



Monthly Policy Update

One District. One Goal. Every Child.



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A COMMUNITY OF BELIEVERS GETTING BACK TO BASICS

Our Strength is Our Team

Atlanta's students will have effective and engaged teachers, leaders, and staff.

- Increase concentration of highly-effective teachers and leaders
- Prioritize engagement and retention for staff
- Grow and promote strong teachers, leaders, and staff

Our Responsibility Is Shared

Atlanta's students will have supportive families, communities, and partners.

- Build meaningful partnerships
- Expand Atlanta Partners for Education (APFE) impact
- Increase access and engagement for families and communities

Our System Is Efficient & Effective

Atlanta's students will have the schools and resources they need to succeed.

- Maximize facility usage for the student and community good
- Leverage data to drive strategic financial investments
- Implement sustainability initiatives

We Are Strengthening Our Instructional Core

Atlanta's students will have high-quality instruction, materials, and targeted support.

- Implement high-quality, relevant, and engaging instructional materials and professional learning in all core content areas
- Target resources towards subgroups (eg. exceptional education, English learners, economically-disadvantaged)
- Accelerate early learning

We Are Caring For Every Child

Atlanta's students will have trusted, supportive adults meeting their unique needs.

- Expand strategies that reduce chronic absenteeism and disproportionate discipline
- Implement systematic culture and climate strategies
- Increase student access to trusted and reliable adults (eg. mentors, coaches, counselors)

We Are Sparking Student Curiosity

Atlanta's students will have access to explore and expand their passions and interests.

- Promote robust arts, athletics, world language, and enrichment offerings
- Expand access to high-interest and workforce-ready offerings (e.g. career programs and pathways, advanced coursework)
- Explore specialized and innovative school models (eg. School of the Arts)



A photograph of a teacher and five students on a swing set at a playground. The teacher, a woman with short grey hair wearing a green cardigan and a patterned skirt, is standing and pushing the swings. Five students, four girls and one boy, are sitting on the swings, smiling and looking towards the camera. They are all wearing white t-shirts. The swing set has red metal arches. The background shows trees and a paved path. A red banner with white text is overlaid across the middle of the image.

Student Technology Use and Instructional Materials

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DIGITAL PRACTICES

A Response to Screen Time

Dr. Shavaun Mincey, Senior Literacy Officer &
Executive Director of Elementary Curriculum & Instruction

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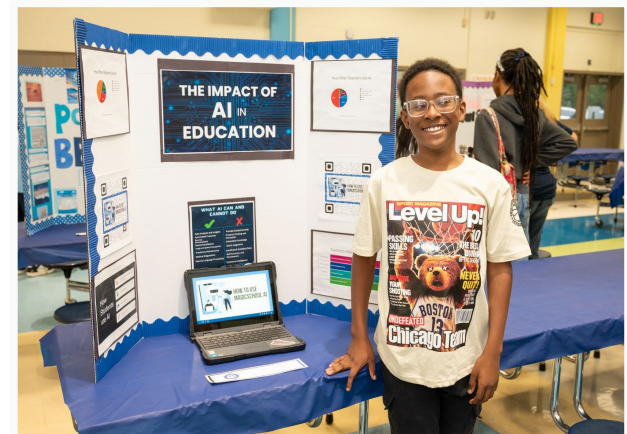


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Purpose & Belief

The evolution of digital practices in APS

THE TECHNOLOGY INTEGRATION MATRIX					
LEVELS OF TECHNOLOGY INTEGRATION ↓ CHARACTERISTICS OF THE LEARNING ENVIRONMENT	ENTRY LEVEL	ADOPTION LEVEL	ADAPTATION LEVEL	INFUSION LEVEL	TRANSFORMATION LEVEL
	Teacher begins to use technology tools to deliver curriculum content to students.	Teacher directs students in the conventional and procedural use of technology tools.	Teacher facilitates students' exploratory and independent use of technology tools.	Teacher provides the learning context and students choose the technology tools.	Teacher encourages the innovative use of technology tools to facilitate higher-order learning activities that may not be possible without technology.
ACTIVE LEARNING Students are actively engaged in using technology as a tool rather than passively receiving information.	Information passively received	Conventional, procedural use of tools	Conventional independent use of tools, some student choice and exploration	Choice of tools and regular, self-directed use	Extensive and unconventional use of tools
COLLABORATIVE LEARNING Students use technology to collaborate with others rather than working individually at all times.	Individual student use of technology tools	Collaborative use of tools in conventional ways	Collaborative use of tools, some student choice and exploration	Choice of tools and regular use for collaboration	Collaboration with peers, outside experts, and others in ways that may not be possible without technology
CONSTRUCTIVE LEARNING Students use technology to connect new information to their prior knowledge rather than passively receive information.	Information delivered to students	Guided, conventional use for building knowledge	Independent use for building knowledge, some student choice and exploration	Choice and regular use for building knowledge	Extensive and unconventional use of technology tools to build knowledge
AUTHENTIC LEARNING Students use technology to link learning activities to the world outside the instructional setting rather than working on decontextualized assignments.	Technology use unrelated to the world outside the instructional setting	Guided use in activities with some meaningful context	Independent use in activities connected to students' lives, some student choice and exploration	Choice of tools and regular use in meaningful activities	Innovative use for higher-order learning activities connected to the world beyond the instructional setting
GOAL-DIRECTED LEARNING Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Directions given; step-by-step task monitoring	Conventional and procedural use of tools to plan or monitor	Purposeful use of tools to plan and monitor, some student choice and exploration	Flexible and seamless use of tools to plan and monitor	Extensive and higher order use of tools to plan and monitor



2005 - 2019

2020

2026

Digital Practices: A Response to Screen Time

MULTIMODAL STANDARDS REQUIRE TECHNOLOGY

PK-2

I. BIG IDEA: Context (C) Students explore the relationships and roles of authors, purposes, and audiences of texts.		
STANDARD K-2.T.C.1: Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience.		
Kindergarten Expectations	1st Grade Expectations	2nd Grade Expectations
Expectations for Interpreting Texts Reading Listening Viewing	Expectations for Interpreting Texts Reading Listening Viewing	Expectations for Interpreting Texts Reading Listening Viewing
K.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.	1.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.	2.T.C.1.a Determine the general purpose and target audience in a variety of texts.
K.T.C.1.b With adult support, identify different modes of communication print, digital, auditory, and visual.	1.T.C.1.b Identify different modes of communication: print, digital, auditory, and visual.	1.T.C.1.b Recognize different modes of communication: print, digital, auditory, spoken, visual, and multimodal.
Expectations for Constructing Texts Writing Speaking Creating	Expectations for Constructing Texts Writing Speaking Creating	Expectations for Constructing Texts Writing Speaking Creating
K.T.C.1.c With adult support, create texts in various modes (e.g., print, digital, auditory, and/or visual).	1.T.C.1.c Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual).	2.T.C.1.c Choose two or more modes and create a multimodal text on a self-selected topic.

3-5

I. BIG IDEA: Context (C) Students describe the influences of purpose and audience on texts.		
STANDARD 3-5.T.C.1: Purpose & Audience Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.		
3rd Grade Expectations	4th Grade Expectations	5th Grade Expectations
Expectations for Interpreting Texts Reading Listening Viewing	Expectations for Interpreting Texts Reading Listening Viewing	Expectations for Interpreting Texts Reading Listening Viewing
3.T.C.1.a Determine the purpose (e.g., entertain, inform, persuade) and target audience of a text.	4.T.C.1.a Determine audience and explain the development of the purpose across a text.	5.T.C.1.a Determine audience and identify multiple purposes found across a text.
3.T.C.1.b Determine common text features of print, digital, auditory, spoken, and visual modes and describe how they contribute to the overall purpose and effect.	4.T.C.1.b Classify various texts by mode and describe how the mode is impacted by audiences and contributes to the overall purpose and effect.	5.T.C.1.b Classify various texts by mode and describe how the mode is impacted by audiences and contributes to the overall purpose and effect.
Expectations for Constructing Texts Writing Speaking Creating	Expectations for Constructing Texts Writing Speaking Creating	Expectations for Constructing Texts Writing Speaking Creating
3.T.C.1.c Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.	4.T.C.1.c Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.	5.T.C.1.c Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.

6-8

I. BIG IDEA: Context Students recognize influences on texts and analyze how they shape meaning.		
STANDARD 6-8.T.C.1: Purpose & Audience Analyze the impact of purpose and audience on a wide variety of texts.		
6th Grade Expectations	7th Grade Expectations	8th Grade Expectations
Expectations for Interpreting Texts Reading Listening Viewing	Expectations for Interpreting Texts Reading Listening Viewing	Expectations for Interpreting Texts Reading Listening Viewing
6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.	7.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.	8.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.
6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.	7.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.	8.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.
Expectations for Constructing Texts Writing Speaking Creating	Expectations for Constructing Texts Writing Speaking Creating	Expectations for Constructing Texts Writing Speaking Creating
6.T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience.	7.T.C.1.c Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes.	8.T.C.1.c Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes.

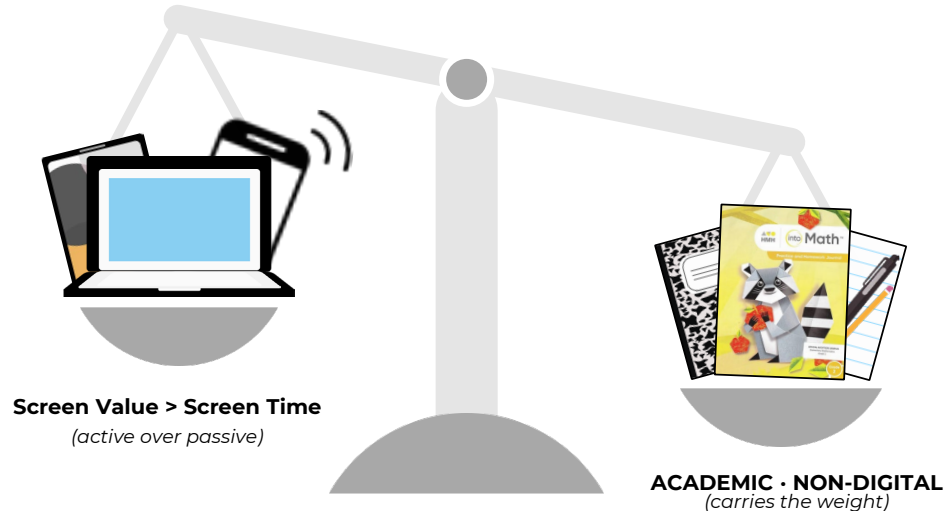
9-12

I. BIG IDEA: Context (C) Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.			
STANDARD 9-12.T.C.1: Purposes & Audiences Analyze the impact of purpose and audience on a wide variety of texts.			
9th Grade Expectations	10th Grade Expectations	11th Grade Expectations	12th Grade Expectations
Expectations for Interpreting Texts Reading Listening Viewing	Expectations for Interpreting Texts Reading Listening Viewing	Expectations for Interpreting Texts Reading Listening Viewing	Expectations for Interpreting Texts Reading Listening Viewing
9.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.	10.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.	11.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.	12.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension.
9.T.C.1.b Assess the impact of context and language on a text's reception by the audience.	10.T.C.1.b Evaluate the impact of context and language on a text's reception by the audience.	11.T.C.1.b Assess the impact of voice and tone on a text's reception by the audience.	12.T.C.1.b Evaluate the impact of voice and tone on a text's reception by the audience.
Expectations for Constructing Texts Writing Speaking Creating	Expectations for Constructing Texts Writing Speaking Creating	Expectations for Constructing Texts Writing Speaking Creating	Expectations for Constructing Texts Writing Speaking Creating
9.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.	10.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.	11.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.	12.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.

Balanced Instruction

Teacher-led instruction with intentional technology

Screen Value is a framework for evaluating the quality and purpose of digital device use in learning, distinguishing between high-value use that promotes active, higher-order thinking and low-value use that reflects passive engagement. It differs from “screen time,” which measures duration rather than instructional intent or cognitive demand.



Instructional Integrity: Tech serves the task, not the other way around.

"Both/And": Technology undergirds our plans but never replaces the live, human teacher. It requires critical thinking, not just content consumption.

Active vs. Passive: Learning that requires critical thinking, not just content consumption.

What's Already in Place

DEVICE MANAGEMENT & MONITORING



Intentional Deployment:

Moving away from mandatory 1:1 take-home device requirements for Kindergarten and 1st Grade students.



Family Empowerment:

Providing K-1 families with a clear, accessible "Opt-Out" choice for taking devices home.



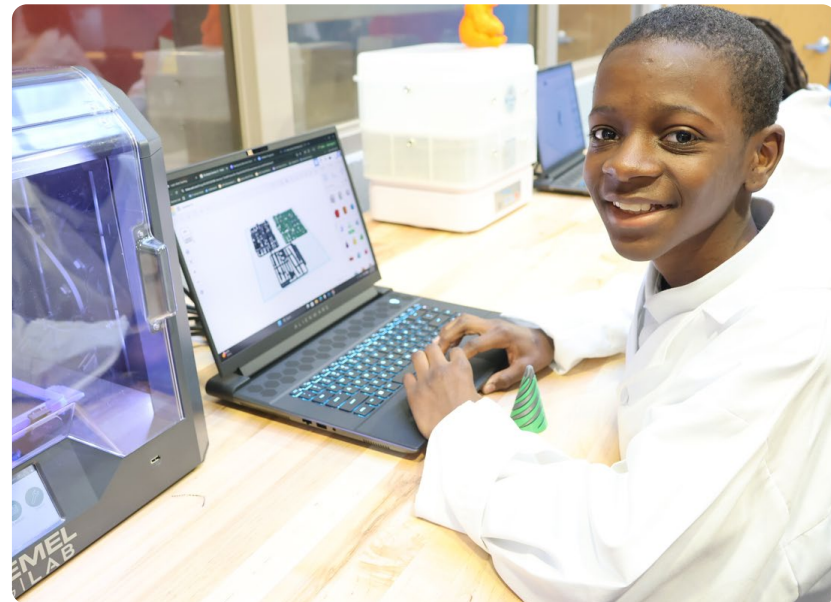
Platform Monitoring:

Utilizing robust student safety and device management systems, such as Securly, to monitor student activity, support responsible digital use, and help ensure a safe learning environment.



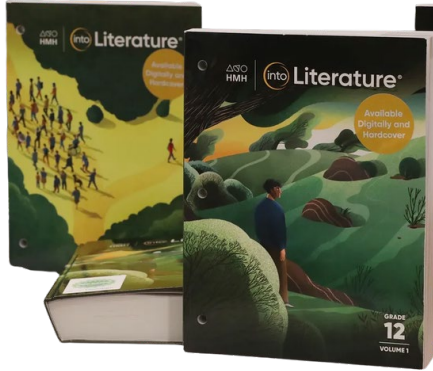
Digital Citizenship:

Actively teaching students the value and responsibility of digital integration in a modern world.



Instructional Framework

Our instructional framework promotes balanced technology use as we continue to adopt and expand physical textbooks across content areas



APS K-12 INSTRUCTIONAL FRAMEWORK

A unified and coherent districtwide framework that aligns instructional practice with organizational design to build foundational skills and prepare students for future success.

	ENGAGE Spark Curiosity, Build Purpose 15%	EXPLICIT INSTRUCTION Clarify, Model, Practice 35%	APPLY & ASSESS Practice Purposefully, Check Understanding 40%	SELF-REFLECT Practice, Process, Progress 10%
WHY	Engagement builds relevance, curiosity, and focus. Students who connect emotionally and cognitively are more likely to participate, think deeply, and persist through challenges.	Explicit instruction provides clarity, structure, and purposeful guidance. Modeling thinking and scaffolding practice minimizes confusion, promotes equity, and builds confidence for all learners.	Application and assessment turn knowledge into action. When students practice in meaningful contexts, they deepen understanding. Thoughtful feedback guides instruction and keeps learning student-centered.	Self-reflection helps learners assess how they think, work, and improve. Recognizing strengths and challenges builds metacognitive awareness, motivation, and ownership of learning.
WHAT	- Spark engagement with a compelling emotional and cognitive experience - Connect new learning to prior knowledge and familiar contexts - Foster a safe, inclusive space for students to share their thinking - Highlight the lesson's relevance and build excitement for what's next	- Share the learning target and teaching point in clear, child-facing language - Identify key concepts, essential vocabulary, and common misconceptions - Sequence learning from foundational to advanced with smooth transitions - Model skills and thinking explicitly through gradual release strategies - Reinforce accuracy using varied examples and multiple representations - Monitor understanding frequently and adjust pacing as needed - Scaffold supports to meet the needs of all diverse learners	- Reinforce skills through guided practice and timely, specific feedback - Deepen understanding through discussion-based collaborative tasks - Build fluency and confidence with structured independent practice - Apply learning to real-world contexts through performance tasks - Check understanding using quick, targeted formative assessments - Support thinking with graphic organizers and structured routines - Use Universal Design for Learning to offer flexible access and expression	- Prompt students to analyze their learning and identify next steps - Provide structured opportunities to reflect on progress and growth - Use student reflections to adjust instruction based on emerging needs - Model reflection as an essential part of learning - Embed reflection into daily classroom routines and habits
HOW	- Begin lessons with a clear statement of the goal and expectations - Sequence skills logically - Help students organize their knowledge - Provide immediate affirmative and corrective feedback	- Review prior skills and knowledge before beginning instruction - Break down complex skills into smaller instructional units - Provide guided and supported practice - Deliver the lesson at a brisk pace	- Provide step-by-step demonstrations - Design organized and focused lessons - Require frequent responses - Focus instruction on critical elements	- Use clear and concise language - Provide a range of examples and non-examples - Monitor student performance closely - Make connections between related concepts explicit

16 ELEMENTS OF EXPLICIT INSTRUCTION

In Atlanta Public Schools, we are a community of believers committed to delivering clear, purposeful instruction that sparks curiosity, deepens thinking, and supports every student's journey from understanding to independence. We build meaningful relationships that empower students to take ownership of their learning and growth. We are Atlanta's public school system.

This framework is adapted from the Georgia Department of Education's Instructional Framework with modifications to align with APS district priorities and context.

Digital Practices: A Response to Screen Time

RECOMMENDED DAILY TECHNOLOGY GUIDANCE

Grade Band	Daily Technology Guidance	Instructional Approach
PK- 2	Up to approximately 1 hour of purposeful instructional use, primarily teacher-guided.	Hands-on, play-based, language-rich, and teacher-led instruction with minimal independent screen use.
3-5	Up to approximately 2 hours of distributed and purposeful instructional use.	Blend teacher instruction with purposeful technology integration while avoiding screen-heavy rotations.
6-12	Prioritize instructional screen value and purpose over prescribed daily limits , technology supporting no more than ½ of instructional activities, when appropriate.	Balance with teacher-led instruction, discussion, writing, collaboration, and non-digital learning tasks.

Additional Requirements

Screen time must be chunked into intervals (no more than 30 consecutive minutes for K-5; and no more than the length of the instructional course for 6-12 (without a break).

Screen time during the instructional day must be purposeful, time-bound, and aligned to learning objectives, emphasizing active use over passive consumption.



A group of children and an adult are sitting on a swing set at a playground. The children are smiling and looking towards the camera. The adult is standing next to them, partially visible. The background shows trees and a fence.

TAX ALLOCATION DISTRICT INVESTMENT REVIEW COMMITTEE (TADIRC)

Bonnie Lapwood, Data Strategist

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Tax Allocation Districts

- Since 1992, Atlanta has created 10 Tax Allocation Districts (TADs) to support economic development goals
- “TAD” refers to the area; Tax Increment Financing (TIF) refers to the mechanism
- Board Policy DFA: Local Tax Revenues addresses TADs
- APS has pledged its tax increment to 9 TADs
- Atlantic Station TAD dissolved 2025
- Eastside TAD bonds defeased 2019, APS receiving full increment as a Payment in Lieu of Taxes (PILOT)
- Prior agreements have included proposed community benefits like subsidized transportation and educational incentives; the TADIRC would consider and make recommendations regarding such benefits

TAD 1
Westside

TAD 2
Atlantic
Station

TAD 3
Perry Bolton

TAD 4
Princeton
Lakes

TAD 5
Eastside

TAD 6
Beltline

TAD 7
Hollowell/
MLK

TAD 8
Campbellton

TAD 9
Metropolitan
Parkway

TAD 10
Stadium
Area



TAD Summary

Name	TAD Start Year	APS Contribution Start Year	APS Contribution (through 6/30/25)	Payments in Lieu of Taxes to APS (to date)	APS Revenue from TAD Closure	Prior Extensions to End Year
Westside TAD (fka Techwood TAD)	1993	1999	\$168.55m	\$41.91m	\$0	Extended in 1998 from 2023 to 2038, area also enlarged.
Atlantic Station TAD	2000	2000	\$202.49m	\$0	\$19.8m	Extended in 2019 from 2024 to 2027. Dissolved 2025.
Perry Bolton TAD	2003	2003	\$58.37m	\$0	\$0	Initial end year 2027, since extended to 2041.
Eastside TAD	2004	2004	\$85.43m	\$112.72m	\$0	
Beltline TAD	2006	2006	\$351.32m	\$55.36m	\$0	
Hollowell/MLK TAD	2006	2019/2022	\$2.6m	\$2.04m	\$0	
Campbellton TAD	2006	2019/2022	\$6.2m	\$6.02m	\$0	
Metropolitan TAD	2006	2019/2022	\$1.48m	\$1.33m	\$0	
Stadium Area TAD	2006	2019/2022	\$3.95m	\$4.47m	\$0	



TAD Tax Bill Example

Fulton County Tax Bill

A. & B. Homeowner
123 Example St

Tax District
05V – Atlanta / Perry Bolton TAD

Fair Market Value
300,000

Assessed Value
120,000

Levies	Assessment	Exemptions	Net		Net Rate	Tax
Atlanta Bonds	120,000.00	0.00	120,000.00	x	.000850	\$102.00
Atlanta General	120,000.00	30,000.00	90,000.00	x	.009520	\$856.80
Atlanta Parks	120,000.00	30,000.00	90,000.00	x	.001000	\$90.00
Atlanta School	120,000.00	50,000.00	70,000.00	x	.020500	\$1,435.00
Fulton Bonds	120,000.00	0.00	120,000.00	x	.000169	\$20.28
Fulton Oper	120,000.00	30,000.00	90,000.00	x	.008870	\$798.30

- The **tax district** shows whether or not this property is in a TAD. Properties outside TADs have the "05 - Atlanta" district.
- Even with a basic \$50k homestead exemption from APS taxes, they are the largest part of the bill.
- However, when the school taxes are collected in this TAD, only about 11% go to APS. 89% is increment and goes to Invest Atlanta.



Proposal:

Tax Allocation District Investment Review Committee (TADIRC)



Purpose

- In response to board policy DFA, Atlanta Public Schools will establish a Tax Allocation District Investment Review Committee (TADIRC)
- Establish a transparent and accountable framework for APS' review of Tax Allocation District (TAD) investments and redevelopment
- As stewards of public resources, the Atlanta Board of Education is committed to ensuring redevelopment participation supports long-term fiscal sustainability, equitable community development, and positive student outcomes

Responsibilities

- Meet quarterly to review district investments (timeline determined by the district)
- Make recommendations for consideration by ABOE
- Develop an annual report on performance of district investments and partner commitments

Logistics

Composition: Nine Members

- One parent or community representative designated by each School Board Member

Community Engagement

- Receive and review community feedback prior to any TAD extensions

A large crowd of graduates in white gowns with yellow stoles and blue caps, celebrating with their caps raised in the air. The scene is filled with joy and excitement.

Policy Update

Carolyn Barnett – Senior Advisor to the Superintendent

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Board Policy Proposal:

Student Technology Use and Instructional Materials Policy

Purpose

- Establish research-informed expectations for student technology use during the school day
- Promote balanced instruction that includes both digital and non-digital learning experiences
- Prioritize high-quality instruction, literacy development, and student well-being
- Ensure digital tools enhance learning rather than replace effective teaching and physical instructional materials

Roadmap

- Approve board policy for first read
- Receive feedback from stakeholders
- Final adoption of board policy
- Develop administrative regulations
- Monitor effectiveness
- Report outcomes to the Board

Why this Policy Matters

- ✓ Promotes a balanced approach to instruction by ensuring technology enhances not replaces high-quality teaching, student discourse, hands-on learning, and meaningful engagement.
- ✓ Supports student academic achievement, literacy development, cognitive growth, and overall well-being through developmentally appropriate and purposeful technology use.
- ✓ Ensures students are prepared for a digital, interconnected world while prioritizing “high screen value” experiences that foster critical thinking, collaboration, creativity, communication, and responsible digital citizenship.
- ✓ Reinforces the importance of equitable access to high-quality instructional materials, including physical textbooks and print-based resources, while establishing clear expectations for responsible and effective instructional technology use.

Key Policy Components

- ✓ **Balanced Instruction**
Promotes a balance of digital and non-digital learning experiences, including teacher-led instruction, collaboration, discussion, hands-on learning, reading, and writing.
- ✓ **Purposeful & Developmentally Appropriate Technology Use**
Establishes expectations that technology use is intentional, aligned to instructional goals, and appropriate for students' developmental levels.
- ✓ **Priority on High-Quality Instructional Materials**
Prioritizes physical textbooks and print-based instructional resources while utilizing digital tools as a supplement to support learning.
- ✓ **Student Wellness, Literacy & Engagement**
Supports literacy development, cognitive growth, student engagement, and overall well-being by reducing overreliance on passive screen use and encouraging meaningful instructional experiences.



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Student Impact

Students will:

- ✓ **Improved Student Engagement & Learning**
Students experience more meaningful, interactive, and hands-on learning opportunities that strengthen participation and understanding.
- ✓ **Stronger Literacy & Academic Outcomes**
Increased use of balanced instructional practices and print-based materials supports reading comprehension, writing development, retention, and critical thinking.
- ✓ **Healthier Student Well-Being & Focus**
Reduced overreliance on passive screen use supports attention, cognitive development, student wellness, and healthy learning habits.
- ✓ **Future-Ready Skills Development**
Purposeful technology integration helps students build collaboration, communication, creativity, problem-solving, and responsible digital citizenship skills needed for college, career, and life.



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Board Policy Proposal:

TAX ALLOCATION DISTRICT INVESTMENT REVIEW COMMITTEE (TADIRC)

Purpose

- In response to board policy DFA, Atlanta Public Schools will establish a Tax Allocation District Investment Review Committee (TADIRC).
- Establish a transparent and accountable framework for APS' review of Tax Allocation District (TAD) investments and redevelopment.
- As stewards of public resources, the Atlanta Board of Education is committed to ensuring redevelopment participation supports long-term fiscal sustainability, equitable community development, and positive student outcomes.

Roadmap

- Approve board policy for final adoption
- Organize committee
- Develop meeting cadence
- Monitor effectiveness

Why this Policy Matters

Atlanta Public Schools has contributed significant public resources to redevelopment initiatives across the City of Atlanta through participation in Tax Allocation Districts.

These investments influence not only district finances, but also broader community conditions connected to student outcomes, including:

- ✓ housing stability
- ✓ transportation access
- ✓ economic opportunity
- ✓ educational continuity, and
- ✓ equitable access to thriving communities

This policy reinforces the Board's commitment to:

- ✓ responsible fiscal stewardship
- ✓ community-informed decision-making
- ✓ long-term strategic planning, and
- ✓ ensuring redevelopment investments support both economic growth and student well-being.



Key Policy Components

- ✓ **Strategic Oversight and Accountability**
Establishes a formal structure to support ongoing review and analysis of redevelopment investments impacting APS.
- ✓ **Community-Informed Decision Support**
Creates opportunities for community perspectives, stakeholder feedback, and transparent review related to redevelopment initiatives and TAD participation.
- ✓ **Fiscal Stewardship**
Promotes evaluation of long-term financial impacts, revenue considerations, and alignment with APS strategic priorities..
- ✓ **Student and Community Impact Review**
Encourages consideration of how redevelopment initiatives influence student stability, housing access, transportation, educational continuity, and broader community conditions connected to student success.
- ✓ **Advisory Recommendations to the Board**
Provides independent, research-informed recommendations and annual reporting to support Board awareness and strategic decision-making.



Intended Impact

The policy is intended to:

- ✓ Strengthen public confidence in APS redevelopment participation and investment decisions
- ✓ Improve transparency and accountability surrounding TAD-related agreements and community commitments
- ✓ Support more informed, data-driven, and community-informed Board decision-making
- ✓ Reinforce APS' role as a responsible steward of public funds, and
- ✓ Elevate consideration of how redevelopment initiatives affect students, families, neighborhoods, and school communities.



Next Steps: Student Technology Use and Instructional Materials Policy

- Approve board policy for first read
- Receive feedback from stakeholders
- Final adoption of board policy
- Develop administrative regulations
- Monitor effectiveness
- Report outcomes to the Board

Next Steps: TAX ALLOCATION DISTRICT INVESTMENT REVIEW COMMITTEE (TADIRC)

- Approve board policy for final adoption
- Organize committee
- Develop meeting cadence
- Monitor effectiveness

Thank You!



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