IMPLEMENTING LOCAL SCHOOL GOVERNANCE and MAXIMIZING FLEXIBILITY IN GEORGIA CHARTER SCHOOL SYSTEMS

PUTNAM COUNTY CHARTER SCHOOL SYSTEM SCHOOL GOVERNANCE TEAM/BOARD OF EDUCATION JOINT TRAINING SESSION AUGUST 20, 2016
Charter System Resources
System Flexibility, Charter Schools, and College and Career Academy Division
Contract Information

Janelle Cornwall
Staff Attorney
jcornwall@doe.k12.ga.us
404-463-6458

Howard Hendley, Ed.D.
Director,
Policy Division
hhendley@doe.k12.ga.us
404-657-2965

Garry McGiboney, Ph.D.
Deputy Superintendent,
External Affairs
gmcgiboney@doe.k12.ga.us
404-656-0619

Louis Erste
Associate State Superintendent
for Policy, Charter Schools,
District Flexibility, and
Governmental Affairs
lerste@doe.k12.ga.us
404-651-8734
Charter System Foundation
1198 Wynterhall Lane Dunwoody, GA 30338

Senator Dan Weber, Executive Director
dan@charter-system.org
404–808–6670

Ms. Pam Tallmadge, Executive Assistant
pam@charter-system.org
770–354–7653

Dr. Sherrie Gibney–Sherman, Consultant
Sherrie.gibneysherman@gmail.com
706–224–2287

Dr. Lynn Plunkett, Consultant
lplunkett@gmail.com
706–506–6993
2010–Putnam County Schools opened its doors as Putnam County Charter School System

2015–Putnam County Charter School System received Charter System Foundation’s Charter System of the Year Award

2016–Putnam County Charter School System’s charter contract renewed by State Board of Education. 10 year renewal cycle.

2010–present– PCCSS receives numerous recognitions for increased student achievement and expanded opportunities for student success
“If you knew the journey beforehand, you’d learn nothing along the way...”
Today’s Agenda Topics

What is School Level Governance?

Composition and Formation of School Governance Teams

Implementation of School Governance Team Work

Conducting Effective School Governance Team Meetings

School Governance Team Decision–Making Authority

Maximizing the Use of Flexibility
What is School Level Governance?
A charter system must

- maximize school level governance and the involvement of parents, teachers, and community members in such 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
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 focused towards that goal.

Adapted from the Georgia Center for Nonprofits
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.

Lakey, B.M. (2010). *Board Fundamentals: Understanding Roles in Nonprofit Governance*
Georgia law makes it clear that schools within gadoe.org 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
<table>
<thead>
<tr>
<th>School</th>
<th>First Year</th>
<th>Renewal Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta Public Schools</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Banks County Schools</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Baldwin County Schools</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Barrow County Schools</td>
<td>2011</td>
<td>renewed 10 years</td>
</tr>
<tr>
<td>Calhoun City Schools</td>
<td>2011</td>
<td>renewed 10 years</td>
</tr>
<tr>
<td>Candler County Schools</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Carrollton City Schools</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Cartersville City Schools</td>
<td>2010</td>
<td>renewed 10 years</td>
</tr>
<tr>
<td>Catoosa County Schools</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>City Schools of Decatur</td>
<td>2008</td>
<td>renewed 10 years</td>
</tr>
<tr>
<td>Clarke County Schools</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Coffee County Schools</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Colquitt County Schools</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Commerce City Schools</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Dawson County Schools</td>
<td>2011</td>
<td>renewed 10 years</td>
</tr>
<tr>
<td>Dougherty County Schools</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Dublin City Schools</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Fannin County Schools</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Floyd County Schools</td>
<td>2010</td>
<td>renewed 5 years</td>
</tr>
<tr>
<td>County</td>
<td>First Year</td>
<td>Renewal Status</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Fulton County Schools</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Gainesville City Schools</td>
<td>2008</td>
<td>renewed 10 years</td>
</tr>
<tr>
<td>Gilmer County Schools</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Glascock County Schools</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Gordon County Schools</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Haralson County Schools</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Hart County Schools</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Jasper County Schools</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Lumpkin County Schools</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Liberty County Schools</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Madison County Schools</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Marietta City Schools</td>
<td>2008</td>
<td>renewed 10 years</td>
</tr>
<tr>
<td>Morgan County Schools</td>
<td>2011</td>
<td>renewed 10 years</td>
</tr>
<tr>
<td>Putnam County Schools</td>
<td>2010</td>
<td>renewed 10 years</td>
</tr>
<tr>
<td>Randolph County Schools</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Stephens County Schools</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Tift County Schools</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Union County Schools</td>
<td>2014</td>
<td></td>
</tr>
</tbody>
</table>
Vidalia City Schools  
Warren County Schools  
White County Schools

Pending:
Peach County Schools  
Terrell County Schools

Vidalia City Schools  
Warren County Schools  
White County Schools

first year: 2014
first year: 2008 renewed 10 years
first year: 2010 renewed 10 years
Consider matters that:
- Align with the school improvement plan
- Align with resource allocation decisions
- Affect students overall, not individual student issues
- Represent trends or have a long-term impact, not one-time incidents
- Do not provide direction to staff members other than the principal
Composition and Formation of School Governance Teams
School Governance Team Membership Best Practices

- Principal votes but does not chair
- Parents are not also staff members at the school
- Non-teaching staff can be represented
- Students do not vote
- Community/business partners are not also parents at the school
- Individuals cannot serve on more than one LSGT
- Multiple family members cannot serve on the same LSGT
- LBOE members may not serve on LSGT
- Overall membership does not result in any one type of member (staff, parent or community representatives) making up a majority of the LSGT
Suggested Governance Team Officers

❖ Chairperson
  ❖ Works with Governance Team to develop the agenda
  ❖ Manages discussion at the meeting

❖ Vice-chairperson
  ❖ Manages discussion at the meeting in the absence of the chairperson

❖ Secretary
  ❖ Ensures that minutes are taken at the minute, distributes minutes for LSGT review, ensures that meeting dates, times, locations, summaries and minutes are publicly available within required timeframes
Governance Team Committees

- Formed as needed to streamline Governance Team business
- Do not act in lieu of the Governance Teams
- Carefully consider information and bring recommendations to Governance Teams for action
- Common committees: Budget, Outreach, Special Study Committees
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 SGT 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
Productive Governance Team Member

- Arrives on time
- Prepares for meetings
- Engages and contributes to discussion
- Stays focused
- Follows through on tasks
- Effectively communicates
- Respects all viewpoints; nonjudgmental
- Focuses on what is best for all students
No favors to self or family
Represent all students
No fees for speaking
Recuse from vote or discussion if in conflict
Do not directly or indirectly accept, solicit, receive or agree to receive any gift, rebate, benefit, favor, service or other thing of value from any vendor or prospective vendor

- Exceptions
  - Meals at activities, awards, items for all employees, gifts under $25, gifts intended for the school
Respect chain of command
Do not provide direction to staff or influence staffing decisions unless officially designated to be part of the selection process
Represent all students
Be informed about matters before the Governance Team
Focus on facts related to student achievement
Communicate community issues to the principal
Participate in training and attend meetings
Work collaboratively with others
Speak with one voice
Individual LSGT members have no authority
Adhere to confidentiality of information
Mandatory child abuse reporter
Any information regarding economic status, academic program or service participation, achievement or behavior of *individual students* is federally protected, deemed confidential and under no circumstances is such student information accessible to any Governance Team member.

Any information regarding *individual employee* performance or personnel action is considered confidential and under no circumstances is such personnel information accessible to any Governance Team member.*

*Except for the principal as deemed necessary by the superintendent*
Implementation of School Governance Team Work
Outline LSGT structure, processes and timelines for operation

Reviewed annually and revised, as needed, for LSGT flexibility

Keep BOE informed of content and changes

Suggest that a common set of by-laws used district-wide
Abide by By-laws that clearly delineate obligations and processes, and include:
- Training requirements/expectations
- Meeting attendance
- Roles and Responsibilities of officers and election process
- Stakeholder Engagement
- Elections/appointments
- Process of removal of members
- Open Records and Open Meetings laws protocol

Abide by state open meetings & open records laws
Demonstrate ethical conduct
Law requires charter system governance training on the roles of the LSGT members, Superintendent, Principals, and LBOE School leadership teams, District leadership team and key CO staff, Community partners, etc. often included in training On-going training for whole team as needed for new information Training for new members early in the school year Separate, specific training for LSGT chairs Provide training at critical times for school improvement planning, student assessment, budget, principal selection/feedback No required # of hours; trainers not required to be State BOE Approved. If trainer is State BOE approved, LBOE can receive training credits.
Best Practices

- Hands-On Interactive
- Incorporate training into meeting schedules
- Variety of training delivery methods
  - (face to face, virtual, panel discussion)
Training Structure Options
- Training of individual school governance teams, based on needs of school
- Whole System Training, based on needs of system
- Joint BOE and SGT training
- SGT chair training
- New member training

Training Provider Options
- Charter System Foundation
- External Trainers (Independent Consultants, RESA, School Board attorney)
- Internal Trainers (HR director, Finance director, Curriculum director)
- Community Trainers (Chamber of Commerce, higher education partners, business partners)
- Joint charter system trainings (2 or more systems conducting joint training)
Conducting Effective School Governance Team Meetings
Best Practices: Meeting Schedule/Notice/Minutes

1. 10–12 meetings annually (usually during school year)
2. 60–90 minutes and alternate AM and PM meeting times
3. Adhere to Open Meetings and Open Records Laws:
   - Post agendas no less than 24 hours before meeting
   - Announce meeting time, date, location ASAP but within 24 hours of meeting
   - Make agendas, minutes available to public (E-Board or similar platform is good method and/or LSGT page on the school an/or district website)
4. Concise minutes summary posted within 2 business days after meeting
5. Members should received final minutes at least one week prior to next meeting
Important Points about Conducting Meetings

- Follow Roberts Rules of Order
- Meetings can be incorporated into the training sessions
- Be sure you have a quorum present (50% of voting members) before you start a meeting
- Members participating remotely (phone, Skype) cannot count toward the quorum, but can vote
- Create LSGT ground rules
- Create process/rules for public comment
Motions begin with “I move that….”
All motions must have a second before vote is taken
Motions can be reconsidered, amended, or delayed
Voting can be done by roll call, show of hands, or verbal response
No voting online, by email, Facebook, text—remote participants may vote by verbal vote
All NO votes must be recorded by name in the minutes
School Governance Team
Decision-Making Authority
General Governance Team Responsibilities

- Adopt the school improvement plan and updates
- Review progress on the school improvement plan
- Participates in 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
Charter System Governance Structure

- **LSGT**
  - Recommends to Superintendent and Board
    - Provides input into and may approve school budget
    - Provides input into and may approve school personnel positions and allocations
    - Principal candidate in the case of a vacancy (may be as part of a larger process)

- **LBOE**
  - Determines district budget
  - Approves personnel

- **Superintendent**
  - Develops district budget
  - Selects and directs district personnel

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

- **School staff**
  - Instructs and supports students
Local School Governance Team Authority and Decision-Making

Establishing & Monitoring the Achievement of School Improvement Goals

- Some LSGT members serve as members of the school improvement planning team
- Recommends school improvement plan to superintendent
- Receives information and provides input to principal on school improvement plan implementation
- Recommends innovations requiring waiver to state law to superintendent
Personnel Decisions

- Recommends principal candidate to superintendent in the case of vacancy
- Provides input to superintendent on principal performance via a structured questionnaire
- Provides input to principal on desired characteristics for new or vacant non–teaching positions or innovative new teaching positions
- LSGT representatives provide input on administrative hires via participation in candidate screening and/or interview panels
Local School Governance Team Authority

Financial Decisions and Resource Allocation

- Recommends school general fund budget aligned with the school improvement plan to the superintendent
- Recommends use of SPLOST technology funds
- Decides use of Charter System funds allocated to the school, aligned with school improvement plan
- Provides Input to principal on use of Title 1 budget, and may endorse with a vote
- Decides use of school-generated funds
- Collaborative process to provide input to related organizations regarding use of funds (Foundations, PTAs, Boosters)
Local School Governance Team Authority

Curriculum & Instruction
- Recommends new courses and subjects to the superintendent
- Provides input to the principal regarding instructional resources aligned with the school improvement plan
- Provides input to the principal regarding instructional delivery models not requiring waivers
- Recommends innovations requiring waiver or state laws or rules to the superintendent
- Recommends class sizes other than the district standard to the superintendent
- Recommends changes in allocation of instructional time to the superintendent
Local School Governance Team Authority

School Operations

Examples of Authority

- Decides student dress code
- Provides input to principal on student code of conduct, and may endorse with a vote
- Provides input on school safety plan to principal or superintendent, and may endorse with a vote
- Recommends changes to school calendar or start/end times to the superintendent
- Provides input into parent involvement strategies
- Decides on community partners offering programs in the school
- Provides input to superintendent on facility improvements
- Recommends a school technology plan to the superintendent
- Provides input on other operational matters aligned with the school improvement plan
<table>
<thead>
<tr>
<th>TABLE DISCUSSION AND BREAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>WITH YOUR TEAM, DETERMINE ONE BEST PRACTICE YOU HAVE LEARNED ABOUT TODAY THAT YOU CAN IMPLEMENT THIS YEAR TO MAKE YOUR SCHOOL GOVERNANCE TEAM MEETINGS AND WORK MORE EFFECTIVE.</td>
</tr>
</tbody>
</table>
MAXIMIZING FLEXIBILITY IN CHARTER SYSTEMS
RELENTLESS INNOVATION: Using Charter System Flexibility

A Presentation to a Charter System Foundation Workshop

The Charter System Connection: Using Flexibility to Impact Instruction

June 22, 2016
HOW DOES BEING A CHARTER SYSTEM HELP YOU TO RELENTLESSLY INNOVATE?

- Charter Systems can INNOVATE without approval from the state because they can ignore the waived portions of Georgia Education Law (Title 20), State Board Rule, and GaDOE Guidelines.
WHAT FREEDOM DO YOU HAVE TO INNOVATE?
What does your Charter System contract waive?

Your charter system contract waives everything in Title 20 and related SBOE rules that is not “nonwaivable”

• Examples of commonly used waivers are presented below (starting on the next page)

• A list of things that cannot be waived it also presented below (starting on slide 15)
What does your Charter System contract waive?

Maximum Flexibility Allowed by Law

In exchange for the Charter System’s agreement to meet or exceed the performance-based goals and measurable objectives set forth in the charter system contract, the State Board shall grant the maximum flexibility allowed by law to the Charter System.

Pursuant to O.C.G.A. § 20-2-2065(a), the Charter System shall be entitled to the maximum flexibility allowed by state law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by the Local Board, State Board or the Georgia Department of Education (“Department”).

Notwithstanding this maximum flexibility, the Charter System and each Charter System School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 18 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.
What does your Charter System contract waive?

O.C.G.A. § 20-2-2065. Waiver of provisions of this title; requirements for operating; control and management

(a) Except as provided in this article or in a charter, a charter school, or for charter systems, each school within the system, shall not be subject to the provisions of this title or any state or local rule, regulation, policy, or procedure relating to schools within an applicable school system regardless of whether such rule, regulation, policy, or procedure is established by the local board, the state board, or the Department of Education; provided, however, that the state board may establish rules, regulations, policies, or procedures consistent with this article relating to charter schools. A waiver granted pursuant to this Code section for a charter system shall apply to each system charter school within the system. [...]
What does your Charter System contract waive?

Academic Program Flexibility Examples

- Graduation Requirements for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce (SBOE Rule 160-4-2-.48, 160-4-2-.47)
- Middle School Program Criteria (O.C.G.A. § 20-2-290)
- General and Career Education Programs (O.C.G.A § 20-2-151)
- Early Intervention Program (O.C.G.A § 20-2-153)
- Remedial Education Program (O.C.G.A. § 20-2-154, O.C.G.A. § 20-2-154.1)
What does your Charter System contract waive?

**Academic Program Flexibility Examples**

- Education Program for Gifted Students except to the extent it relates to funding (O.C.G.A. § 20-2-151)
- School Day and School Year for Students and Employees (O.C.G.A. § 20-2-151, O.C.G.A. § 20-2-160(a), O.C.G.A. § 20-2-168(c), SBOE Rules 160-4-2-.16, 160-5-1-.10, 160-5-1-.01, and 160-5-1-.02)
- Comprehensive Health and Physical Education Program except as prohibited by O.C.G.A. § 20-2-82(e) (SBOE Rule 160-4-2-.12)
- Promotion and Retention (O.C.G.A. § 20-2-283)
- Instructional Extension (O.C.G.A. § 20-2-184.1)
- School Attendance, Compulsory Attendance as it relates to the attendance protocol (O.C.G.A. § 20-2-690.2)
What does your Charter System contract waive?

**Human Resources Flexibility Examples**

- Class size/Staffing (O.C.G.A. § 20-2-182)
- Certification Requirements (O.C.G.A. § 20-2-200)
- Personnel Required (SBOE Rule 160-5-1-.22)
- Employment/Conditions of Employment (O.C.G.A. § 20-2-218)
- School Day and Year for Students and Employees (O.C.G.A. §20-2-151, §20-2-160(a), §20-2-168(c), SBOE Rule 160-5-1-.02)
Finance Flexibility Examples

• Minimum Direct Classroom Expenditures/Expenditure Controls (O.C.G.A. § 20-2-171 and 20-2-168, SBOE Rule 160-5-1-.29)
• Scheduling for Instruction/Program Enrollment & Appropriations (except to the extend it relates to funding) (O.C.G.A. §20-2-160)
• QBE Financing except to the extent it relates to funding (O.C.G.A. § 20-2-161)
• Categorical Allotment Requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-167, O.C.G.A. § 20-2-183 to 20-2-186)
### What waivers do Charter Systems report using?*

<table>
<thead>
<tr>
<th>Waiver</th>
<th># of Schools using waiver (out of 32)</th>
<th>% of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative/Non-Traditional Education Programs (to address seat time requirements in grades 6-12)</td>
<td>29</td>
<td>90.6%</td>
</tr>
<tr>
<td>Expenditure controls (expenditure of funds required)</td>
<td>22</td>
<td>68.8%</td>
</tr>
<tr>
<td>Early Intervention Program (EIP) delivery requirements</td>
<td>21</td>
<td>65.6%</td>
</tr>
<tr>
<td>Certification - Teachers</td>
<td>20</td>
<td>62.5%</td>
</tr>
<tr>
<td>65% Rule</td>
<td>19</td>
<td>59.4%</td>
</tr>
<tr>
<td>Calendar flexibility</td>
<td>19</td>
<td>59.4%</td>
</tr>
</tbody>
</table>

* In the 2015 Annual Reports
### What waivers do Charter Systems report?

<table>
<thead>
<tr>
<th>Waiver</th>
<th># of Schools using waiver (out of 32)</th>
<th>% of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel required (employee classification)</td>
<td>15</td>
<td>46.9%</td>
</tr>
<tr>
<td>Gifted Program delivery requirements</td>
<td>15</td>
<td>46.9%</td>
</tr>
<tr>
<td>Remedial Education Program (REP) delivery requirements</td>
<td>15</td>
<td>46.9%</td>
</tr>
<tr>
<td>English Language Learning Program (EL) delivery requirements</td>
<td>14</td>
<td>43.8%</td>
</tr>
<tr>
<td>Attendance</td>
<td>13</td>
<td>40.6%</td>
</tr>
<tr>
<td>Promotion, Placement and Retention as it relates to protocols in the decision making process</td>
<td>13</td>
<td>40.6%</td>
</tr>
<tr>
<td>Comprehensive Health and Physical Education as it relates to required minutes of instruction</td>
<td>10</td>
<td>31.3%</td>
</tr>
</tbody>
</table>
What waivers do Charter Systems report using?

<table>
<thead>
<tr>
<th>Waiver</th>
<th># of Schools using waiver (out of 32)</th>
<th>% of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification - Others</td>
<td>7</td>
<td>21.9%</td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td>5</td>
<td>15.6%</td>
</tr>
<tr>
<td>At-will contracts</td>
<td>4</td>
<td>12.5%</td>
</tr>
<tr>
<td>Salary schedule - Rates</td>
<td>4</td>
<td>12.5%</td>
</tr>
<tr>
<td>Statewide Passing Score (for districts desiring to issue standards based report cards in grades 4-12)</td>
<td>4</td>
<td>12.5%</td>
</tr>
<tr>
<td>Certification - Administrators</td>
<td>2</td>
<td>6.3%</td>
</tr>
<tr>
<td>Salary schedule - Bonuses</td>
<td>1</td>
<td>3.1%</td>
</tr>
</tbody>
</table>
WHAT ARE THE LIMITS ON YOUR FREEDOM TO INNOVATE?
What is NOT waivable?

Assessment and Accountability is NOT Waivable

Each Charter System School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41, and the use of Teacher and Leader Effectiveness Systems, including Student Learning Objectives.

The Charter System Schools are also subject to all federal accountability requirements under the Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
What is NOT waivable?

Other Laws, Rules, and Regulations that are NOT Waivable

The Charter System and each Charter System School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia and all applicable federal, state and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed by way of example and not by way of limitation.

a. Civil Rights, Insurance, Health and Safety and Conflicting Interests. The Charter System and each Charter System School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
What is NOT waivable?

b. Asbestos Remediation. The Charter System and each Charter System School shall comply with the terms of any applicable asbestos remediation plan.

c. Unlawful Conduct. The Charter System and each Charter System School shall be subject to all laws relating to unlawful conduct in or near a public school.

d. Student Conduct and Discipline. The Charter System and each Charter System School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.

e. State Board Rules. The Charter System and each Charter System School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
What is NOT waivable?

f. **Prohibition on Discrimination.** The Charter System and each Charter System School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services or any other characteristic protected by local, state or federal law.


h. **Tuition.** The Charter System and each Charter System School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.

i. **Brief Period of Quiet Reflection.** The Charter System and each Charter System School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
What is NOT waivable?


k. **Family Educational Rights and Privacy Act.** The Charter System and each Charter System School are subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event a Charter System School closes, it shall transmit all official student records in the manner prescribed by the State Board.

l. **QBE Formula Earnings.** The Charter System acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.

m. **Funding.** The Charter System acknowledges that, although becoming a Charter System provides a district maximum flexibility, waivers cannot be used to generate additional funding.
ARE YOU USING YOUR FLEXIBILITY TO INNOVATE?
What innovations have Charter Systems implemented?*

ACADEMIC PROGRAM FLEXIBILITY

College and Career Readiness

• Expansion of dual-enrollment/post-secondary opportunities

• Creation of a College and Career Academy

• Youth Entrepreneurship Program/ Workforce Investment Act Program

* Per charter system contracts
What innovations have Charter Systems implemented?

ACADEMIC PROGRAM FLEXIBILITY

Education Programs

• Alternate instructional approaches for males
• Alternatives to retention for students who have not mastered the grade-level standards by the end of the traditional grading period by bridging students across grade levels, including greater use of online learning.
• Blended/ hybrid learning/flexible scheduling
• Increase fine arts opportunities including enhanced foreign language programs in elementary schools
What innovations have Charter Systems implemented?

ACADEMIC PROGRAM FLEXIBILITY

Graduation Requirements

• Alternative ways for students to earn credit
• Expand pathways to graduation through BYOT and technology integration, blended learning with FTE awarded for virtual learning, credit bearing internships and alternative graduation programs
• Creation of credit recovery programs
• Provide opportunities for accelerated instructions
What innovations have Charter Systems implemented?

ACADEMIC PROGRAM FLEXIBILITY

Flexible Scheduling

• Use of intervention periods and extended day opportunities to enhance curricular offerings, help students remain grade appropriate, and give students the opportunity to accelerate their learning

• Develop the serve by 'need not label' model of support

• Hybrid-block scheduling

• Implement alternative schedules and calendars to tailor instruction to each student's rate of learning

• Utilize Flexible Service Models
What innovations have Charter Systems implemented?

HUMAN RESOURCES FLEXIBILITY

• Compensation alignment
• Modify calendar designed for collaborative planning, professional development, and instructional enrichment;
• Certification requirements
What innovations have Charter Systems implemented?

FINANCIAL FLEXIBILITY

• Allocations based on needs
• Establish a governance team at each school giving them the authority to budget and spend all QBE Charter System funds.
• We have reused space phased out at the BOE and high school facility.
• Resource management (i.e., using school governance teams to set budget priorities);
• Class-size and Reporting requirements
• School day and year for students and employee
What innovations have Charter Systems implemented?

OTHER

• Increase effectiveness in the use of community partnerships
  • Community and local business on school governance teams
  • Work with local business to provide industry instructors, teacher externships, student apprenticeships, and student internships
PRACTICAL USE OF YOUR FLEXIBILITY TO INNOVATE
Teacher Certification Waivers

- Charter Systems and SWSS do not have to hire certified teachers or use the state salary scale
  - For data collection purposes, however, Charter Systems and SWSS are still required to enter the same information for CPI purposes
  - This ensures that non-certified Charter System and SWSS teachers earn the allowable amount of funding for their districts
  - The amount of funding allowed is not waivable
Teacher Certification Waivers

- Charter Systems and SWSS decide for themselves what to pay their teachers
  - The teachers themselves will only generate the allowable funding for their T&E levels
  - But a Charter System and SWSS can pay them any amount it wishes to pay them – or use the money for something else
Teacher Certification Waivers

• Equating education and industry experience to the state salary schedule
  ✓ For certified teachers, SBOE rule 160-5-2-.05 defines how experience is calculated for salary purposes
  ✓ That information, along with the teacher’s years of services and certification level, is then factored into CPI to determine the appropriate amount of funding provided by the state for each teacher
Teacher Certification Waivers

• In order for funding to be generated, the PSC has created a special code (CHW) for Charter Systems, SWSS, and charter schools to report their non-certified teachers to the state.

• Charter Systems, SWSS, and charter schools must let their district’s FTE coordinator know to code their non-certified teachers with the CHW code.

• They must also provide evidence of both a teacher’s education level and years of experience in the relevant field.
Teacher Certification Waivers

• The district will then code the non-certified teachers with the CHW code and place them on the state salary schedule using the evidence provided regarding the teacher’s education level and years of experience in the relevant field

✓ This will ensure that the non-certified teachers generate the allowable amount of funding for their T&E
Teacher Certification Waivers

• For example, if the District hires a Ph.D. with 20 years of experience as a rocket scientist to teach a class, the district would place them on the salary schedule at the Ph.D. level with 20 years of experience.

• While the district chose to pay their rocket scientist per the salary schedule, they can also pay her more – or pay her less and use the funds she generates on something else.
Teacher Certification Waivers

**GaDOE “substitute” Certificate Type Code for CHARTER and SWSS**

CHW = GaDOE Certification Waiver

*To be combined with:*

**GaDOE “substitute” Certificate Field Codes for CHARTER and SWSS WAIVER**

- **101** = Academic Major (Grades 6-12) - GaDOE Charter and SWSS Waiver only
- **102** = Course work (minimum of 21 semester hours)* - GaDOE and SWSS Waiver only
- **103** = GACE - GaDOE and SWSS Waiver only
- **104** = HOUSSE - GaDOE and SWSS Waiver only
Instructional Delivery Models (Gifted, EIP, EL, Remedial, Alternate)

- Charter Systems have flexibility in terms of the instructional delivery models they can use for their Gifted, Early Intervention, English Language, Remedial, and Alternate education programs – but student eligibility (i.e., how you identify students) is not waivable because of the impact it will have on funding.

- Charter Systems do not have to use a GaDOE-approved instructional delivery model; Charter Systems can develop and use an alternate delivery model (without obtaining GaDOE approval).
  - For example, Charter Systems can implement a delivery model that utilizes paraprofessionals in order to reduce class sizes, or a model that serves both eligible and non-eligible students (i.e., students not identified as gifted/EIP/EL/remedial).
• However, Charter Systems cannot generate more FTE (number of segments per students) than they would without this flexibility to use an alternate model

✓ For data collection purposes, Charter Systems are still required to enter the same information

• Charter Systems will only get FTE funding for the number of students and the number of segments in the state models
INNOVATE RELENTLESSLY

1. Be innovative
2. Use your flexibility
School Governance Team Quality Standards

- School Governing Team composition reflects the diversity of the community
- Meets regularly and complies with Open Records and Open Meetings 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
STRENGTHS, WEAKNESS, OPPORTUNITIES AND STRENGTHS

4 Critical Pieces of Information that Impacts the Success of any School System

Identifies Internal and External Forces

Participation of Cross-Section of Stakeholders

Creates a “Big Picture” of the Charter System Community from Different Perspectives
**Strength**– foundations in place or is operational

**Weakness**– not in operation/existence, in minimal operation/existence

**Opportunity**– climate is right for the growth of this or these opportunities

**Threat**– climate presents challenges and obstacles that could prevent an opportunity from becoming a reality