



CHARTER SCHOOL GOVERNANCE BOARD ORIENTATION

AUGUST 2017



Today's Topics

1. Overview of DCSD Chartering Approaches
2. Governance Theory
3. Charter Law
4. Performance Assessments
5. Financial and Personnel Matters
6. Monitoring and Enforcement
1. State Compliance
1. Observation Process
1. Best Practices



DCSD CHARTERING APPROACHES



What is a Charter School?



A charter school is a public school that operates according to the terms of a five year charter, or contract, that:

1. has been approved by a local board of education (LEA) and the State Board of Education, and
2. is held accountable for meeting the performance-based objectives specified in the charter.

PURPOSE – to improve student achievement through educational and/or organizational innovation

DCSD is intentional about charter selection

1. To provide high quality, innovative and standards based opportunities for students

Requires Quality Authorizing Processes

2. To replicate successful practices throughout the system, thus accelerating student learning

Requires Effective Monitoring Practices and Avenues for Innovation Diffusion

Good Authorizer/Governing Board communications is key

GOVERNING BOARD TO DCSD

- Changes to Articles of Incorporation or Bylaws
 - Changes in key personnel
 - Safety issues
 - Transportation issues
 - Unanticipated financial difficulties
 - Enrollment issues
 - Legal issues
 - Facility Additions or Reductions
 - General Questions
- finances
 - Changes in Key Personnel
 - Emergency Notifications
 - Legal Actions
 - Important Deadlines

DCSD TO GOVERNING BOARD

- Changes in District policy or



GOVERNANCE THEORY

Governing Boards are limited

- Law
- Contract
- Community
- Practicality

Authority
Limits



GB Authority is not complete or unlimited



...making decisions about “something”

- Financial
- Resource Allocation
- Personnel
- Curriculum and Instruction
- School Improvement Goals
- School Operations

Authority Areas



“...a body that has authority”

The GB Group speaks with “One Voice” or not at all

Individuals
have no
authority

Conflict must
be concept
centered and
constructive

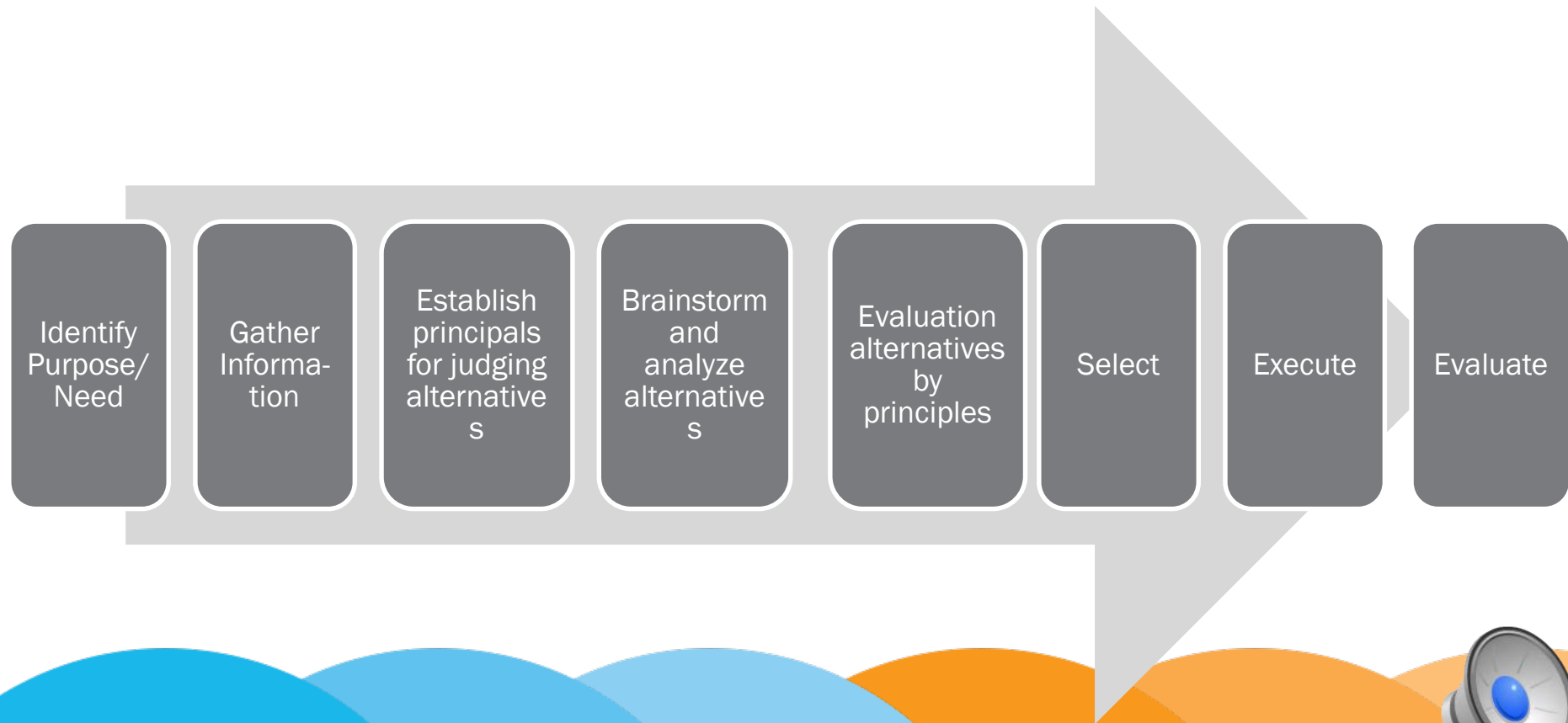
When a
decision is
made, all
members must
respect it

Decisions can
only be
changed by
the entire GB

The GB authority is delegated by DBOE.



There are many decision making models

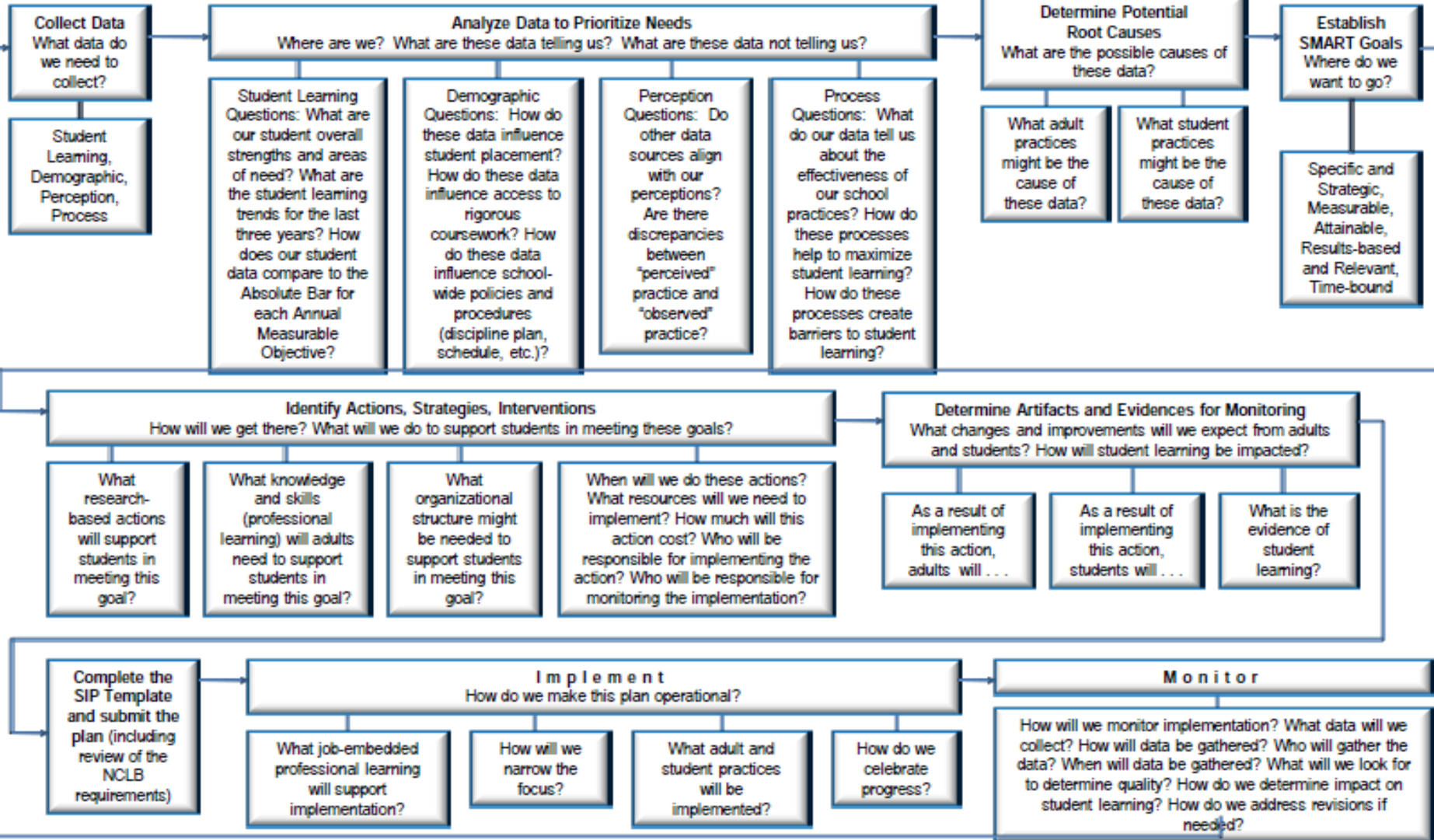


There are many Decision Making Models



Borrowed from GADOE Title I

School Improvement Process



Governance is not Management

MANAGEMENT

Responsibility is to **LEAD** and **MAKE** the school perform

Executing –

“How will we meet our goal?”



BOARD

Responsibility is to **ENSURE** the school performs.

Ensuring –

“What is the goal?”

“How well are we meeting the goal?”



We can identify a strong GB by their questions



Vision -

What is success for our school?



Process Driven -

How do we achieve success?



Collaborative

Who/what should manage the steps toward success?



Analytical -

Does the data measure success or failure?



Transparent -

How can we improve?

Academic and Organizational Improvement



Governance Theory is impactful

The GB needs to agree on the scope of the work, protocols, and the process for decision making.

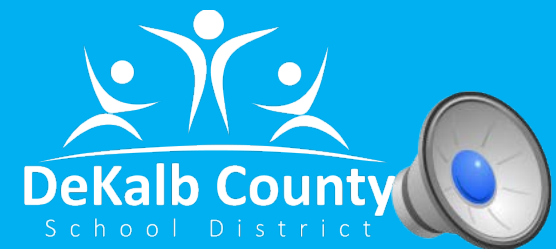
The GB is not a group of individuals.

Principals and members will come and go; the GB remains.

The GB works for two bosses: The GB spends the monies of the taxpayer to educate the children of the community.

**All members
must speak
with one voice.**

CHARTER LAW




Be aware of these primary sources

1. O.C.G.A. TITLE 20 EDUCATION, Chapter 2. Elementary and Secondary Education, Article 31, Charter Schools Act of 1998
2. GADOE Rule 160-4-9-.04 Charter Schools.
3. Guidance to Accompany Charter Schools Rule

2017 Charter Law Amendments



- Added requirement for the State Board of Education and the State Charter Schools Commission (SCSC) to jointly establish a code of principles and standards of high-quality charter school authorizing, to provide for the training of State Board staff and local board members on these principles and standards, as well as for an annual independent review of local boards for adherence to the principles and standards of high-quality charter school authorizing practices.
 - Allows locally-approved charter schools to petition the State Charter Schools Commission (SCSC) for authorization if the local board of education fails to meet the principles and standards of charter school authorizing established by the State Board of Education and the SCSC for two (2) consecutive years.
 - Added requirement that local charter schools must certify all data collected for QBE funding purposes, including enrollment data and certified personnel information, prior to a local board of education submitting the data to the State Board.
 - Added requirement for local school systems to distribute to each local charter school the proportionate amount of federal funds for which a school is eligible under each federal program, or to provide in-kind services to the school upon agreement between the parties.
 - Added requirement for local boards of education to post on the websites the calculation of earnings for each local charter school, including federal funds.
 - Allows for the termination of a charter school contract if the local board of education fails to meet the principles and standards of high-quality charter school authorizing for two (2) consecutive years and the SCSC approves the transfer of the charter school's authorization to the Commission.
 - Added the definition of "Unused Facility" and provides for an annual facilities grant for local charter schools, state chartered special schools, and state charter schools.
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Governing Boards are limited

By Federal Law

- All federal programs
- ESSA
- IDEA
- All civil rights laws
- Due Process
- Health and Safety

By DCSD

- The Letter of Assurances

By State Law

- Charter Schools Act of 1998
- State Board of Education
Charter Schools Rule
- Shall Not Charge Tuition
- Unlawful Conduct in or near a
Public School
- Reporting Requirements
- Brief Period of Quiet Reflection
- Open and Public Meetings
- Inspection of Public Records

DCSD Department Guide for Charter School Interactions

- 1. Full In-Kind Departments**
- 2. Partial In-Kind Departments**
- 3. Optional Departments**
- 4. Restricted Departments**

	DCSD WILL:	THE CHARTER SCHOOL WILL:
Budget Allocations	<ul style="list-style-type: none"> • No Action: This department does not directly allocate to schools. 	<ul style="list-style-type: none"> • Allocate dollars to meet school and student needs
Resource Allocations	<ul style="list-style-type: none"> • Provide Communications resources and training as needed to ensure charter understands protocols in emergency situations and for Media Relations 	<ul style="list-style-type: none"> • Hire appropriate personnel in the area of Communications • Require personnel to use related resources in a responsible manner and in alignment with DCSD expectations • Follow the emergency notification protocols and Media Relations protocols
Services	<ul style="list-style-type: none"> • Include charter school employees in any related District training programs • Provide guidance to charter staff in the event of emergency communications • Include charter information in District reports and general informational notifications to the public • Include charter schools in District notifications to the community 	<ul style="list-style-type: none"> • Attend any District trainings • Follow all District emergency communications protocols • Include the District in community notifications as appropriate
Monitoring Practices	<ul style="list-style-type: none"> • Communicate to charter school personnel using DCSD protocols • Monitor complaints from community members and document school responsiveness 	<ul style="list-style-type: none"> • Communicate to Communications personnel using DCSD protocols • Cooperate with the District to resolve concerns from parents, school or District staff • Participate in the annual DCSD department survey • Inform Communications personnel of any concerns in the Communications area • Provide feedback on District operations in a timely manner
Enforcement Practices	<ul style="list-style-type: none"> • Require immediate mandatory remediation in cases of serious violations such as inaccurate or incomplete information being distributed by the charter • Participate in the annual Charter Compliance Survey. This is used to share compliance performance via an annual report. These reports will contain Commendations, Suggested Improvements and 	<ul style="list-style-type: none"> • Cooperate fully with mandatory DCSD directives, policies and practices • Ensure that all emergency contact information shared with the District, local safety officials and the state is current and correct • Participate in the Department Service Survey. This is used to document department performance via an annual report.

DCSD Mandated Program Departments

Full In Kind Departments

Division	Departments
Superintendent's Office	<ul style="list-style-type: none"> • Board of Education • Superintendent • Charter Schools, School Governance, & Flexibility Office
Academics and Accountability	<ul style="list-style-type: none"> • Federal Programs • Title II • Professional Development <ul style="list-style-type: none"> ○ Mandated training • Exceptional Education <ul style="list-style-type: none"> ○ Special Education ○ GLRSGNETS • School Scheduling • Assessments <ul style="list-style-type: none"> ○ Testing ○ SLOs ○ Data Access
Information Technology	<ul style="list-style-type: none"> • Management Information Systems <ul style="list-style-type: none"> ○ Student Accounting/ SIS ○ Infinite Campus ○ School Scheduling • Enterprise <ul style="list-style-type: none"> ○ User Provisioning (GADOE accounts, Infinite Campus, Email) • Records
Operations	<ul style="list-style-type: none"> • School Safety Plans
Student Support & Intervention	<ul style="list-style-type: none"> • ELL • Public Safety • Student Relations • Support Services • Nursing • Student Advancement • 504, RtI, IEP/REP, SST

Partial In Kind Departments

Division	Functions
Superintendent's Office	<ul style="list-style-type: none"> ▪ Regional Superintendents
Communications and Community Relations	<ul style="list-style-type: none"> ○ Emergencies ○ Community Notifications ○ Media Relations
Academics and Accountability	<ul style="list-style-type: none"> ▪ Professional Learning (mandated)
Finance	<ul style="list-style-type: none"> ▪ Budget Department <ul style="list-style-type: none"> ○ Annual Budget ○ Review Annual Audit ▪ Accounting <ul style="list-style-type: none"> ○ Monthly Wires ▪ Purchasing (Title I only) ▪ School Allotments
Human Capital Management	<ul style="list-style-type: none"> ▪ Certification compliance and notifications ▪ Background checks ▪ Employment Services <ul style="list-style-type: none"> ○ Use of PATS (online job posting) ○ Classified Personnel Information Reports ○ TKES/LKES
Information Technology	<ul style="list-style-type: none"> ▪ Information Systems <ul style="list-style-type: none"> ○ Access ○ Training ○ Support ○ Scheduling ○ Records Retention ○ Data Entry ○ State Reporting ▪ Instructional Technology (mandated assessments) <ul style="list-style-type: none"> ○ Access ○ Training ○ Support ▪ Enterprise Systems <ul style="list-style-type: none"> ○ School Safety ○ GADE access ○ Emergency notification systems
Operations	<ul style="list-style-type: none"> ▪ Facilities Management <ul style="list-style-type: none"> ○ District approval and signatures for building and construction, and/or inspections ○ Forecast & Planning ▪ Warehouse Operations ▪ Purchase Surplus District furniture
Student Support & Intervention	<ul style="list-style-type: none"> ▪ Student Advancement <ul style="list-style-type: none"> ○ Career Technology & Agriculture (Perkins)

PERFORMANCE ASSESSMENTS



DCSD is required to assess charters

- 1. Review and act on local charter school petitions;**
- 2. Enforce clear expectations for, and ensure achievement of, performance goals set forth in the charters;**
- 3. Review annual budgets for local charter schools;**
- 4. Ensure that local charter schools comply with the accountability provisions of O.C.G.A. § 20-14-30 *et seq.* and federal accountability requirements;**
- 5. Evaluate a local charter school's performance in relation to the expectations and goals set forth in the charter and take appropriate action based on this evaluation;**
- 6. Distribute applicable federal, state, and local funding to local charter schools in a timely manner and in accordance with law and ensure that funds are spent according to applicable laws, rules, policies, and guidelines, including requirements for the monitoring of the use of federal funds; and**
- 7. Ensure that the requirements of the Individuals with Disabilities Education Act (IDEA) are met. The local board must have a plan to ensure that the local system shall: (i) Serve students with disabilities attending the local charter school in the same manner as it serves all other students with disabilities in its other local schools; (ii) Provide funds to local charter schools on the same basis as it provides funds to its other local schools, including proportional distribution based on relative enrollment of children with disabilities; and (iii) Nothing in this section shall prevent a local board from providing services to students with disabilities at a central location, if that is standard practice for students with disabilities from other local schools in the local school system.**



DCSD is required to assess charters



Assess compliance with all the federal and state requirements at least weekly, sometimes daily



Assess personnel qualifications bi-annually



Assess financial practices via an annual audit



Assess academic progress annually



Assess School and Governing Board Operations thru Informal and Formal Observations

Charters are assessed academically

CCRPI: 100 points

- Academic Measures (50%): GA Milestones/EOCT, Career Pathways, Graduation Rate
- Progress Measures (40%): Student Growth Percentiles
- Achievement Gap (10%): Progress of lowest 25%; delta from state average
- Challenge Points (10%): ED/EL/SWD or Exceeding the Bar Innovations
- (Financial and School Climate FYI Only)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>



Charters must “Beat The Odds”

Performs as well or better than all “similar schools” in Georgia

Student-based Factors

% African American

% Students with Disabilities

% White

% Other

% Free/Reduced Lunch

% Hispanic

% Talented and Gifted

% English Learners

% Male

School-based Factors

School Size (FTE)

Student/Teacher Ratio

School Configuration (i.e. Elem, Middle, High)

Locale Type (i.e. City, Town, Rural)

District Performance (fixed effect)



Charters are evaluated financially

Liquidity Ratio

- indicates the charter's ability to meet short term obligations.

Sustainability Ratio

- compares the amount of resources that aren't already assigned (unrestricted assets) to the average monthly expenses

Occupancy Expenses

- indicate the percentage of the charter schools' total revenue that goes toward facility costs.

Debt to Assets Ratio*

- indicates the extent the charter is reliant on debt.

*This measure was not included in the May 2009 NASCA "National Consensus Panel on Charter School Operational Quality".



FINANCIAL AND PERSONNEL MATTERS



Money for Special Education is distinguished

Monthly Special Education Adjustments

Number of SPED Teachers required in FY17	0	Number of SPED parapro required in FY17	0
DCSD FY18 Avg. Salary/Benefits for Teachers	\$77,498.00	DCSD FY18 Avg. Salary/Benefits for Parapro	\$36,628.00
divided by	1	divided by	1
12 months	12	12 months	12
<u>Subtotal SPED Teachers</u>	<u>\$6,458.17</u>	<u>Subtotal SPED Parapro</u>	<u>\$3,052.33</u>

	July	August	September	October	November	December	January	February	March	April	May	June
Anticipated # of SPED teachers in FY18 per IEPs (Anticipated # - FY17 # * monthly salary)	0	0	0	0	0	0	0	0	0	0	0	0
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Anticipated # of SPED parapro in FY18 per IEPs (Anticipated # - FY17 # * monthly salary)	1	0	0	0	0	0	0	0	0	0	0	0
	\$3,052.33	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Monthly IEP SPED costs	\$3,052.33	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
SPED costs	\$3,052.33	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



Confidential database includes several required fields

FYEAR	CYCLE	ASSIGN_SITE_CD (School code)	ASSIGN_SITE_EXT_CD (Bldg Code)	SCHOOL NAME	DCSD Employee ID	SSN	Full Name	LAST_NAME	FIRST_NAME	MID_NAME							
FYEAR	CYCLE	ASSIGN_SITE_CD (School code)	ASSIGN_SITE_EXT_CD (Bldg Code)	SCHOOL NAME	DCSD Employee ID	SSN	Full Name	LAST_NAME	FIRST_NAME	MID_NAME							
NAT_BRD_CERT	STATE INSURANCE State Plan "Y" Other Plan "O" No Plan "N"		ASSIGN_TYPE_CODE Certified "C" Classified "N"	Teacher Ind	JOB NUMBER Multiple Jobs? Add addl. rows for each job	JOB DESCRIPTOR Must align with Code Number	SUBJECT CODE NUMBER	SUBJECT DESCRIPTOR Must align with Code Number	Addtl. Duties	PERCT. OF TIME spent in each Job Code Each employee must total 100%							
CERTIFIED JOB Full Time "1.0" Half Time "0.50" etc.	CERTIFIED_SALARY Annual XX,XXX.XX	FUNDING SOURCE	CERTIFIED_DAYS	CLASSIFIED JOB Full Time "1.0" Half Time "0.50" etc.	CLASSIFIED_SALARY Annual XX,XXX.XX	CLASSIFIED_DAYS		Date of Last Fingerprinting	GA Certificate Number (teaching, provisional or clearance)2	Cert. Issue Date							
Cert. Esp. Date	CERTIFICATE TYPE	CERT LEVEL	CERT. FIELD CODE NUMBER	CERT. FIELD CODE DESCRIPTOR Must align with Code Number	JOB CODE IN CERT. FIELD In field "I" Out of field "O" No Cert "blank"		DCSD IT Access Start Date	DCSD IT Access End Date	Job FTE	Charter School Issued Email	Selected by Charter for DCSD Issued Email	DCSD Issued Email (selected personnel only)	Email 1	Email 2	Password	Charter	Notes



MONITORING AND ENFORCEMENT



<u>AREA OF RESPONSIBILITY</u>	<u>CHARTER OBLIGATIONS</u>	<u>DUE DATE</u>	<u>ACCEPTABLE EVIDENCE</u>	<u>DCSD CONTACT INFORMATION/RECEIPT</u>	✓
<i>Governance Board</i>					
<i>Financial</i>	GB Approval of Budget	July 30	Copy of Approved GB Minutes (.pdf)	Charter Office	
<i>Legal</i>	GB Approval of DCSD LOA	July 30	Copy of Signed LOA	Charter Office	
<i>Financial</i>	End of Year Statements	July 30	YTD Income/Expense Statement and Balance Sheet (.pdf)	Charter Office	
<i>School Improvement Goals</i>	Response to Compliance Report	September 15	Written Response from GB	Charter Office	
<i>Operations</i>	Non-Profit Status	August 30	Copy of Current Certificate (.pdf)	Charter Office	
<i>Operations</i>	SACS/AdvancED Certification	August 30	Copy of Current Certificate (.pdf)	Charter Office	
<i>Financial</i>	Insurance	August 30	Copy of Current Policy Coversheet (.pdf)	Charter Office	
<i>Operations</i>	Listing of Current Board Members	September 15	GB Listing Spreadsheet	Charter Office	
<i>Operations</i>	GB Approval of GADOE Report and Academic Form	September 30	Copy of Approved GB Minutes (.pdf)	Charter Office	
<i>Financial</i>	Independent Audit	October 1	Audit (.pdf)	Charter Office	

DCSD communicates to the public

- On request any time
- Included in all regular accountability reports
- Interim Compliance Report in the Spring (school website)
- GADOE Report and Audit in November (state website)
- Final State of the Charter Sector Report in January (district website)



What does this mean for your GB?

- Post your Agenda, Meetings, Summary and Minutes on line as well as your contact information
- Document two-way communication practices
- Establish a “policy book”, a chart of accounts and spending authorities
- Follow a Strategic Plan and a Decision Making Model
- Complete state training and LKES training
- Follow ALL of DCSD directives when it comes to federal programs
- ASK QUESTIONS AND OVER-COMMUNICATE

TRANSPARENCY

STATE COMPLIANCE



THE GOVERNING BOARD WEBSITE SHOULD BE IN COMPLIANCE

1. Governing Board Membership
2. Governing Board and committee meeting calendar
3. Meeting agendas for upcoming Governing Board and committee meetings
4. Meeting minutes for past Governing Board and committee meetings unless the Georgia Open Meetings Act
5. Procedure for contacting the charter school's Governing Board and most senior school administrator.
6. Any admissions application utilized by charter school and notification of enrollment and admissions procedures, including the date, time, and location of any upcoming enrollment lottery.
7. A summary or line item version of the proposed and adopted annual operating budget.
8. The school's monthly financial statements.
9. A link to the school's financial efficiency ratings published by and found on the Governor's Office of Student Achievement's website, and a link to the local school system's financial information published by and found on the Department's website.
10. The school's Charter Contract.



OBSERVATION PROCESS

THE OBSERVATION IS A PROCESS, NOT AN EVALUATION

- At least 1 observation during the School Year
- Unannounced observation using the DCSD Observation Tool
- Does not include executive session
- Feedback provided to Governing Board Chair and/or Designee
- Observation feedback shared with entire Board
- Submission of evidence due the next month



BEST PRACTICES

DON'T MAKE THESE BOARD MISTAKES

Not Keeping their Decision-Making Authority in the Forefront

When creating the agenda, remember the areas in which the Governing Board

Not Creating and Distributing an Agenda Before the Meeting

The agenda should include specific amounts of time for each item on the agenda. Having a specific agenda not only makes the meeting run smoothly, but others to know the relative importance of each item on the agenda.

Board Meetings Too Long

You may want to consider creating a consent agenda to save time, as these are items that can be dealt with quickly without discussion. If this approach is used, remember to provide Board members with reports and other information prior to the meeting so that they are well informed.

The Wrong Type of Decisions

Utilize the decision making authority areas that you have as a Charter Board. Consider writing the authority area next to each agenda item to ensure that you are informed on all areas monthly.



THANK YOU FOR YOUR
TIME

