

School Level Governance Decision-Making Matrix				
System Name: Atlanta Public Schools	Minimum LSGT Authority	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE	How: When a vacancy exists for principal, the LSGT will interview a pool of qualified candidates and narrow the pool down to three potential candidates. For each of the three candidates, the LSGT will note strengths, weaknesses, and any concerns. The LSGT will also make a recommendation for its preferred candidate to the Superintendent. The Superintendent will consider this recommendation in making the ultimate hiring decision from the pool of three candidates. When: Beginning of Charter Term Year 1 for all elected and trained LSGTs.	1) Provide annual feedback on principal's performance for incorporation into the evaluation of the principal; 2) Receive reporting on staffing patterns, vacancies, and teacher retention to inform school strategic plan as it relates to hiring. 3) Input into preferred qualifications for principal and for staff positions created through the school-based solutions process.	1) How: LSGTs will annually assess the principal on the principal's performance in relation to LKES Standards 2 and 8 for incorporation into the LKES evaluation by the associate superintendent. When: Charter Term Year 1. 2) How: LSGTs will receive information on staffing patterns to inform the school strategic improvement planning process as well as the school-based solutions process in order to craft school-based solutions customized for their school's personnel needs. When: Charter Term Year 1. 3) How: LSGTs will create a list of preferred qualifications for newly created staff positions aligned with the school improvement plan/strategic plan created through the school-based solutions process. When: Charter Term Year 1. 4) How: LSGTs will have input into the selection of professional development opportunities for staff aligned to school improvement plan/strategic plan and secured through the school-based solutions process. When: Charter Term Year 1.

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<p>Financial Decisions and Resource Allocation</p>	<p>LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs</p>	<p>How: LSGTs shall receive budget and finance training. LSGTs will then participate in the budget and resource allocation process by making recommendations for use of discretionary school funds aligned to the school improvement plan/strategic plan and to support approved LSGT school-based solutions for implementation. When: Charter Term Year 1.</p>	<p>1) Develop and manage requests for funding to support approved LSGT school-based solutions; 2) Monitor use of funds received to support approved LSGT school-based solutions; 3) Monitor school budget; 4) Form standing Budget and Resource Allocation Committee for LSGT.</p>	<p>1)-2) How: After the LSGT develops and receives approval for school-based solutions aligned to their school strategic improvement plan, the LSGT will develop requests for funding and implementation support from allotted charter system funds. After receipt of charter system funds to support approved school-based solutions, the LSGT will monitor usage of those funds. When: Charter Term Year 1. 3)-4) How: The LSGT will monitor the school's annual budget through use of a standing Budget and Resource Allocation Committee and periodic reporting by the Principal. When: Charter Term Year 1.</p>
<p>Curriculum and Instruction</p>	<p>LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract</p>	<p>How: LSGTs will complete a school strategic improvement plan that aligns with their cluster plan (pre-Charter system preparation). After completion of the school strategic improvement plan, LSGTs will make recommendations through the school-based solutions process to customize curriculum and accompanying materials to meet the school's strategic goals. When: Charter Term Year 1.</p>	<p>1) Approval of instructional delivery innovations that require a waiver; 2) Approval of instructional programs and materials consistent with innovations; 3) Approval of new courses and subjects; 4) LSGTs will have additional authority through the school-based solutions process over: graduation requirements, opportunities for student acceleration/remediation, and other Curriculum and Instruction related solutions; 5) Receive information on student achievement results and the implementation of innovations; 6) Align school's curriculum offerings and modes of delivery to cluster theme.</p>	<p>1)-4) How: After the LSGT develops its school strategic improvement plan, it will develop and vote on recommendations to implement curriculum and instruction based innovations through the school-based solutions process. When: Charter Term Year 1. 5) How: The LSGT will receive periodic reporting on student academic performance and the implementation of LSGT-approved innovations and school-based solutions. When: Charter Term Year 1. 6) How: During the LSGT's strategic planning process, the LSGT will create a school improvement plan/strategic plan that aligns the school's curriculum and instruction to the cluster strategic plan. When: Planning Year and Charter Term Year 1.</p>

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<p>Establishing and monitoring the achievement of school improvement goals</p>	<p>LSGTs shall approve the school improvement plan and provide oversight of its implementation</p>	<p>How: The LSGTs will be elected and trained before entering a school strategic improvement planning process (incorporating aspects of both the school improvement planning process along with a proactive, forward-centered strategic planning process). The LSGT will then approve the plan, which will last for three years, and monitor its implementation on a regular basis. The plan will be updated annually every summer. When: Planning Year-Charter Term Year 1.</p>	<p>1) LSGT development and approval of innovations aligned with the school strategic improvement plan that would traditionally require a waiver of state law; 2) Receive reports from the principal on implementation of school improvement initiatives and progress towards school improvement goals.</p>	<p>1) How: After completion and approval of the school strategic improvement plan, the LSGT will develop and vote on school-based solutions aligned with their strategic improvement plan. When: Charter Term Year 1. 2) How: The LSGT will receive periodic reporting from the Principal. When: Charter Term Year 1.</p>
<p>School Operations</p>	<p>LSGTs shall have input into school operations that are consistent with school improvement and charter goals</p>	<p>How: After the LSGT concludes its strategic school improvement planning process, it will develop and approve school-based solutions that implicate school operations consistent with the school strategic plan. When: Charter Term Year 1.</p>	<p>1) Develop school-community communication strategies and create Parent & Community engagement plan; 2) Provide input on School Board policies and district-wide initiatives under public review to share at Cluster Advisory Team meetings; 3) Provide input and recommendations on school system calendar to share at Cluster Advisory Team meetings. 4) Provide input into dress codes.</p>	<p>1) How: The LSGT will work on an engagement plan alongside their strategic planning efforts and throughout the school year to increase LSGT interaction with its stakeholders. When: Planning and Charter Term Year 1; 2)-3) How: LSGTs will weigh in on district-wide initiatives and communicate their suggestions through the LSGT representative on the Cluster Advisory Team. When: Planning Year and Charter Term Year 1; 4) How: After conclusion of the strategic planning process, the LSGT will propose operational innovations through the school-based solutions process. When: Charter Term Year 1; 5) How: During the strategic planning process, LSGTs can adopt student dress codes and student handbooks. When: Charter Term Year 1.</p>
<p>*The LBOE retains its constitutional authority</p>				