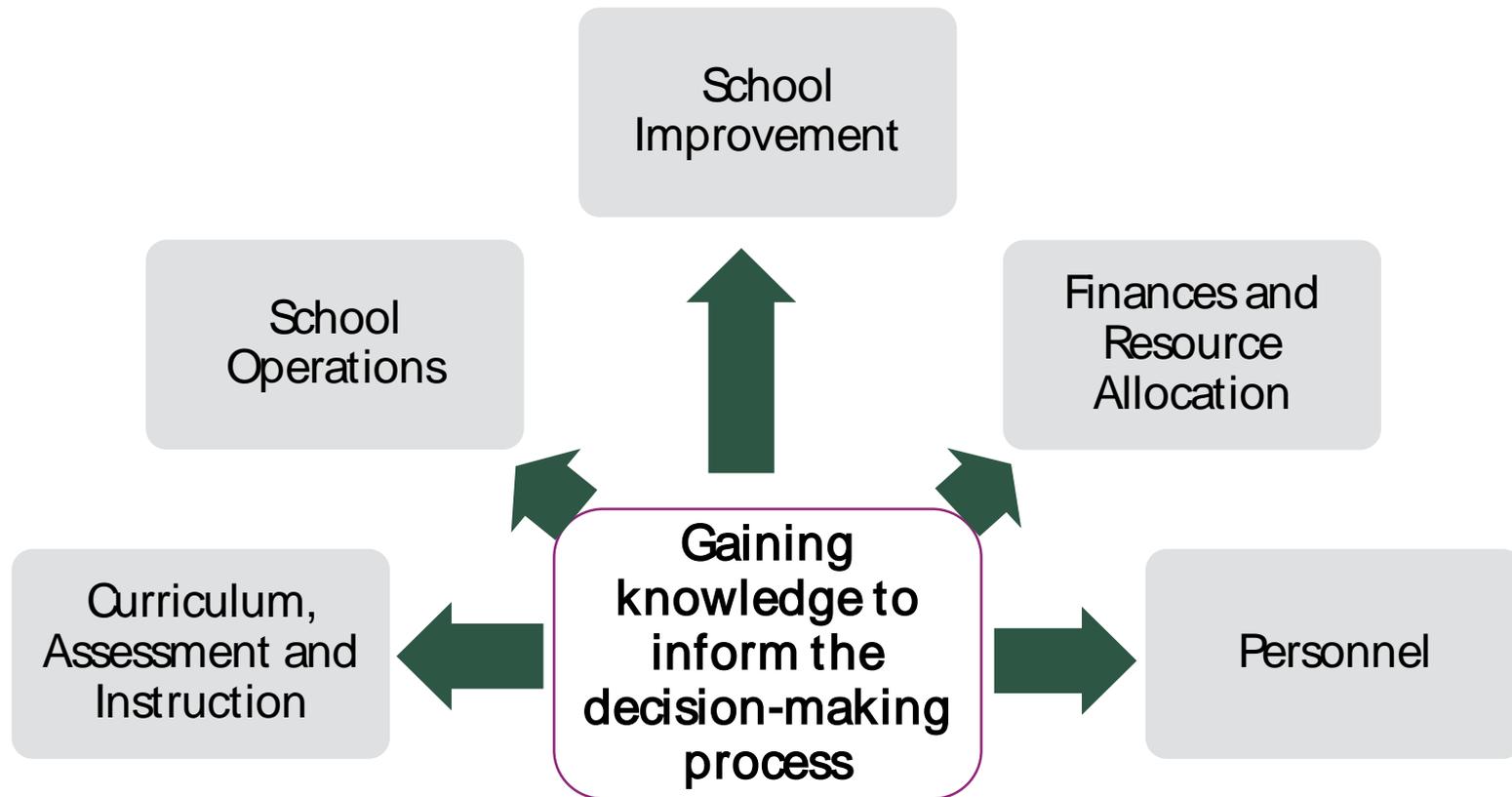
CONTRIBUTE to the identification of instructional programs, operational processes, resources and innovations to improve student achievement

PROVIDE input into the annual budget and may approve

PARTICIPATE in hiring of the Principal in the case of a vacancy, and may have input into performance goals and provide feedback on the performance of the Principal



On-Going Training Process



Authority and Decision-Making

Establishing & Monitoring School Improvement Plan

Some LSGT members may serve on school improvement team

May recommend plan to superintendent

May receive information and provide input to the principal
on plan implementation

May recommend innovations requiring waivers to state law



Authority and Decision-Making

Personnel & Hiring

May recommend principal candidate to superintendent in the case of vacancy

May provide input to superintendent on principal performance via a structured questionnaire

May provide input to principal on desired characteristics for new or vacant non-teaching positions and innovative new teaching position

May provide input on administrative hires via participation in candidate screening or interview panels



Authority and Decision-Making

Financial Operations and Resource Allocation

May recommend to superintendent

- General school fund budget aligned with improvement plan
- Use of SPLOST technology funds

May decide on use of

- Charter system funds allocated to the school
- Funds generated at the school level

May participate in a collaborative process to provide input

- To the principal on use of Title 1 budget
- Related organizations (Foundations, PTAs, Boosters) on use of funds



Authority and Decision-Making

School Operations

May provide input to principal

- Student code of conduct
- Student dress code
- School safety plan
- Parent involvement strategies

May provide input to superintendent

- School calendar and/or school start and end times
- Facility improvements
- School technology plan

May decide on community partners offering programs in the school

May provide input on other operational matters aligned with improvement plan



Quality School Governance in a Charter System

Quality Standards

School Governing Team composition reflects the diversity of the community

Meets regularly and complies with Open Meetings and Open Records laws

School Governing Team sticks to governance and stays out of management

School Governing Team exercises its school-level governance responsibilities

Receives regular updates on academic, operational, and financial progress of the school

Participates in regular School Governing Team training each year

Source: Georgia Department of Education





Local School Governance Team

Member Roles and Responsibilities



Productive Governance Team Member

Characteristics and Behavior

Punctual

Prepared

Actively participates in discussion

Effectively communicates with entire team

Non-judgmental and respectful of others' opinions

Maintains focus on team agenda

Mindful of what's best for students

Follows through with assigned tasks



Removal of School Governance Team Members

Why?

- Changing Roles
- Lack of Attendance and Participation
- Conflict of Interest
- Code of Conduct violations

How?

- Majority Vote by LSGT members
- Replacement and removal defined in by-laws

Best Practices

- Members sign a Code of Conduct statement
- Set Ground Rules for Meetings
- Review Code of Conduct, Conflict of Interest, and Roles/Responsibilities annually and always, as needed



Resources

Charter System Foundation www.charter-system.org

Georgia Department of Education www.gadoe.org



Provide Information for Your Charter System

Viewing this presentation to fulfill a training requirement?

Complete “Pulse Check” on the content of this presentation

Submit to Charter System Coordinator





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Thank You!



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