

DCSD Conversion Charter Schools Freedom & Flexibility Chart

This chart is aligned to and consistent with the new SBOE rules and guidelines, as of November 6, 2014.

People	Instruction	Finance	School Improvement
<ol style="list-style-type: none"> 1. Determine the positions necessary to staff the school consistent with DCSD procedure and policy 2. Determine the training required for each position 3. Determine who provides the required training 4. Determine the number of faculty & staff positions to be filled 5. Determine which individuals will be hired to fill each position 6. Selection of the principal or school leader 7. Determine the hours faculty & staff report to work, in alignment with District procedure and/or other matters such as health, safety, and welfare of students or transportation 8. Create the master schedule of classes, and assign classes to faculty 9. Adopt the District's staff handbook 10. Provide recommendations to the District regarding retention, promotion, or termination of faculty & staff members 	<ol style="list-style-type: none"> 1. Selection of a curriculum and accompanying instructional materials 2. Determine which classes, courses, and programs are offered 3. Choose additional textbooks and instructional materials to support the school's innovation and uniqueness 4. Enhance the curriculum as needed to improve student achievement to support the school's innovation and uniqueness 5. Set additional graduation requirements 6. Set seat time requirements 7. Set student technology and other skill requirements 8. Create Career Pathways curricula 9. Ensure adequate professional development to prepare faculty for new curricula 10. Choose instructional delivery models 11. Modify pacing charts 12. Set length of each class within daily schedule 13. Set daily/weekly class schedule 14. Set up after school programs 15. Set up Saturday programs 16. Set enrichment period & advisory period 17. Set field trip schedule 18. Set staff-to-student ratios for non-class times (e.g. lunch, recess, specials, transitions) 19. Choose assessments (beyond mandatory assessments) 20. Set grading criteria and procedures consistent with the District's grade scale 21. Set student behavior expectations and procedures consistent with the DCSD Student Code of Conduct 22. Adopt a student behavior program 23. Adopt a dress code 24. Adopt parental involvement requirements 	<ol style="list-style-type: none"> 1. Set budget priorities with per pupil funds received 2. Set resource allocations, including establishing the number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs. 3. Incorporate parental involvement in the school's budget decisions 4. Raise additional funds through fundraising efforts 5. Maintain a reserve fund with fundraising monies 6. Determine how to use staff development funds 7. Determine how school nutrition is provided 8. Seek school partnerships as needed for school growth 	<ol style="list-style-type: none"> 1. Establishment and monitoring of the achievement of school improvement goals 2. Approval of the school improvement plan and oversight of its implementation 3. Oversight of operations that are consistent with school improvement goals

GADOE Governance Matrix for DCSD Conversion Charter School Petitioners

This chart is to provide guidance to conversion charter petitioners on the GADOE Governance Matrix⁴, regarding substantive autonomy. Below, the boxes have been shaded green, red, or yellow to indicate where DCSD conversion charter schools will have complete authority (green), shared authority (yellow), or no decision making-authority (red)⁵.

INSTRUCTIONS: For each of the boxes below, please indicate the level of decision-making of your proposed charter school's School Governing Board.

	<p>Highlight the box green if the governing board will have complete decision-making authority (no additional approval needed from superintendent or local board).</p>	<p>Highlight the box yellow if the governing board will have partial decision-making authority (additional approval of the superintendent/local board may be required).</p>	<p>Highlight the box red if the governing board will have no decision-making authority (superintendent/local board will make decisions without the input or recommendation of the governing board).</p>	<p>Please highlight the box blue if you believe it is inapplicable or autonomy is not needed.</p>	
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NOTE: PLEASE ANSWER AFFIRMATIVELY ONLY WHEN THE SCHOOL WILL BE ABLE TO PROVIDE HARD EVIDENCE THAT THE SCHOOL GOVERNING BOARD WILL BE INVOLVED IN SUCH DECISIONS AS INDICATED.

You are not required to provide the hard evidence as part of this spreadsheet, but you may be requested to do so as part of an implementation monitoring visit, an annual report, or research study at a later time.

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
<p>Evaluation of Staff</p> <p>DCSD Guidance: Conversion Charter School will evaluate staff in accordance to DCSD policy and procedures regarding the TKES/LKES</p>	<p>Control over number of positions budgeted</p> <p>DCSD Guidance: This authority must be consistent with DCSD policy and procedure</p>	<p>Professional development requirements and planning for staff</p> <p>DCSD Guidance: The conversion charter school can establish this requirement.</p>	<p>Control over type of positions, qualifications, roles, and job descriptions</p> <p>DCSD Guidance: Consistent with DCSD federal compliance for Title I and Hi-Q</p>	<p>Completes Self-Assessment of School Keys Standards</p>	<p>Selection of professional development vendors and resources</p>

⁴ Located at: <http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/Charter-Petition-Application.aspx>

⁵ The District reserves the right to modify and change these guidelines, as necessary.

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
<p>Issuance of annual employment contracts from the non-profit governing board</p> <p>DCSD Guidance: Conversion charter school employees will remain employees of the District</p>	<p>Establish compensation model including salary schedules, bonus or performance based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)</p>	<p>Determine whether certification will be required</p> <p>DCSD Guidance: The conversion charter school must be consistent with DCSD requirements for Title I compliance</p>	<p>Determine how the school uses the facility</p>	<p>Develops actions, strategies and interventions with input from teachers and principal</p>	<p>Manage human resources independent of the central office, including human resources policies, procedures, and handbooks</p> <p>DCSD Guidance: While the DCSD conversion charter schools may not engage in this activity, they may share input</p>
<p>At-will employment</p> <p>DCSD Guidance: Conversion Charter School employees will remain employees of the District and will receive due process rights pursuant to the Fair Dismissal Hearing laws, as applicable</p>	<p>Establish pay scale for substitute teachers</p>	<p>Selection of curriculum, including any changes in curriculum as needed to improve student achievement</p> <p>DCSD Guidance: The selection of curriculum must be consistent with, and not interfering with DCSD policy, procedure, or graduation requirements</p>		<p>Sets a timeline for implementation of actions, strategies and interventions</p>	<p>Establish work schedules of faculty and staff (hours per day, days per year, calendars, etc.)</p> <p>DCSD Guidance: School must advance notice for contract particulars</p>
<p>Control over ALL hiring decisions, transfers, promotion, demotion, lateral moves, and termination of all faculty and staff</p>	<p>Set budget priorities with funds received and exercise discretion over expenditure for all state and local funds, and as permissible, federal funds</p>	<p>Choose instructional delivery model(s)</p>		<p>Sets a budget for implementing the school improvement plan</p> <p>DCSD Guidance: Consistent with DCSD policy and procedure for federal compliance</p>	<p>Establish experience, training, and other matters related to substitute teachers</p>

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
<p>Additional/Optional DCSD Guidance to GADOE Matrix: The Governing Board and Principal will mutually determine the positions necessary to staff the school, consistent with DCSD procedure and policy</p>	<p>Manage fiscal affairs independent of the central office, including financial policies and standard operating procedures</p> <p>DCSD Guidance: The school must manage fiscal affairs consistent with DCSD financial policies, for reporting purposes</p>	<p>Selection of courses and programs offered</p> <p>DCSD Guidance: Consistent with state and federal laws and regulations regarding special education, English language learning, or any other mandated programs</p>		<p>Allocates resources for implementing the school improvement plan</p>	<p>Set school calendar, including length of school year, holidays, early release days, etc.</p>
<p>Additional/Optional DCSD Guidance to GADOE Matrix: The Governing Board and Principal will mutually determine the training required for each position, and who will provide the training (post-employment)</p>	<p>Ensuring that the school receives all the per-pupil funding to which it is entitled and raising additional funds through fundraising efforts.</p> <p>DCSD Guidance: The school will not be funded at 97%, like start-up charter schools</p>	<p>Choice of textbooks, technology, and instructional materials</p>		<p>Holds principal accountable for implementation and timeline</p> <p>DCSD Guidance: May require shared responsibility to the extent that a principal's failure to do so results in an adverse employment action</p>	<p>Set daily/weekly school and/or class schedules, including length of school day</p>
<p>Additional/Optional DCSD Guidance to GADOE Matrix: The Governing Board and Principal will mutually determine who will be hired for each position, consistent with DCSD policy and procedure</p>	<p>Maintain a reserve fund</p>	<p>Establish additional graduation requirements</p> <p>DCSD Guidance: Must not interfere with DCSD policy regarding graduation requirements, for intra-District transfers</p>		<p>Evaluates success and makes revisions as needed</p>	<p>Select co-curricular and extracurricular activities</p> <p>DCSD Guidance: In accordance with DCSD policy and procedure for Title VI and IX compliance</p>

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
<p>Additional/Optional DCSD Guidance to GADOE Matrix: The Governing Board will select and hire the principal of the school, from a pool of qualified applicants established via the District's Human Resources Department, and pursuant to District policy and procedure. This autonomy does not prevent the Governing Board from advertising the position and directing interested persons to apply through the District.</p>	<p>Set budget priorities with funds received and exercise discretion over expenditure for all state and local funds, and as permissible, federal funds</p>	<p>Set course and credit requirements</p>		<p>Additional/Optional DCSD Guidance to GADOE Matrix: Ensures Governing Board training, pursuant to state law and rules</p>	<p>Establish after school and Saturday programs as needed</p> <p>DCSD Guidance: Consistent with DCSD HR policies, i.e. overtime pay, and contract compliance</p>
<p>Additional/Optional DCSD Guidance to GADOE Matrix: The Governing Board and Principal will mutually determine the hours faculty and staff report to work, in alignment with District procedure and/or other considerations such as student transportation, or the health, safety, and welfare of students</p>	<p>Manage fiscal affairs independent of the central office, including financial policies and standard operating procedures</p>	<p>Establish seat time</p> <p>DCSD guidance: Should not interfere with matters such as health, safety, and welfare of students or DCSD transportation routes</p>			<p>Set enrichment and/or advisory periods, as needed</p>
<p>Additional/Optional DCSD Guidance to GADOE Matrix: The Conversion Charter School may create the master schedule of classes, and assign classes to faculty</p>	<p>Ensuring that the school receives all the per-pupil funding to which it is entitled and raising additional funds through fundraising efforts</p>	<p>Set student technology and physical education skill requirements</p> <p>DCSD Guidance: Should not interfere with state health/safety requirements</p>			<p>Establish fieldtrips including locations, date, etc.</p> <p>DCSD Guidance: Consistent with DCSD policy and procedure, including insurance matters, especially in the case of international trips</p>

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
<p>Additional/Optional DCSD Guidance to GADOE Matrix: The Conversion Charter School must adopt the District's staff handbook</p>	<p>Maintain a reserve fund</p>	<p>Create or modify Career Pathway curricula</p> <p>DCSD Guidance: Must not interfere with DCSD policy, procedure, transportation routes, or graduation requirements, for intra-District student transfers</p>			<p>Set class size / student:teacher ratios</p> <p>DCSD Guidance: Consistent with DCSD policy and procedure, and comparability matters</p>
<p>Additional/Optional DCSD Guidance to GADOE Matrix: The Governing Board and Principal may provide recommendations to the District regarding the retention, promotion, or termination of faculty and staff members</p>	<p>Additional/Optional DCSD Guidance to GADOE Matrix: Seek corporate sponsorships, grant opportunities, partnerships with businesses, and community campaigns</p>	<p>Choose dual enrollment options</p> <p>DCSD Guidance: Must not interfere with DCSD policy, procedure, transportation routes, or graduation requirements, for intra-District student transfers</p>			<p>Set staff-to-student ratios for non-class times (i.e., lunch, recess, specials, transitions, etc.)</p>
<p>Additional/Optional DCSD Guidance to GADOE Matrix: Participate in the District's process to hire the principal, and make a candidate recommendation, for the District's consideration</p>		<p>Choose credit recovery options</p> <p>DCSD Guidance: Must adhere to the District's credit recovery programs</p>			<p>Establishes school partnerships for school growth</p>
		<p>Utilize on-line learning platforms (e.g., Georgia Virtual School)</p>			<p>Selects vendors aligned with needs of the school</p> <p>DCSD Guidance: EMO/CMOs will require permission and a charter contract amendment</p>

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
		Establish additional mastery level requirements for performance DCSD Guidance: Should not interfere or supersede DCSD graduation requirements			Manages transportation decisions, including authority to contract for transportation service
		Select additional formative and/or summative assessment to determine student levels of mastery and growth			Manages food service decisions, including authority to contract for food service
		Establish delivery model, scheduling, staffing, and supplemental services for ELL, SPED, gifted and remedial programs			Select information systems (i.e., Student Information System, financial information systems) DCSD Guidance: Must utilize District databases
		Establish curriculum maps, pacing charts, and methods for monitoring the curriculum			Establishes school size
		Establish lesson plan requirements for teachers			Establishes school grade span different from typical primary, elementary, middle and high school public school models (i.e., 4-8, K-8, K-12)

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
		Establish placement and promotion criteria DCSD Guidance: consistent DCSD policy and procedure for intra-District student transfers			Authority over attendance policies DCSD Guidance: Authority over attendance policies will be shared to ensure federal legal compliance
		Set grading and reporting policies, plans, process, schedules, and formats			Establish student code of conduct and behavior policies, plans, processes, and formats DCSD Guidance: Must be consistent with the DCSD Student Code of Conduct
		Manage curriculum and instruction affairs independent of the central office, including curriculum and instruction policies, procedures, and handbooks			Manage operational affairs independent of the central office, including operational policies, standard operating procedures, and handbooks DCSD Guidance: Must be consistent with DCSD policy and procedure, and/or upon approval for particular actions
					Additional/Optional DCSD Guidance to GADOE Matrix: Set school calendar, including length of school year, holidays, etc.