



Atlanta Board of Education

Governance Manual

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GLOSSARY

INTRODUCTION

This manual is created by the Board Development Committee of the Atlanta Board of Education to educate and inform stakeholders about the Board. It is designed for anyone who wants to understand the important work of the Board and its members, whether student, parent/caregiver, community partner, or potential candidate. There are sections on the mission, vision, and strategic aspects of the Board's work; becoming an effective and ethical Board Member; the extensive internal and external commitments and responsibilities expected of individual Board Members; and a glossary of terms and abbreviations for use by the entire Atlanta Public Schools community. Special thanks goes to Pierre Gaither, Executive Director to the Board; Keith Glass, Board Community Affairs Manager; and Erica Long, Senior Policy and Government Affairs Advisor, for their invaluable assistance in collecting the information and drafting the manual.

The Atlanta Board of Education transforms the lives of children and the future of our city every day. Today's students will become tomorrow's professionals, business owners, celebrities, nonprofit leaders, and elected officials. We hope this manual conveys the investment of time, talent, and energy which effective Board Members share, and inspires those who would support or join the Board's work.

BOARD DEVELOPMENT COMMITTEE:

Cynthia Briscoe Brown, Seat 8 At Large, Chair
Leslie Grant, District 1
Aretta Baldon, District 2

All information accurate as of 10/28/2021

DISTRICT INFORMATION

Mission

Through a caring culture of equity, trust, and collaboration, every student will graduate ready for college, career, and life.

Vision

A high-performing school district where students love to learn, educators inspire, families engage, and the community trusts the system.

Guiding Principles

- **Equity** in our approach to decision-making
- **Ethics** to demonstrate our integrity
- **Engagement** with our school community
- **Excellence** in everything we do

Core Values

- Put students and schools first
- Commit to teamwork
- Focus on communication
- Demonstrate respect for each other
- Be accountable
- Act with integrity
- Embrace and drive change

Student Outcomes Focused Governance

In 2020, the Atlanta Board of Education began a shift in governance to prioritize a focus on student outcomes. This "Student Outcomes Focused Governance" framework, developed and facilitated by leadership from the Council of Great City Schools, centers the work of the Atlanta Board of Education on the vision and values expressed by our community in support of what students should know and be able to do.

Focusing Board Members' roles and responsibilities as representative leaders, properly supporting the work of the Superintendent and administration towards successful student outcomes, should provide for more stable, consistent governance both now and in the future.

2021 -2026 Goals:

Literacy Proficiency

- The percentage of students in grades 3-8 scoring proficient or above in reading, as measured by the Georgia Milestones, will increase from 36.9% in August 2019 to 47% in August 2026.

Numeracy Proficiency

- The percentage of students in grades 3-8 scoring proficient or above in math, as measured by the Georgia Milestones, will increase from 35.0% in August 2019 to 45.4% in August 2026.

Post-Graduation Preparedness

- Increase the percentage of high school students who graduate prepared for their next step as demonstrated on a multi-dimensional assessment based on the Profile of a Graduate.
(**BASELINE TARGET TO BE ADDED IN MAY 2022**)

College and Career Readiness

- The percentage of high school students who score at the college and career readiness level on career pathway assessments, IB, AP, Dual Credit, ACT or SAT, work-based learning, or entering TCSG/USG without needing remediation **will increase from 51.5% in October 2019 to 59.3% by October 2026.**

2021-2026 Guardrails:

Equity

- The Superintendent will not allow inequitable treatment of students as measured by student academic outcomes, discipline occurrences, and/or resource allocation.

Stakeholder Engagement

- The Superintendent will not make major decisions or bring major recommendations to the Board without first implementing a stakeholder engagement strategy, including students, parents, teachers, staff, governance teams, and community members.

Culture and Climate

- The Superintendent will not foster or allow a culture of fear, intimidation, or retaliation, or an unwelcoming environment.

Innovation & Accountability

- The Superintendent will not allow struggling schools to be without: a comprehensive needs assessment; supports aligned to that assessment; and, if the struggle persists for up to three years, a high impact intervention.
 - Struggling Schools are defined as schools where there has not been growth: relative to the Board's relevant goals for that school; where the growth has not been sufficient to close gaps among the school's student groups; OR where the growth has not been sufficient to close gaps between the school's students and the district's students overall.
 - High Impact Interventions include, but are not limited to, school redesign, reconstitution, student transfer options, turnaround, in-district innovation, school merger, partnerships, and/or school leadership transitions.

Atlanta Public Schools Fast Facts

2021-2022 Fast Facts

Projected K-12 2021 Student Enrollment	
50,764	
Traditional	40,624
Charter	10,140

Our student population is:

72.25% African American	16.25% White
7.58% Hispanic	2.60% Multi
1.07% Asian	

2,570
Class of 2020 Graduates

\$131,430,198.75
in academic and athletic scholars

92 Schools & 5 Programs

- 58 Neighborhood Schools
- 19 Charter Schools
- 6 Partner Schools
- 2 Alternative Programs
- 2 Single Gender
- 72 Title I Schools

5,166
Total Teachers

Traditional	3,180
Non-Traditional	1,986

68.8%
of our students qualify for free or reduced lunch

310
Bus Routes transport 29,000 students

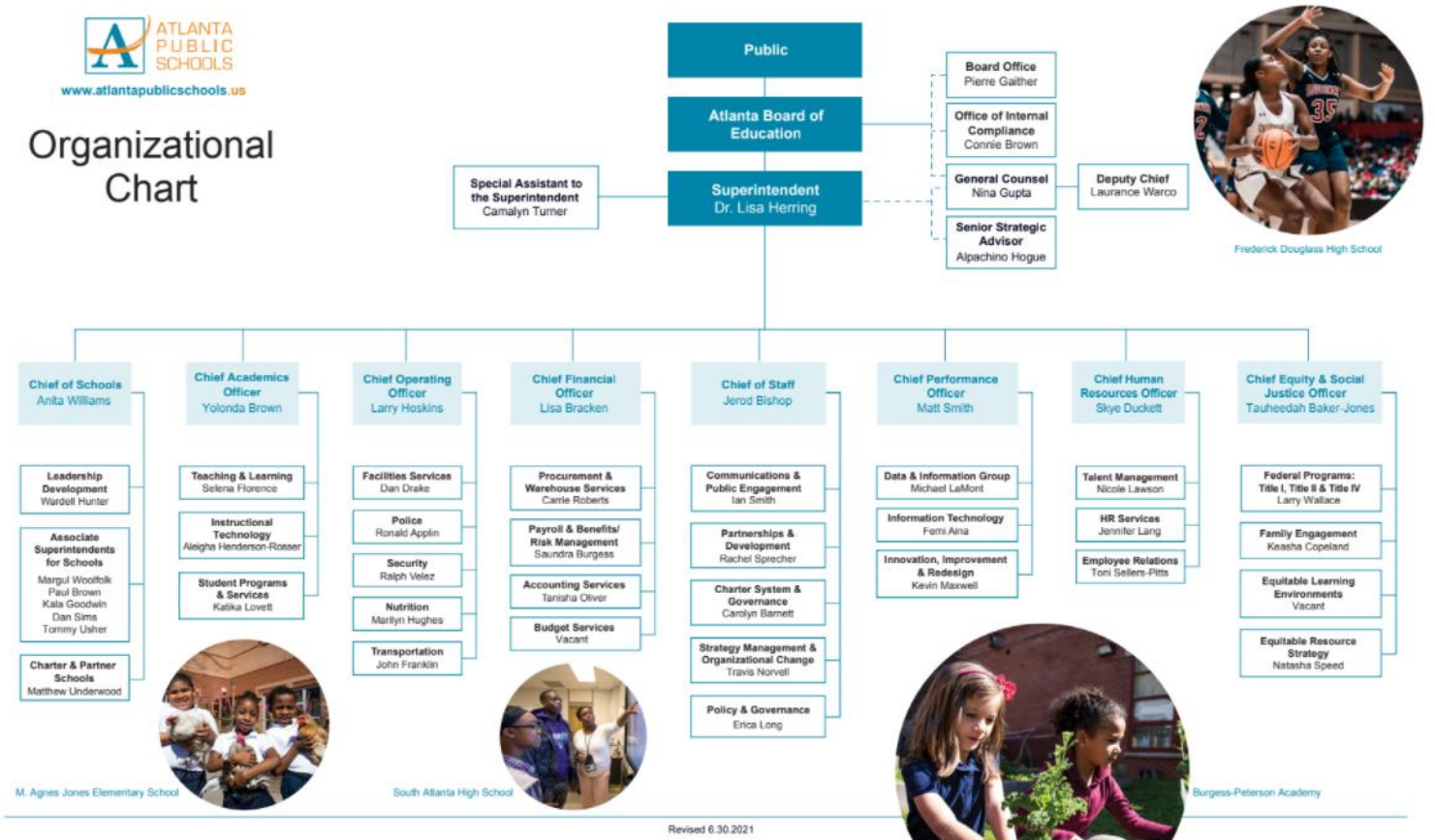
22,012
miles per day



Charter System

Atlanta Public Schools is a charter system under Georgia law. A charter system operates under a performance-based contract between the local board and the state board of education. Under the Charter System operating model, Atlanta Public Schools gains freedom and flexibility from many state education laws and regulations in exchange for increased accountability for student achievement. Additionally, charter systems must distribute meaningful decision-making authority to individual schools by maximizing school-level governance through local school governance teams. A charter system may contain charter schools, but being a charter system does not mean all schools are charter schools.

Organizational Chart



Charter and Partner Schools

Charter Schools

Charter schools in APS are authorized by the Atlanta Board of Education and the State Board of Education. The first APS charter school – Charles Drew Charter School – opened in 2001. There are 18 charter schools in APS as of the 2021-22 school year. Charter schools have their own

Boards and governance structures. Students complete an application process to attend a charter school, which is not bound by traditional District attendance zones. The charter, or contract, with each charter school is reviewed and approved by the ABOE every five years, which otherwise has limited input into management decisions. The Office of Innovation conducts a charter petition process each year, reviewing requests to establish new charters or renew existing charters that are coming to term and then makes recommendations to the APS Superintendent regarding the viability of each charter request.

See also:

<https://www.atlantapublicschools.us/chartersystem>

Partner Schools

Partner schools represent one strategy to achieve APS’s commitment to quickly transform low performing schools and provide a high quality education to Atlanta’s students. Partner schools are neighborhood schools whose management has been transitioned to a qualified non-profit organization and who are directly accountable to the Superintendent and ABOE for results defined in their contracts. The first partner school –Thomasville Heights Elementary School – transitioned to management by Purpose Built Schools Atlanta in August 2016. There are 6 partner schools in APS as of the 2021-22 school year. Each partner school serves all students in the District’s defined attendance zone for the school and enrollment is open to any student living within that zone.

See also:

<https://www.atlantapublicschools.us/Page/64091>

Signature Programs

APS has three distinct signature programs across the nine clusters and single-gender schools. The signature programs allow for the vertical and horizontal alignment of academic programs for schools and neighborhoods. These programs also provide rigor, structure, focus and accountability across the cluster.



Clusters
Carver
Midtown



Clusters
Jackson
Mays
North Atlanta
Therrell



Clusters
BEST/CSK
Douglass
South Atlanta
Washington

See also:

<https://www.atlantapublicschools.us/Page/64091>

2020-2025 STRATEGIC PLAN

The ABOE in collaboration with the Superintendent develops five year strategic plans to provide a roadmap for the District's work. The strategic plan aligns with the mission and vision in furtherance of the ABOE goals.

Profile of a Graduate

Our vision for teaching and learning, exemplified by the characteristics of the APS Profile of a Graduate, is an exciting step toward preparing each student for their journey into the future, and preparing our staff to help guide the way. As we prepare each student to graduate ready for college, career, and life, APS will use this Portrait of a Graduate to further define the knowledge, skills, and mindsets expected of our graduates. We believe the profile characteristics are critical skills for engaged citizenship, successful career paths beyond high school, and meaningful community involvement. We are excited to explore how each of the profile characteristics will be demonstrated at different ages.



Equity Commitments



Leveraging School Improvement to Advance Equity - We commit to integrating school improvement efforts with effective strategies and interventions to help ensure that all students can reach their full potential.



Supporting Special Populations - We commit to implementing targeted strategies to prioritize support for special populations such as English learners, students with disabilities, and socioeconomically disadvantaged students.



Improving Access to High-Quality Instructional Programming and Materials - We commit to using effective instructional materials in all classrooms so that all students have access to high-quality curricula and robust signature programming.



Ensuring Equitable Funding - We commit to ensuring available funds are distributed equitably and appropriately to provide high-quality programming for all students and close resource gaps.



Increasing Access to Advanced Coursework - We commit to increasing access to advanced coursework for historically disadvantaged student groups.



Expanding Access to Co-Curricular and Extra-Curricular Activities - We commit to expanding access to co-curricular and extra-curricular activities to historically disadvantaged student groups according to their interests.



Increasing Access to Effective Leaders and Teachers - We commit to ensuring all students have access to high-quality leaders and teachers, with a priority on the students with the greatest need.



Addressing Disproportionate Discipline Practices - We commit to promote equity in disciplinary practices to avoid disproportionate enforcement or punishment targeting any specific student group.



Ensuring Equitable Learning Environments - We commit to providing safe, welcoming, and engaging learning environments for all students.



Partnering with Families and Communities - We commit to partnering respectfully and collaboratively with families and communities to address the needs of all students.



Integrating Social, Emotional, and Academic Practices - We commit to a comprehensive approach to addressing students' social, emotional, and academic development in order to meet the various needs of all students.

Strategic Goals

Without clear measures of success, we will not know if we are successful in graduating students ready for college, career, and life. These strategic goals provide us indicators we can use to better understand where to focus attention. If we implement our strategy with fidelity, we should see positive results in increasing the percentage and closing the gaps in each of these strategic goals.

- Increase the Percentage & Close the Gaps of students proficient or above in English Language Arts
- Increase the Percentage & Close the Gaps of 8th grade students proficient or above in math
- Increase the Percentage & Close the Gaps of students' scores improving on the SAT/ACT
- Increase the Percentage & Close the Gaps of students graduating

Strategic Priorities

APS is focused on four key priorities. The following pages communicate APS' five year strategy, highlighting the strategic priorities, objectives and work streams we will pursue to close the gap between current and desired performance. All components work together to ultimately achieve our mission and vision.

- **We are fostering academic excellence for all**

We are closing the gaps in access that have disparate outcomes. We are identifying and addressing the needs of each student, regardless of background, so they have the skills, knowledge, and tools to succeed in college, career, and life.

- **We are building a culture of student support**

Students are attending schools and learning in classrooms that bring a sense of belonging, inclusiveness, care, joy, safety, and collaboration. The student-centered culture fosters being a part of something bigger than oneself, which leads to a sense of responsibility and encourages the well-being and development of each student.

- **We are equipping and empowering leaders and staff**

We are rallying teachers, staff, volunteers, families, and community members to create a cohesive coalition of support for each student, investing in his/her/their success. We are working together to enthusiastically champion each child, PK-12, through their academic journey at APS.

- **We are creating a system of support for schools**

With a focus on capacity-building and growth, every staff member is given the training, support, coaching, and advocacy needed to build their skills and raise the bar for excellence. By providing staff with resources and autonomy, schools are better positioned to address the needs of their students and their community.

Theory of Action

A theory of action is a statement that outlines an organization’s belief and assumptions in what will lead to long term success and change. The statement articulates how an organization will move from its current state to its desired future state.



See also:

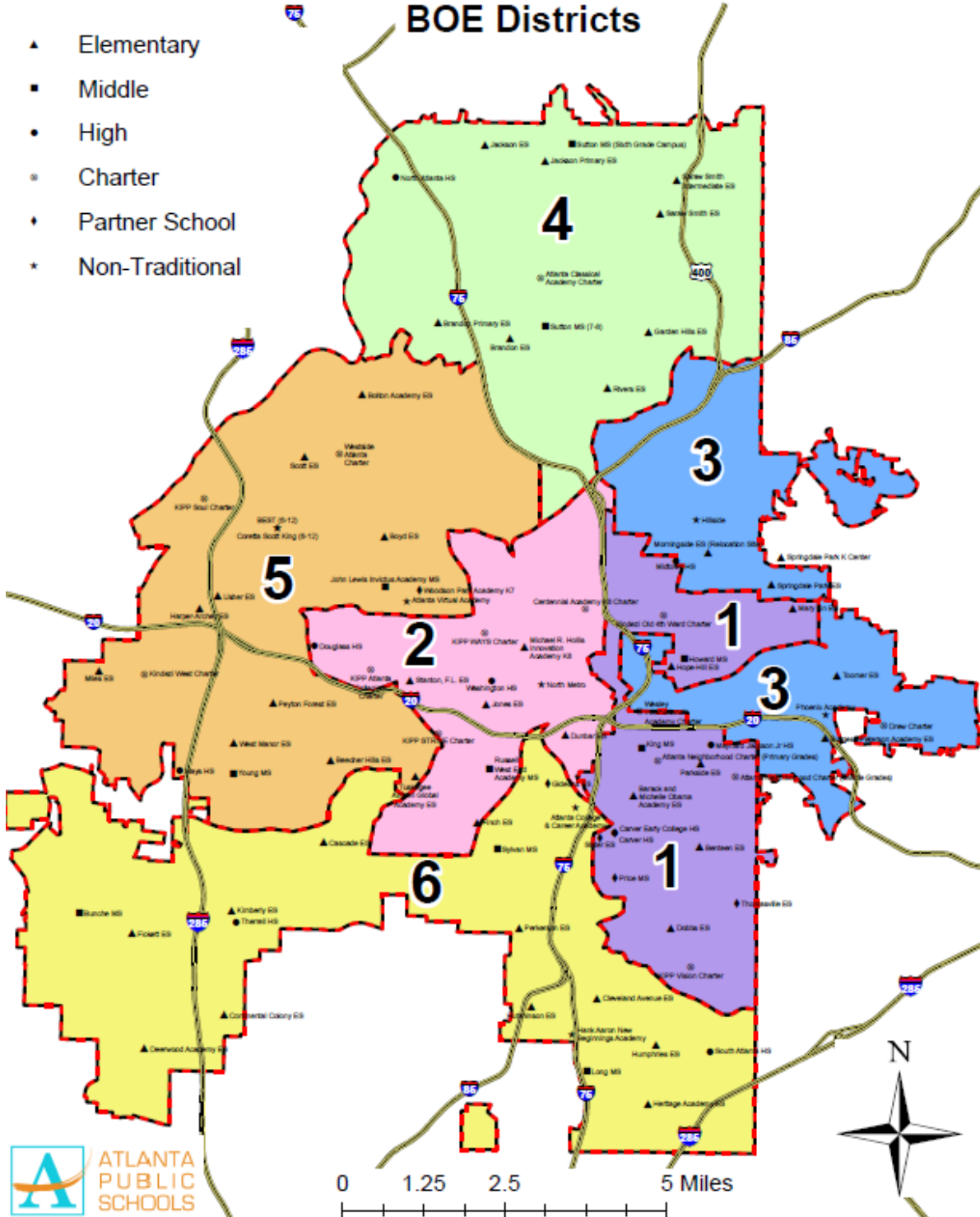
<https://www.atlantapublicschools.us/domain/9278>

MAPS

Board Districts

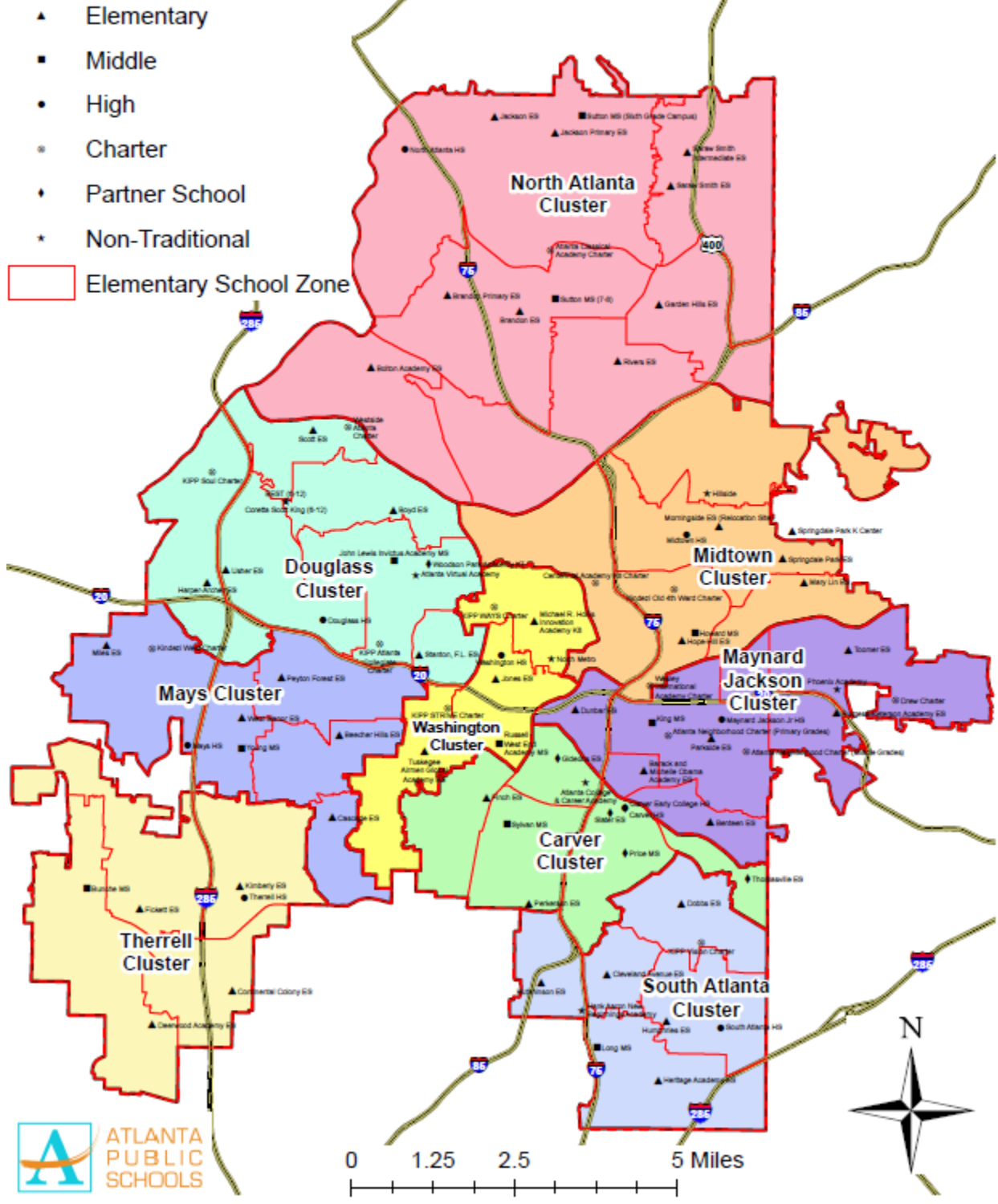
Atlanta Public Schools: 2021-22 SY BOE Districts

- ▲ Elementary
- Middle
- High
- ⊙ Charter
- ◆ Partner School
- * Non-Traditional



Atlanta Public Schools Clusters

Atlanta Public Schools: 2021-22 SY



BOARD MEMBER INFORMATION

Becoming a Board Member

Elections for the Atlanta Board of Education are managed by the City of Atlanta's Office of the Municipal Clerk. Information regarding important dates, fees and guidelines can be found [here](#). Qualification requirements include:

To qualify for election as a Board Member, a person must:

1. Be at least 18 years of age
2. Be a resident of the city and, if seeking to represent a Board district, be a resident of the Board district from which he or she seeks to qualify and represent for at least one year immediately preceding the date of filing a notice of candidacy to seek office. If seeking an At Large seat, be a resident, for at least one year immediately preceding the date of filing a notice of candidacy to seek office, of one of the two Board districts tied to that seat (Seat 7: Districts 1 and 2; Seat 8: Districts 3 and 4; Seat 9: Districts 5 and 6);
3. Be a qualified elector of the city; and
4. Not be an employee of the state department of education or a member of the state Board of education.

To hold office as a Board Member, a person must:

1. Continue to possess the qualifications listed above;
2. Continue to reside in the Board district from which elected;
3. Not hold any other elective public offices; and
4. Not be an employee of the Atlanta Board of Education or any other local Board of education.

Special Note:

In 2020, the ABOE petitioned the Georgia General Assembly to amend our charter to allow for staggered school Board terms. This legislation passed the House and Senate and was signed into law by the Governor. Staggered terms promote continuity and stability on the ABOE for the benefit of APS. Accordingly, for the 2021 Election Cycle only, candidates for districts 1, 3, 5 and At-Large Seats 7 and 9 will run for a two year term. Candidates for districts 2, 4, 6 and At-Large Seat 8 will run for a 4 year term ending in 2025. Districts 1, 3, 5, and At Large Seats 7 and 9 will then run in 2023 for a four year term ending in 2027.

(1996 Ga. Laws, page 4371, § 2-102)

See also:

Office of the Municipal Clerk - <https://citycouncil.atlantaga.gov/council-divisions/municipal-clerk/atlanta-general-election-information>

Board Officers

Election of Board Chair and Vice Chair

The chairperson and vice chairperson are the two officers of the Atlanta Board of Education. These positions are filled by a Board vote taken during the Organizational Meeting. Both positions shall serve for a term of two years. A Board Member who serves as chairperson for two consecutive two-year terms is not eligible to serve as chairperson in the two years immediately following the second two-year term. Board officers responsibilities are detailed in Policy BBA.

See also:

Board Policy BBA Board Officers

Board Purpose, Role and Responsibilities

The Atlanta Board of Education establishes and approves the policies that govern the Atlanta Public School system. The Board consists of nine members, representing six geographical districts and three "at-large" districts. One person is elected per district to represent the schools in a given district for a four-year term.

Under the provisions of the Board charter, approved by the Georgia Legislature in 2003, Board Members elect a new chair and vice-chair every two years. The day-to-day administration of the school district is the responsibility of the Superintendent, who is appointed by the Board.

The Board shall:

- Have and exercise control and management of the Atlanta school system in accordance with the provisions of this Act and the Constitution and general laws of the state. The Board is hereby vested with all the powers and charged with all the duties provided to local Boards of education by the general laws of the state;
- Provide all students with textbooks and furnish educational or instructional materials, resources, and equipment adequately to such students;
- Adopt by resolution rules and regulations related to the manner and method of employing, disciplining, and terminating any employees of the school system;
- Adopt by resolution rules and procedures related to the procurement of supplies, equipment, goods, and services for the school system;
- Adopt by resolution rules and regulations for the governance of students, including the discipline, suspension, or expulsion of students, in accordance with due process;
- Hear appeals from actions of the superintendent of schools and other personnel;

- Approve an annual budget for the Atlanta public school system and provide for the levy of a tax for educational purposes as provided in this Act;
- Approve school attendance zones;
- Have the authority to sue and be sued as a school district in the name of the Atlanta Independent School System;
- Have the power to purchase, sell, rent, or lease property, both real and personal, in the name of the Atlanta Independent School System with the title to any property purchased being vested solely in the school system to the extent that such property was acquired directly by the Board through funds of the school system;
- Have the authority to establish and maintain retirement or pension funds on behalf of employees of the school system and their beneficiaries, to be managed by a Board of trustees, subject to applicable state laws; and further, in the event social security provisions become available to employees or any group of employees, to provide for the integration of such provisions with any existing or proposed retirement or pension system;
- Have the authority to enter into contracts with any person, firm, corporation, or governmental unit or agency for the performance of educational services or the use of educational facilities;
- Adopt rules for the manner and extent the public is permitted to use buildings under its control, which rules shall make available all such buildings which may be needed or required for voting purposes on election days, including DeKalb County elections held in the City of Atlanta portion of DeKalb County;
- Approve the Superintendent's recommendation to hire or dismiss school system staff, provided that such recommendations can be rejected by the Board only with a three-fourths' vote of the Board. Notwithstanding this provision, a majority vote of the Board is sufficient to reject the Superintendent's recommendation, if a majority vote is required to comply with provisions of the Fair Dismissal Act; and
- The Board may call an executive session as provided by law. Executive sessions shall not exclude the Superintendent unless a discussion of the Superintendent is the subject of the executive session.

The Board shall not:

- Employ one of its members for any position in the school system;
- Do business with a partnership or corporation owned in whole or part by a Board Member or a relative of a Board Member, unless the stock of the firm is publicly traded and there are more than 75 stockholders;
- Do business with a bank or financial institution where a Board Member is an employee, stockholder, director, or officer when such member owns 10 percent or more stock in that institution; or
- Employ or promote any person who is a relative of any Board Member unless a public, recorded vote is taken on such employment or promotion as a separate matter from any

other personnel matter. Any Board Member whose relative is being considered for employment shall not vote on such employment.

- For purposes of this section, the term "relative" is as defined in Section 3-101 of this Act.

See also:

Board Policy AA School District Legal Status

Committee Appointments

Committee assignments and appointments are made by the chairperson of the Atlanta Board of Education. These appointments take place after the Organizational Meeting. Board Members are appointed for a two year term. Some committees require appointments of stakeholders; in these instances, Board Members are consulted for a recommendation. Term limits for external committees varies, and in most cases, does not exceed four years. Below is a listing of all committees requiring appointments (This list is subject to change based on need).

Atlanta Board of Education Committees:

- Accountability (3)
- Audit Committee (3)
- Board Development Committee (3)
- Budget Commission (3)
- Policy Review Committee (3)
- Legislative Liaisons (2)

Atlanta Public Schools Committees:

- Atlanta Education Telecommunications Collaborative
- Equity Advisory Task Force
- Atlanta Partners for Education
- Student Advisory Council
- Naming Committees

External Appointments:

- Invest Atlanta Board
- City of Atlanta-Atlanta Public Schools Joint Committee
- City of Atlanta Defined Benefit Pension Plan Investment Board
- Elected Officials Compensations Committee
- Atlanta Beltline Inc.
- Beltline Affordable Housing Board
- Beltline TAD Advisory Committee
- Keep Atlanta Beautiful Commission
- Atlanta Youth Commission – Governing Board
- Ethics Commission

- Development Authority of Fulton County
- Georgia School Boards Association
- National School Boards Association
 - Council of Urban Boards of Education
- Council of the Great City Schools

See also:

Board Policy BBF Advisory Committees

Board Policy BBF-R(1) Advisory Committees – Audit Committee

Board Policy BBF-R(2) Advisory Committees – Ad Hoc Committees

Board Policy BBF-R(3) Advisory Committees – Policy Review Committee

Board Policy BBF-R(4) Advisory Committees – Budget Commission

Board Policy BBF-R(5) Advisory Committees – Accountability Committee

Board Policy BBF-R(6) Advisory Committees – Board Student Advisory Council

Board Policy FDC Naming Facilities

Board Policy BAC Equity

Board Compensation

The annual salary of Atlanta Board of Education Members and officers shall be as established in accordance with the charter governing the Board or any other applicable state law. The chairperson will appoint individuals to the City of Atlanta’s Elected Officials Compensation Committee to provide a recommendation to the Board for a recommendation. If a recommendation is proposed, a vote must be taken at least six months prior to the next term of office. Prior to the vote, a notice of intent must be published in the AJC and/or the Fulton Daily Report, once a week, for at least three consecutive weeks immediately preceding the week the vote is taken.

Board Members receive payment on the same schedule as employees, currently the fifteenth and last day of each month. Board Member salaries are listed below. Board Members are eligible to participate in certain APS benefits including health insurance and pension.

Chair – \$24,500.00 per year

Vice Chair - \$23,500.00 per year

Board Member - \$22,500.00 per year

See also:

Board Policy BBBE Board Member Compensation and Expenses

Board Travel

The Board shall determine annually, in conjunction with the preparation of its annual budget, the extent of the funds it will provide for member reimbursement to attend allowable conferences/meetings. The maximum amount each member may incur on an annual basis for out-of-town travel will be determined annually and will not include travel when the Board Member is the official representative of the Board. Additional professional development opportunities or other Board-related business for members may be approved by the Board chairperson. In no event, however, shall such action cause the Board to exceed its annual travel budget.

See also:

Board Policy BBBC Board Member Development Opportunities

Board Training

O.C.G.A. § 20-2-2072 and SBOE Rule 160-4-9-06 require members of locally-approved nonprofit charter school governing Boards to participate in nine (9) hours of annual training, with six (6) additional hours of training for new governing Board Members and members of newly approved charter schools during the first year after their approval. The training must include certain topics and be conducted by a State Board of Education (SBOE) – approved provider.

See also:

<https://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Committee%20Members/new%20-%20Training%2c%20Ethics%2c%20and%20COI%20Policy%20Requirements%20for%20Locally-Approved%20Charter%20School%20Boards%20-%202017-04-18.pdf>

Simbli – Online Policy Manual

The Atlanta Board of Education uses a governance tool that integrates modules to help maximize productivity, bringing together meetings, planning, policies and evaluations into one Board management software solution. Simbli allows for documents to align with each other for clear and concise information. This tool assists the ABOE to redefine Board governance to effectively communicate internally and externally with all stakeholders.

See also:

<https://simbli.eboardsolutions.com/Index.aspx?S=36031014>

COMMUNITY ENGAGEMENT

The Atlanta Board of Education is committed to fostering meaningful and respectful shared communication with all City of Atlanta communities and stakeholders. The Board attends and hosts meetings to build trust, ensure stronger partnerships/collaborations, and support all students.

The Board will focus its attention on Community Meetings, City-Wide Meetings and District-wide Meetings.

See also:

Board Policy BBBA-R(1) – Board Member Duties – Community Relations
Community Engagement Guide

STAFF

Superintendent

The Superintendent of the Atlanta Public School District serves as chief executive officer for the school district and acts in a position of public trust. The Superintendent serves at the pleasure of the Board.

The Superintendent Shall

- Lead a process, in cooperation with the Board, to create the vision for the district that involves gaining input from individuals within the school system, such as administrative staff, principals, teachers, parents, and students, and individuals outside the school system, such as business people, higher education officials, social service providers, and community members. The vision includes district-wide student learning goals as well as long-range and strategic plans for meeting the goals. The vision must be formally adopted by the Board
- Develop and implement a process which engages not more than two members of the budget commission to be designated by the Board chairperson in the preparation of an annual budget that aligns the district's resources to achieve the district-wide student learning goals and district-wide academic content and performance standards and measures and to ensure that school facilities meet health and safety code requirements, and submitting it to the school Board for its adoption
- Deciding which instructional areas will receive priority attention, and maintaining the focus, and keeping school-site decisions focused, on these areas
- Work with each school's staff to define instructional objectives, design the curriculum, and engage in professional development, using student performance data as the basis for these decisions
- In partnership with the Board, track progress toward and keeping attention focused on the standards and measures that are adopted by the Board. This shall be done on a district-wide basis and on a school-by-school basis
- After adoption of policies by the Board, provide a supportive environment for quality improvement and progress for all decision makers in the district, as well as for students
- Tailor and lead the provision of assistance to the district's low-performing schools
- Hire, evaluate, and, if necessary, dismissing school system employees;
- Complete reports on district spending and student achievement on a variety of indicators, disaggregating the data by race, ethnicity, income, gender, special education, and bilingual status, as appropriate. Disseminate these reports to the Board and community, with special attention given to distributing information in a variety of ways to parents in low-performing schools
- Implement strategies to involve parents and community members in the district and to create partnerships between the district and public and private organizations
- Each year, developing, in concert with the Board, the priorities for the school system for the upcoming year; and

- Submit to the Board, as soon as practical after the end of the fiscal year, an annual report that discusses the relationship between expenditures and the annual priorities and goals of the system.

Executive Director to the Board

The Executive Director is responsible for serving as the executive administrator to the Atlanta Board of Education. The Executive Director assists the Board in accomplishing its policy goals, manages the Board Office team, and negotiating high stakes political, policy, programmatic, and development initiatives, with the ultimate goal of accomplishing the APS mission, “Through a caring culture of equity, trust, and collaboration, every student will graduate ready for college, career, and life.” The Executive Director demonstrates expertise in educational politics, human capital management, and long-term vision setting. This position reports to the Chair of the Board and, on an administrative basis, supports the full Board. Staffing includes a Community Affairs Manager and Office Administrator. Within six months of the commencement of the term and during the remainder of the term of employment, the executive director shall be a resident of the City of Atlanta.

Executive Director of Internal Audit

The Executive Director of Internal Audit directs a comprehensive internal auditing program, examining and evaluating systems of management control within the Atlanta Public Schools. The Executive Director of Internal Audit is responsible for: assessing risk; planning, recommending and implementing audit activities; directing technical and administrative audit functions; and supervising, evaluating and training assigned staff. The Executive Director provides leadership for all aspects of Atlanta Public Schools ethics, compliance and business conduct initiatives to protect and further enhance the organization’s reputation as an ethical and compliant educational system. This position reports to the Chair of the Audit committee and, on an administrative basis, to the Superintendent. Staffing includes a Director, two Lead Auditors and Office Administrator. Within six months of the commencement of the term and during the remainder of the term of employment, the executive director shall be a resident of the City of Atlanta.

General Counsel

The general counsel shall serve as the chief legal adviser to the Board and the Atlanta Public Schools. The general counsel shall be an active member of the State Bar of Georgia and shall have had at least ten years’ experience in the active practice of law. Within six months of the commencement of the term and during the remainder of the term of employment, the general counsel shall be a resident of the City of Atlanta.

See also:

Board Policy AA School District Legal Status

Board Policy BBF-R(6) Advisory Committees –Internal Audit Activity Charter

Board Policy BBE School Board Attorney

EVALUATIONS

Superintendent

Each year, at a time determined by the Board, the Board shall meet with the Superintendent for the purpose of conducting a formal evaluation of the Superintendent. This evaluation shall result in a document stating the effectiveness of the Superintendent in the performance of his/her duties and in carrying out the goals and objectives as prescribed by the Board. This evaluation shall be based on the Superintendent evaluation form, which the Board shall have previously prescribed. The Accountability Commission of the Board is responsible for developing the evaluation tool for Board approval.

Executive Director to the Board

Each year, the Board Chair solicits input from Board Members and meets with the Executive Director for the purpose of conducting a formal evaluation. The Executive Director will submit quarterly progress-to-goal reports to the Board Chair.

Executive Director of Internal Audit

Each year, the Audit Committee shall meet with the Executive Director of Internal Audit for the purpose of conducting a formal evaluation.

See also:

Policy BBD Board-School Superintendent Relations

BOARD AFFILIATIONS

Council of the Great City Schools

Council of the Great City Schools serves as the national voice of urban educators, providing ways to share promising practices and address common concerns.

Georgia School Boards Association

Georgia School Boards Association's mission is to provide educational leadership, services, and support to local Boards of Education, and to represent their collective resolve in the governance of public education.

National School Boards Association

The National School Boards Association (NSBA) is a federation of state associations and the U.S. territory of the Virgin Islands that represent locally elected school Board officials serving approximately 51 million public school students regardless of their disability, ethnicity, socio-economic status or citizenship. Working with and through our state association members, NSBA advocates for equity and excellence in public education through school Board leadership. NSBA's Council of Urban Boards of Education (CUBE) is the urban arm of NSBA's National Affiliate program and provides each of its members a unique voice in the national policy arena.

See also:

<https://www.cgcs.org/>

<https://gsba.com/>

<https://www.nsba.org/>

BOARD MEETINGS

All meetings of the Atlanta Board of Education shall be open to the public. The public will be given limited time to voice opinions or describe problems, as provided herein. All actions of the Board shall be taken in open session, and the deliberations leading to the Board action shall likewise be conducted openly, except in those instances where closed sessions are authorized by law. Since the Board exists as an entity, its business can be transacted only in regularly called “regular Board meetings” and specially called “special Board meetings.” Meetings of the Board shall be scheduled and conducted in accordance with the provisions herein.

Agenda Setting

On a monthly basis and prior to the regularly scheduled Board Meeting, Board Officers meet with the administration to set the agenda. The chair presides over agenda-setting, and in the Chair’s absence, the Vice-Chair will lead the meeting.

Only the following individuals are present for the meeting: Chair, Vice Chair, Superintendent, Board Executive Director, General Counsel, Chief of Staff, Special Assistant to the Superintendent, Senior Policy and Governance Director and the Administrative Manager to the Superintendent.

Agenda-setting for Committee Meetings is conducted with the Committee Chair, Board Executive Director and appropriate members of the Superintendent’s Cabinet.

Regular Meetings

The regular monthly meetings of the Board shall include a work session for presentations and discussion, a community meeting and a legislative meeting.

Community Meetings

The monthly community meeting provides an opportunity for the Board to receive input from community members regarding policy issues, the educational program, or any other aspect of APS business except confidential personnel issues. The community meeting or special meetings may also be used as a public forum to address controversial issues or matters of deep community concern. The chairperson may delegate the responsibility for chairing community meetings to other Board Members.

Legislative Meetings

During the monthly legislative meeting, the Board may receive presentations by the Superintendent and take action on any other recommendations made by the Superintendent. The Board may also take action on Board-initiated resolutions and any other actions required by law.

Organizational Meetings

At the first regular meeting of the Board in January following each regular election, the Board shall organize, take and subscribe before a judge of the Superior Court the oath prescribed in the charter. During the first regular meeting in January of even-numbered years, the Board will hold an organizational meeting to elect its officers for a term of two years. The organizational meeting shall immediately precede the convening of the regular monthly Board meeting.

Special Called Meetings

Special meetings of the Board may be called by the chairperson whenever he/she deems it necessary or at the request of three (3) or more members. Only business specifically noticed shall be conducted at a special meeting.

Emergency meetings are special meetings and may be called when special circumstances occur in a manner consistent with the Georgia Open Meetings Act.

Executive Sessions

All meetings of the Board shall be open to the public. However, the Board may hold executive sessions in accordance with state law. Executive sessions shall not exclude the Superintendent unless a discussion of the Superintendent is the subject of the executive session.

The Board may enter into executive session upon a majority vote of the Board present and voting for the following reasons:

1. To review an appeal from a Student Disciplinary Tribunal [Hearing Officer, Panel] (O.C.G.A. § 20-2-757);

- 2.To consider a matter involving the disclosure of personally identifiable information from a student’s educational records (20 U.S.C. §1232g.);
- 3.To discuss matters of real estate (O.C.G.A. § 50-14-3(b)(1));
- 4.To discuss or deliberate upon the appointment, employment, compensation, hiring, disciplinary action, dismissal, periodic evaluation, or rating of a public officer or employee (O.C.G.A. § 50-14-3(6));
- 5.To consult and meet with legal counsel pertaining to pending or potential litigation, settlement, claims, administrative proceedings, or other judicial actions brought, or to be brought, by or against the school district or an officer or employee, or in which an officer or employee may be directly involved (O.C.G.A. §50-14-2).

Board Recognition and Presentation Protocol

In 2018, the Atlanta Board of Education created opportunities for Board Members to recognize stakeholders and/or partners and select a presentation during monthly Board meetings.

Protocol for Monthly Board Recognition and Presentation

- The Chair assigns each Board Member monthly meetings on a rotating basis, during which they may request a presentation on a topic of interest, and also to present special recognition.
- A Board Member is granted 2-3 minutes to recognize an individual or group from community, schools, businesses, and/or clergy who are positively impacting the District. A Board Member will notify the Board’s Executive Director of their choice for recognition at least one month prior to the monthly meeting. Board Members are required to make initial contact with recognized persons. The Board Office will follow up with person or group being recognized.
- A Board Member will notify the Board’s Executive Director of their presentation request at least one (1) month in advance. Topics of interest, including expected outcomes, should be shared with the Board’s Executive Director to be communicated to all appropriate parties. Board Members are responsible for reviewing the Annual Planning Agenda to ensure the requested presentation is not already scheduled. *The Annual Planning Agenda is available on Simbli.*

See also:

Board Policy BC Board Meetings
Board Policy BH Board Code of Ethics
Board Policy BC-R(1) Public Comment

GLOSSARY

Terms and Abbreviations

Americans with Disabilities Act (ADA) - A civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else.

Assessment – A term used to describe the collection of information about student performance from multiple and diverse sources. Assessments can be formative or summative; and formal or informal.

At Risk –An at-risk student is a student with specific needs that may hinder academic achievement, graduation, or ability to successfully transition to college or career opportunities. The Georgia Department of Education is committed to provide Local Education Agencies (LEAs), parents, and students with a comprehensive set of resources and interventions to support the needs of students at-risk of not being successful in school. Students may need support in any of the following areas

- Academic
- Social/Emotional
- Behavior/Health/Physical
- Graduation/Advisement/Advocacy

APS Insights – The data website for Atlanta Public Schools

Behavior Intervention Plan- A plan developed for students who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as number of correct words read per minute (reading fluency).

College and Career Ready Performance Index (CCRPI) - CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

Common Core Georgia Performance Standards – Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. These standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Are informed by other top performing countries, so that all student are prepared to succeed in our global economy and society; and
- Are evidence based

English Learner (EL) – (formerly English Language Learner, ELL) Refers to students whose first language is other than English and whose command of English is limited. The term is sometimes used interchangeably with Limited English Proficient (LEP).

English to Speakers of Other Languages (ESOL) Program - A federally mandated instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985). The purpose of the ESOL language program is to provide English language development instruction and language support services to identified K-12 English Learners in Atlanta Public Schools for the purpose of increasing their English language proficiency and academic achievement.

Equity - The quality or ideal of being just and fair, regardless of economic, social, cultural, and human differences among and between persons. We believe that achieving equity requires strategic decision-making to remedy opportunity and learning gaps and create a barrier-free environment, which enables all students to graduate ready for college and career. The aim of equity is to provide students with additional and differentiated resources based on their educational needs.

Goals - Policy statements that are SMART, that are student outcomes focused, and that describe the Board’s top priorities during the timeline for which they are adopted. The first priority for resource allocation in the district should be toward achieving the Board’s goals. Once those allocations are complete, remaining resources may be allocated in a manner that addresses the additional needs and obligations of the district. Goals generally are set for a three to five year period. Goals generally take the form of “student outcome will increase from X to Y by Z.”

Guardrail - An operational action or class of actions, usually strategic not tactical, the Superintendent may not use or allow in pursuit of the district’s student outcome goals. Guardrails are based on the community’s values and are aligned with the vision and goals.

Guardrail Monitoring- Time invested by the Board in reviewing, discussing, and/or accepting/not accepting guardrail monitoring reports.

Guardrail Setting - Time invested by the Board in reviewing, discussing, and/or selecting guardrails.

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. It is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a student with a disability.

Inputs - Resources and activities invested in a particular program or strategy that are usually knowable at the beginning of a cycle and that are a measure of effort applied.

Interim Goals- A measure of progress toward a defined goal that can be expressed as a number or percentage.

Interim Guardrail - A measure of progress toward a defined guardrail that can be expressed as a number or percentage.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques and include progress monitoring.

Lexile – (also known as the Lexile Score or Lexile Measure) a standard score that matches a student’s reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between BR (for Beginning Reader) and 1700.

Mobility - The Governor’s Office of Student Achievement (GOSA) publishes mobility rates for Georgia public schools. The GOSA mobility rate, also known as the churn rate, counts the total number of student moving in or out of a school between October 1 and May 1, and divides by the total number of students enrolled on the first Tuesday in October.

Monitoring - A Board process that includes the Board receiving monitoring reports on the timeline indicated by the monitoring calendar, discussing them, and choosing to accept or not accept them. The intention of monitoring is to determine whether reality matches the Board’s goals / guardrails.

Monitoring Calendar - A Board-adopted multi-year schedule that describes months during which goals, interim goals, guardrails, and interim guardrails are reported to the Board.

Monitoring Report - A report that provides evidence of progress to the Board regarding their adopted goals and guardrails. Each monitoring report must contain 1) the goal/guardrail being monitored, 2) the interim goals/guardrails showing the previous three reporting periods, the current reporting period, and the annual and ending point numbers/percentages, 3) the Superintendent's evaluation of performance (“red/yellow/green” or “on track/partially off/off track” or “compliant/partially compliant/non-compliant” or whatever other status labels the district uses for progress monitoring), and 4) supporting documentation that shows the evidence and describes any needed next steps.

Outcomes - The impact of the program or strategy that is usually knowable at the end of a cycle and that is a measure of the effect on the intended beneficiary.

Outputs - The result of a particular set of inputs that is usually knowable in the midst of a cycle and that is a measure of the implementation of the program or strategy.

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

School Climate – Refers to the quality and character of school life. It is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Results from the Georgia Student Health Survey 2.0, the Georgia School Personnel Survey, and the Georgia Parent Survey that measure student, teacher, and parent perceptions of a school's climate.

Social Emotional Learning (SEL) - the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes, to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2020).

Standardized Tests – Tests used by the State of Georgia to measure student achievement.

Student Outcomes - A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Student outcomes are distinct from adult outcomes.

Student Outputs - The student experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the students' role in the implementation of the program or strategy. Student outputs are distinct from adult outputs.

Targeted Universalism - Setting universal goals and using targeted processes to achieve those goals. Within a targeted universalism framework, an organization sets universal goals for all groups concerned. Targeted strategies are then developed to achieve those goals for different groups—based on how different groups are situated within structures, culture, and across geographies—in relation to the universal goal.

Title I - The first section of the Elementary and Secondary Education Act refers to programs aimed at America's most disadvantaged students. It provides assistance to improve the education of children in high-poverty schools, enabling those children to meet state academic content and performance standards.

Title I School - If the number of low-income students is above 40 percent, the schools may use Title I funds to create a school wide program to improve achievement, thereby serving all

children in the school. If it is below 40 percent, the school must target its assistance to the lowest-achieving students.

Universal Screening – A process of assessing student performance, typically three times per year, to determine the students who are at risk for learning or behavioral difficulties. Universal screeners are a part of the response to intervention process, which involves a strategic approach to providing tiered, evidenced-based strategies for students who are at risk for falling below grade-level expectations. Universal screeners are the first step in identifying those students who may need additional interventions for academics and/or behavior.

See also:

Board Policy BBBB – Equity

<http://archives.gadoe.org/DMGetDocument.aspx/Chapter%201%20Glossary%20of%20Commonly%20Used%20Terms.pdf?p=6CC6799F8C1371F635295FD9851D25F62305F3E9D531B09C505C942B93756E5C&Type=D>

<https://www.atlantapublicschools.us/Page/10177>

<https://www.atlantapublicschools.us/domain/11573>

<https://www.gadoe.org/CCRPI/Pages/default.aspx>

<https://apsinsights.org/2020/02/07/mobility-rates-2019/>

<https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/10223/2018%20APS%20Climate%20Star.pdf>

<https://schoolclimate.org/school-climate/>

<https://apsinsights.org/>

<https://www.atlantapublicschools.us/domain/8406>