

School Level Governance Matrix

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NOTE: PLEASE ANSWER AFFIRMATIVELY ONLY WHEN THE SYSTEM OR SCHOOLS WILL BE ABLE TO PROVIDE HARD EVIDENCE THAT THE SCHOOL GOVERNING TEAMS WILL BE INVOLVED IN SUCH DECISIONS AS INDICATED.

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Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
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An SGA may address all issues it regards as relevant so long as the resolution is consistent with federal, state, charter and Putnam County Charter School System Board Policy.

Evaluation of staff	Control over number of positions budgeted	Professional development requirements and planning for staff	Control over type of positions, qualifications, roles, and job descriptions	Completes Self-Assessment of School Keys Standards	Selection of professional development vendors and resources
Issuance of annual employment contracts from the non-profit governing board	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)	Determine whether certification will be required	Determine how the school uses the facility	Develops actions, strategies and interventions with input from teachers and principal	Manage human resources independent of the central office, including human resources policies, procedures, and handbooks
At-will employment	Establish pay scale for substitute teachers	Selection of curriculum, including any changes in curriculum as needed to improve student achievement	Other examples of resource allocation decision-making and use of waivers (enter in space below)	Sets a timeline for implementation of actions, strategies and interventions	Establish work schedules of faculty and staff (hours per day, days per year, calendars, etc.)
Control over ALL hiring decisions, transfers, promotion, demotion, lateral moves, and termination of all faculty and staff	Set budget priorities with funds received and exercise discretion over expenditure for all state and local funds, and as permissible, federal funds	Choose instructional delivery model(s)	Ensures resource allocation consistent with SGA approved school budget; approves, in whole or in part, any shift in resources allocation in excess of \$20K and less than \$50K; recommends, in whole or in part, to the superintendent any shift in resources allocation in excess of \$50K.	Sets a budget for implementing the school improvement plan	Establish experience, training, and other matters related to substitute teachers
Other examples of personnel decision-making and use of personnel waivers (enter in space below)	Manage fiscal affairs independent of the central office, including financial policies and standard operating procedures	Selection of courses and programs offered		Allocates resources for implementing the school improvement plan	Set school calendar, including length of school year, holidays, early release days, etc.
Approves selection process; endorses principal's recommendations for all instructional staff including assistant principal; approves recommendations for hiring of instructional staff.	Ensuring that the school receives all the per-pupil funding to which it is entitled and raising additional funds through fundraising efforts	Choice of textbooks, technology, and instructional materials		Holds principal accountable for implementation and timeline	Set daily/weekly school and/or class schedules, including length of school day
	Maintain a reserve fund	Establish additional graduation requirements		Evaluates success and makes revisions as needed	Select co-curricular and extracurricular activities
	Other examples of finance or budget decision-making and use of waivers (enter in space below)	Set course and credit requirements		Other examples of school improvement decision-making and use of waivers (enter in space below)	Establish after school and Saturday programs as needed

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	Approves school budget for recommendation to superintendent.	Establish seat time		Evaluates the school relative to school's goals consistent with charter.	Set enrichment and/or advisory periods as needed
		Set student technology and physical education skill requirements			Establish fieldtrips including locations, date
		Create or modify Career Pathway curricula			Set class size / student:teacher ratios
		Choose dual enrollment options			Set staff-to-student ratios for non-class times (i.e., lunch, recess, specials, transitions, etc.)
		Choose credit recovery options			Establishes school partnerships for school growth
		Utilize on-line learning platforms (e.g., Georgia Virtual School)			Selects vendors aligned with needs of the school
		Establish additional mastery level requirements for performance			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			Selects information systems (i.e., Student Information System, financial information systems)
		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)

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		Establish placement and promotion criteria			Authority over attendance policies
		Set grading and reporting policies, plans, process, schedules, and formats			Establish student code of conduct and behavior policies, plans, processes, and formats
		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
		Other examples of curriculum and instruction decision-making and use of waivers (enter in space below)			Other examples of operational decision-making and use of waivers (enter in space below)
		Approves school curriculum for recommendation to superintendent.			Develops local school actions consistent with BOE policies, goals, objectives and budget.