

Board Policy BAB: School Board Governance

Status: ADOPTED

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City Schools of Decatur's Theory of Action for Exceptional and Equitable Outcomes for Students

The City Schools of Decatur (CSD) Board of Education sets forth in this document our agreed-upon Theory of Action for the purpose of creating and sustaining learning environments in each classroom that achieve exceptional and equitable outcomes for students. CSD's Theory of Action is built on the premise that the core purpose and responsibility of the school system is student learning, and CSD is accountable for improving student achievement for each student and at every school. *(A one-page summary of CSD's Theory of Action can be found on the CSD webpage and in the Board Policy Manual as Exhibit BAB-E(1).)*

The Board of Education has agreed that the Theory of Action be built upon the following shared beliefs:

- Each student can learn at or above grade level and must be provided the resources, support, and opportunities to do so.
- Family and community engagement and involvement are critical to student success.
- All learning environments must be inclusive, safe, secure, and supportive while also ensuring that no student group is marginalized.
- Effective teachers, leaders, and employees produce exceptional and equitable outcomes for students.

CSD's Theory of Action includes an aligned system of standards, accountability, and empowerment designed to balance consistency of practice throughout the district with flexibility for creative and innovative thinking to meet the district's goals. Through CSD's Theory of Action, the Board will drive goals, policies, strategic planning, and budget development aimed at ensuring improved and equitable outcomes for all students. It is designed to encourage ideation and community conversation around the core business of City Schools of Decatur, and to serve as the Board of Education's commitment to ensuring every student has access to the highest quality education possible.

Standards

CSD's Theory of Action will ensure that each student at every school has access to the highest quality education possible and defines the standards that are expected through the district as:

- Standards+ – CSD's Theory of Action begins with rigorous academic standards that serve to elevate

marginalized voices. The standards are aligned to state-adopted standards at every grade level, content area, specialized program, and course. Additional local standards, such as those provided by the International Baccalaureate Organisation and the College Board serve to extend and enhance the state standards, are expected and articulated as necessary for relevant courses.

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CSD Instructional Framework – The CSD Instructional Framework places students, standards, and teachers at the core to serve as a reminder that this unique and complex relationship will vary from classroom to classroom depending on the students in the class, the teacher's pedagogical knowledge and skill, as well as content for the course. The second layer of the CSD Instructional Framework identifies the Core Practices for Equity: Critical Literacy and Numeracy, Culturally Responsive Teaching (Do-4 Framework), and Formative Assessment. These foundational elements call specific attention to the high impact these strategies have on ensuring equitable outcomes are achieved in each classroom across the district. The third level of the framework provides teachers with additional pedagogical practices that also serve to ensure improved student achievement. The final level of the framework lists the instructional programs used in City Schools of Decatur to create a balance between foundational skills and high-level thinking, problem-solving, and communicating. The instructional framework serves as a guide for teacher planning and use of instructional time.

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Assessments – CSD's Theory of Action sets exceptional and equitable student achievement on local, state, national, and international assessments as the standard measure to determine if student achievement is improving at every school. The Board of Education defines exceptional achievement as above the state average. Equitable student achievement is defined by the Board as achievement scores that have proportionate representation from each student group in the various achievement levels as defined by each assessment.

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Resources – This Theory of Action pledges that teachers and students will have equitable access to aligned core resources.

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Local and State Policies – The Board also expects all staff to meet local and state standards as outlined in the Code of Ethics for Educators, CSD job descriptions, annual evaluation instruments, and policies set by the local and state school Board, including district and local school procedures.

Empowerment

CSD's Theory of Action does not direct the instructional strategies of teachers nor does it direct specific school leadership strategies. It is the intention of the Board that teachers be provided with ongoing professional learning and

maximum flexibility to teach according to their students' needs, their professional skills, and using their professional judgment while staying consistent with CSD's Theory of Action and high levels of student achievement. It is the intention of the Board that school leaders be provided with guidance and continuous professional development to lead instruction, operations, and school improvement efforts consistent with the aligned system of standards, accountability, and empowerment to ensure exceptional and equitable student outcomes are attained

Accountability

City Schools of Decatur's Theory of Action is built on a culture where support and coaching are used to achieve the desired outcomes identified by the Board. Each staff member will be evaluated based on the standards set forth by the Board through the appropriate evaluation tool, which includes a professional goal that identifies measurable student outcomes and/or Key Performance Indicators to be achieved each year.

Alignment of Systems and the Role of the Superintendent

It is the Board's expectation that all district systems and schools align their work with CSD's Theory of Action in order to achieve the outcomes and standards set by the Board. The Superintendent is to outline cycles of improvement for all aspects of the organization that incorporates employee, parent, and community perspectives as appropriate. The Board is committed to CSD's Theory of Action to ensure there is a stable and sustainable framework for ensuring exceptional and equitable outcomes for students in CSD. The Superintendent is responsible for communicating, implementing, and monitoring the details of CSD's Theory of Action. The Board expects the Superintendent to align all systems, policies, practices, and budgets to operationalize CSD's Theory of Action through the implementation of the strategic plan, the district improvement plan, and school improvement plans. The Superintendent will provide the Board and community with periodic updates. Reflection and refinement of CSD's Theory of Action may be necessary over time. The Board commits to communicating CSD's Theory of Action to the community and future board members to maintain a clear Theory of Action that will ensure exceptional and equitable student outcomes are always the focus for City Schools of Decatur.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Note: To access the policy references, **CLICK HERE: [State of Georgia Terms and Conditions](#)** and close the LexisNexis tab, which will return you to the policy. Click on the links below to be taken to each specific code. **You should only have to do this one time per session.**

State	Description
O.C.G.A. 20-02-0051	Election of LBOE members; persons ineligible to be member or superintendent; ineligibility for LBOE or other elective offices.
O.C.G.A. 20-02-0063	Prohibit certain conflicts of interest of board members
O.C.G.A. 20-02-0072	Code of ethics for local board of education members
O.C.G.A. 20-02-0073	Removal of board members upon potential loss of accreditation; turnaround schools; prohibition on use of public funds for litigation expenses
O.C.G.A. 20-02-0084.1	Loss of governance for nonperforming schools
O.C.G.A. 20-02-0230	New board member orientation to educational program objectives required
O.C.G.A. 20-02-0240	Powers and duties of State Board of Education
O.C.G.A. 20-14-0049	Failure to progress after implementation of intensive school improvement plan; interventions
Rule 160-5-1-.33	Strategic Waivers and Title 20/No Waivers School Systems
Rule 160-4-9-.04	Charter Schools and Charter Systems Definitions

State

Rule 160-4-9-.05

Rule 160-4-9-.06

Rule 160-5-1-.36

Rule 160-4-9-.07

Description

[Charter Schools Petition Process](#)

[Charter Authorizers, Financing, Management, and Governance Training](#)

[Local School Board Governance](#)

[Charter Systems](#)