

DESCRIPTION OF GOVERNANCE STRUCTURE

Organizational Structure

Currently, the principal has direct responsibility for the organizational structure, management and programming of the local school. There are varying degrees of local school management that are mostly dependent on the management style of the principal. At the system level, there are emerging opportunities for local school input. Within the past year, a budget committee has been formed to assist in formulating and delivering the system budget. The Superintendent's Advisory Committee meets monthly at local schools and areas of interest are discussed based on parent/community requests. A Teacher Advisory Council comprised of Teachers of the Year from each local school meets quarterly with the superintendent. Areas of concern from the local teachers are the topics for discussion.

It is the intent of the Flexibility in Education Steering Committee to provide organizational structure for the charter school system to operate with the most flexibility and greatest amount of local decision making to represent the true intent of the Charter System legislation. Floyd County Schools will operate as a charter system using a tiered governing council approach. At the local school level (**Tier I**), the principal will serve as a member of the Local School Governance Team. While the school principal is directly accountable to the Superintendent and the Floyd County Board of Education to carry out system programs and to assure adherence to policies of the Board of Education, he/she will work with his/her Local School Governance Team to approve decisions that directly affect the local school. It shall be the responsibility of the principal to serve in an advisory capacity in such areas as board policy and legal issues. He/she will be the system representative on the LSG. Such areas of responsibility of the LSG may include, but are not limited to:

General Duties and Responsibilities:

- a. Determine and uphold the school's mission and vision
- b. Support executive/principal and review performance
- c. Ensure effective organizational planning
- d. Approve decisions regarding programming and personnel needs and selection
- e. Ensure adequate resources
- f. Assist in effective resource management
- g. Determine and monitor school's program and services
- h. Enhance School's public image
- i. Assess team's own performance and recruit new members

Specific Duties and Responsibilities:

Communication and Parent Involvement

- Develop school/community communications strategies
- Develop parent/community involvement plan
- Review school based and community services
- Assist in the development and maintenance of the school profile to include: academic performance, academic progress, wards, interventions, and environment
- Adopt dress code in accordance with BOE policies
- Assist in the development of a school-wide discipline policy according to BOE policies.

Budget

- Approve school budget priorities
- Review and approve school capital improvement plans

School Improvement

- Review and approve the School Improvement Plan
- Review and approve school attendance policies

Facility and Policy Decisions

- Approve community use of facilities according to BOE policy
- Provide input regarding School Board Policies under public review

Rewards and Recognitions

- Process and implementation
- Approve areas for recognition for students, faculty and staff.

Evaluation and Review

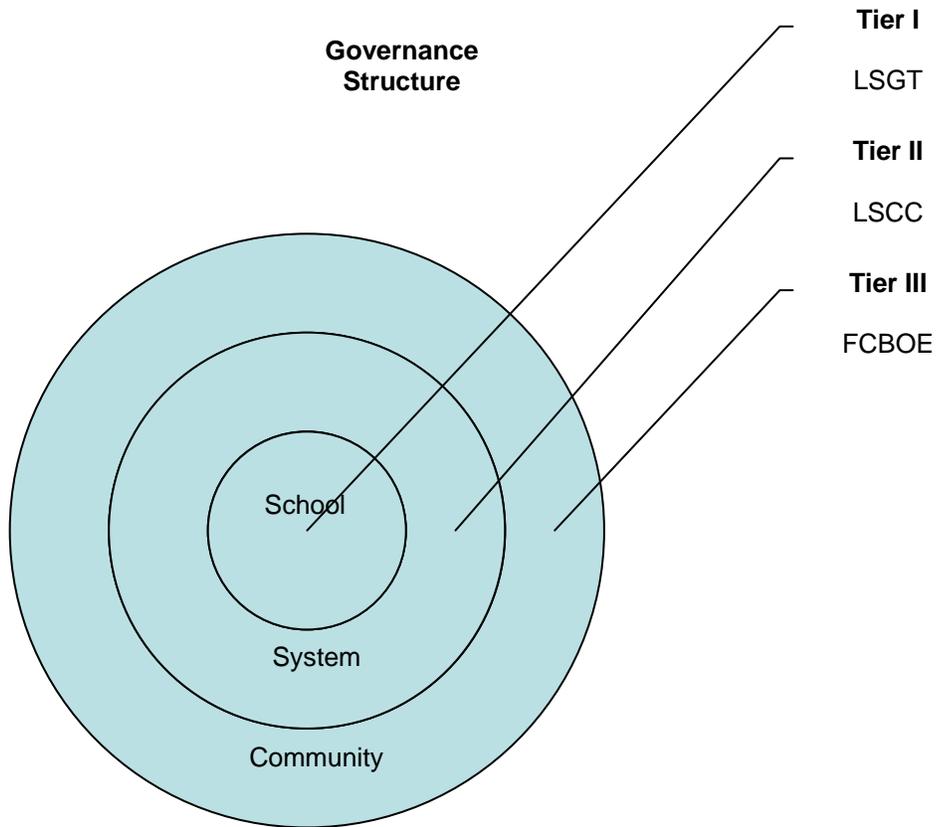
- Governor's Office of Student Achievement (GOSA) report cards
- Balanced Score Card
- Program Evaluation to be presented to Floyd County School Board annually

- Annual Local School Governance Team self evaluation

At the **Tier II** level, the Local School Coordinating Council will work directly with the Superintendent to make decisions in areas that affect the system as a whole and to provide input and recommendations to the Floyd County Board of Education as policy decisions arise. The Superintendent will serve as a link between the Floyd County Board of Education and the Local School Coordinating Council. This council will be comprised of representatives from each of the Local School Governance Teams and will meet a minimum of four times annually. Their areas of responsibility may include, but are not limited to:

- Community and Parent Involvement
- Budgets
- School Improvement
- Facility and Policy Input
- Rewards and Recognitions
- Evaluation and Review
- Resource Management
- Organizational Planning
- Instructional Program
- Resource Allocation

While the Floyd County Board of Education (**Tier III**) is the duly elected body with ultimate responsibility for policies that guide and shape the system as a whole, it is the responsibility of the Local School Coordinating Council to provide information and continuity between the Floyd County Board of Education and the Local School Governance Team and make recommendations to the board.



Composition of Governance Team

The Floyd County Schools Board of Education shall retain all of the rights and responsibilities given to it as a legally elected Board of Education under the constitution of the state of Georgia and will only delegate such authority and decision-making to each charter system school as set forth in the charter petition.

Each charter system school within the Floyd County School System shall use the local school council as the framework of an expanded governance Board, hereinafter referred to as the Local School Governance Team (LSGT), as the body entrusted with the responsibility of providing input, making recommendations, and rendering decisions regarding various aspects of the instructional program of the school and the school’s operational scheme.

The school principal shall have the following duties pertaining to the LSGT activities:

- a. Organize a LSGT by convening the appropriate bodies to select LSGT members; setting the initial agenda, meeting time, and location; and notifying all LSGT members of the same;
- b. Perform all of the duties required by the charter petition and the bylaws of the LSGT;
- c. Communicate all LSGT requests for information and assistance to the Superintendent and inform the LSGT of responses or actions of the Superintendent;
- d. Develop the school improvement plan and school operation plan and submit the plans to the LSGT for its review, comments and recommendations; and
- e. Aid in the development of the agenda for each subsequent meeting of the LSGT after taking into consideration suggestions of LSGT members and the urgency of school matters. An item may be added to the agenda at an LSGT member's request, provided the LSGT co-chairs concur. The LSGT of each charter system school will be subject to the provisions of O.C.G.A. § 50-14-1, et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70, et seq. (Inspection of Public Records).

The LSGT of each charter system school shall consist of seven members, of whom a majority shall constitute a quorum. Membership constituencies shall consist of the following: four community members (two must be parents/guardians of students enrolled in the school and be elected by parents/guardians of students enrolled in the school) and the remaining community members appointed by the principal and approved by the LSGT; two members of the staff (one of whom must be a full-time certified staff member) elected by members of the staff; and the principal of the school. The principal of the school shall be a co-chairperson of the LSGT and the other co-chair shall be determined by a majority vote of the LSGT. Ad Hoc committees may be appointed as deemed appropriate by the LSGT and may include membership outside the LSGT, including high school student representation. The LSGT will meet a minimum of four times per year.

The co-chairs of the LSGT will participate in a minimum of four meetings per year with the Superintendent to discuss issues and processes. The superintendent may convene the group in additional meetings if he/she deems appropriate. This group shall be known as the Local School Coordinating Council (LSCC).

Members of the LSGT shall be elected for two year terms and terms shall be staggered so that no more than one half of the LSGT is elected or appointed during any election year. In the event of a vacancy on the LSGT, an election, if required, will be held within 30 school days to fill the vacant seat or a replacement will be appointed within 30 school days to fill the remainder of the term of office in accordance with the procedures annotated herein, unless there are 90 calendar days or less remaining in the term in which case the vacancy shall remain unfilled. The office of school council member shall be automatically vacated:

- a. If a member shall resign;

- b. If the person holding the office is removed as a member by an action of the council; or
- c. If a member no longer meets the qualifications specified in the charter petition or bylaws.

The Code of Ethics for Educators is the standard of conduct to which all LSGT members are held. As such, each member of the LSGT will be asked to execute an agreement acknowledging understanding of the Code of Ethics and the duties and responsibilities of their office and acceptance of responsibility for performing those duties in a professional manner.

The members of the council are accountable to the constituents they serve and shall:

- a. Maintain a school-wide and system-wide perspective on issues;
- b. Regularly participate in council meetings;
- c. Participate in information and training programs;
- d. Act as a link between the LSGT and the community;
- e. Encourage the participation of parents and others within the school community; and
- g. Work to improve student achievement and performance.

In order to prepare the LSGT for their governance role, members will receive an initial orientation to their duties and responsibilities. Additionally, they will receive training in, but not limited to, governance Board etiquette; applicable school law, rules, regulations, parliamentary procedure; the open-meetings and open records act; school level budgets, allocation of personnel; effective communication strategies; effective utilization of facilities, and measurement and assessment. Participation in training opportunities is an expectation of LSGT membership and a part of the Code of Ethics for the LSGT members. Failure to adhere to the Code of Ethics and duties and responsibilities of the membership of the LSGT, as outlined herein and in the By-Laws, may result in a member being removed by a majority vote of the LSGT.

Floyd County Schools is working with the Georgia School Board's Association (GSBA) to create training modules and guidance documents that will help create and professionally develop high performing LSGTs.

The net effect of such training will be that a LSGT consistently strives to achieve the characteristics of an effective system charter school governance team through:

- possession of a passionate, unwavering belief in the system charter school's mission, vision, and beliefs;
- an understanding knowledge of the system charter school goals;
- knowledge and skill set required to consistently assess progress;

- clarity of collective vision for the direction of the school and a plan for achieving school goals in accordance with the system strategic plan; forward-thinking, proactive planning;
- identification of roles and responsibilities of the LSGT, individual members, and committees;
- a clear understanding of the difference between governance and management; and cultivation and maintenance a strong relationship between the LSGT, and the Board of Education.

Such training will help the LSGT evaluate the efficacy of programs within the school and report the status of said programs to the Board of Education in accordance with the program evaluation schedule. Program evaluations provide the school and the Board of Education with hard data regarding the effectiveness of programs or initiatives being conducted in the school. Such interactions between the LSGT and the Board of Education will help identify and focus areas of strength and need and focus attention on the mission and vision of the school and the district.

A central tenet of an effective LSGT is active involvement of all the members in the school. LSGT members will be highly involved in the governance of the school. Such involvement will empower the LSGT members to find creative ways to solve educational problems and give a strong voice to parents, the staff, and other members of the community. The LSGT may form ad hoc committees to address specific issues. This format will allow the LSGT to bring other staff and members of the community into the process and potentially increase the number of prospects willing to serve on the LSGT in the future.

Pursuant to O.C.G.A. § 20-2-85, the Floyd County Board of Education believes that parent and community support is critical to the success of students and schools and in the interest of students, the board recognizes the need for school based decision making. Through the Local School Governance Team, it is the desire of the FCBOE to bring parents and community members together with local teachers and administrators to respectively make school based decisions and perpetuate school improvement.

While the management and control of the public schools remains the responsibility of the local board of education and the school leader is the principal, the LSGT may operate to provide advice, recommendations, assistance and approve decisions that are representative of the local school community.

It is further recognized that training and on-going support is a crucial component of the successful operation of a LSGT. In training practices of states with successful and on-going charters that include Local School Governance, the following initial areas of training are common:

Initial

1) Historical Context and Legislative Mandate

To assist in a common understanding of the development and purpose of the Local School Governance Team and charter legislation. Legal mandates, state and local policy and rule interpretation will be reviewed.

- 2) Collaborative Skills and Group Process
Focus on team training with attention to leadership, task analysis, consensus building and focus.
- 3) Team Skills (Conflict Resolution)
Essential areas of questioning, listening, giving and receiving feedback and meeting management shall be covered.
- 4) Tools for Team Planning
Importance of brainstorming and strategies such as Total Quality Management shall be covered.
- 5) Conflict Resolution and Facilitation
Dealing with group based conflict and the resolution of conflict in positive ways.
- 6) Confidentiality
FERPA
Student and Staff

It is the intent of the FCBOE to provide initial and ongoing training to support the LSGT. Principals have already participated in an initial training provided by the GSBA. Upon the election of the LSGT, each team shall be required to participate in initial and on-going training. In order to effectively develop as an informed and effective team, more in-depth training will be required. As the LSGT moves into more advanced decision making, training in the following areas will be required:

Intermediate

- 1) Review of Team Skills
Review of team building skills from initial training
- 2) Curriculum development
Georgia Performance Standards pertinent to grade levels within the local school and state and local assessment methods
- 3) No Child Left Behind legislation and implications for states, local systems and the school
Adequate yearly progress and the specific areas in which local schools have determined additional and/or higher student expectations
- 4) Local board policy and the connection to state and federal law
Policy development and the role of the local school board in policy making, policy implementation and policy adherence
- 5) School and community relations
Strategies and effective practices for successful school and community relations

As the LSGT matures, it is the intent of the FCBOE to provide the opportunity for each team to approve decisions at the local level with the most autonomy and school personalization as is allowed by law. Therefore, more advanced decisions will require more advanced training and a greater responsibility at the local level. Advanced training will include:

Advanced

- 1) Review of local board policy and the connection to state and federal law
- 2) Fiscal responsibilities of the local board of education
 - Development of the school board budget
 - State funding formula and FTE
 - Federal Funding
 - Programming budgets
 - School allocations
- 3) Personnel
 - School law related to personnel
 - Employment law related to personnel
 - Interviewing protocol
 - Programming needs related to personnel
 - Fair Dismissal
 - Confidentiality

As the LSGT begins to function as a decision making body, it is recognized that additional training beyond what is outlined may be necessary. The FCBOE will provide ongoing support to the LSGT as is requested and needed. Staggered terms of office will ensure well trained members will be a part of the LSGT at all times, after the initial LSGT bodies have progressed through to the Advanced level of training and decision making. Once a body has reached the Advanced level of training and decision making, the body will retain advanced decision making responsibilities as new members are elected or appointed to positions on the LSGT.

School Council	Floyd County LSGT	Training Level Required
EXPECTATIONS		
Maintain school-wide perspective	LSGT shall maintain school-wide perspective and system wide perspective.	Initial
Regularly participate in council meetings	LSGT's shall regularly participate in team meetings and system meetings if serving as the system representative	Initial
Participate in information an training programs	Members of the LSGT shall participate in initial and ongoing training is mandatory	Initial, Intermediate, Advanced
Act as a link between the school council and community	The LSGT shall be a primary link between the LSGT and the community and shall meet a minimum of four times annually. The LSGT shall share system	Initial

	wide perspective when appropriate.	
Encourage participation of parents and other within the school community	The LSGT shall encourage participation of parents and others within the school community	Initial
FUNCTION		
Advisory body	The LSGT shall be an advisory and decision making body	Initial
AREAS OF RESPONSIBILITY		
Advice and recommendations: School board policies	The LSGT shall provide advice, recommendations and approvals for local school policies and advice and recommendations to the Coordinating Council for recommendations to the FCBOE regarding School board policies.	Intermediate
Advice and recommendations: School improvement plan	The LSGT shall assist in the development of and approve School Improvement Plan	Intermediate
Advice and recommendations: Curriculum assessments	The LSGT shall approve and recommend: Curriculum assessments and the need for additional and/or alternative assessment tools pertinent to school goals and objectives.	Intermediate
Advice and recommendations: Report cards or audits of the school conducted by the Office of Student Achievement	The LSGT shall advise and approve the development of the School Improvement Plan based on, but not limited to report cards and/or audits of the school conducted by the Office of Student Achievement.	Intermediate
Development of a school profile which shall contain data as identified by the council to describe academic performance,	The LSGT shall develop a school profile which shall contain data as identified by the council to describe academic performance,	Intermediate

academic progress, services, awards, interventions, environment, and other such data as the council deems appropriate	academic progress, services, awards, interventions, environment, and other such data as the council deems appropriate. Input in the Local School Improvement Plan	
School budget priorities, including school capital improvement plans	The LSGT shall approve school budget priorities, including school capital improvement plans	Advanced
School-community communication strategies	The LSGT shall develop school-community communication strategies to insure input from stakeholders.	Initial
Methods of involving parents and the community	The LSGT shall develop school-community communication strategies to insure input from stakeholders.	Initial
Extra curricular activities in the school	The LSGT shall provide advice, recommendations and approval of extra curricular activities in the school.	Intermediate
School –based and community services	The LSGT shall provide advice, recommendations and approval of school based and community services in accordance with FCBOE policy.	Intermediate
Community use of school facilities	The LSGT shall provide advice, recommendations and approval of the community use of school facilities in accordance with FCBOE policies.	Intermediate
	The LSGT shall develop and approve a school wide dress code in accordance with FCBOE policy	Intermediate
Student discipline and attendance	The LSGT shall provide advice, recommendations and approval of a school – wide student discipline plan	Intermediate

	and attendance plan.	
Method and specifications for the for the delivery of early intervention services or other appropriate services for underachieving students	The LSGT shall provide advice, recommendations and approval of methods and specifications for the delivery of early intervention services or other appropriate services for underachieving students	Intermediate
Reports from principal regarding progress toward the school's student achievement goals, including progress within specific grade levels and subject areas by school personnel	The LSGT shall receive reports from principal regarding progress toward the school's student achievement goals, including progress within specific grade levels and subject areas by school personnel and approve the local School Improvement Plan for the upcoming year	Intermediate
	The LSGT shall approve local staffing decisions to best meet local student achievement goals	Advanced
	The LSGT shall determine parent and student satisfaction with school programs and services through a variety of appropriate methods	Intermediate
	The LSGT shall assist in determination of appropriate dropout prevention strategies	Intermediate
	The LSGT shall assist in development and approval of local school budget and appropriations	Advanced
	Other responsibilities may be determined and addressed as needed through agreement with the FCBOE	To be determined

Personnel Decisions Financial Decisions, Curriculum and Instruction, Resource Allocation, Achievement and School Operations and Decision-making Authority of the Principal at each Charter System School, Governing Board at each Local School and the Local Board of Education.

Each charter system school within Floyd County Schools uses strategic, proactive planning designed to bring about results that begin with the end in mind. In short, the mission to prepare each of our students through academic achievement and provide a quality education for a quality life is always the first priority in the planning process. The mission and beliefs, in accordance with the system strategic plan, will direct the work of the LSGT in the development of the school improvement plans and ultimately serve as the basis for the district improvement plan. LSGTs will be held accountable for achievement of school level goals through regular monitoring of assessment data, operational plans, and financial records, as well as any other data sources available to ensure effective school level governance. The principal is ultimately responsible to the superintendent and the board of education for the operational and academic progress of the school. While the principal serves on the LSGT as a co-chairperson and has voting rights, he/she may also veto any recommendation that is in conflict with the Code of Ethics for Educators, federal law, and/or local board policy or, per his/her professional expertise, is not in the best interest of the students and the greater learning community.

The local board of education is responsible to the citizens of Floyd County to abide by the Code of Ethics as set forward in local board policy, to hire and evaluate the superintendent, approve and set policy, and work collaboratively with the superintendent and his/her staff to consistently evaluate the progress of the school system and make recommendations for system improvement for increased student achievement.

Personnel Decisions

The Human Resources director and his/her staff are responsible for the recruitment and initial screening, in accordance with federal law and the Code of Ethics for Educators, to ensure that only the most highly qualified applicants are considered for employment in the Floyd County Schools system and will maintain list of potential candidates. The superintendent and his/her staff will work with the principals to determine the appropriate staffing needs at each school, aligning those needs with the strategic plan and current, as well as anticipated, budgetary situations. The principal and the LSGT are then responsible for interviewing and recommending to the superintendent the most qualified candidates who will best meet the needs of the students and will add value to the educational program at the school. The LSGT may provide input to the principal into the protocol used for interviewing prospective employees and will approve the interview and selection process. The superintendent is responsible for reviewing the school's recommendations and if he/she concurs that these are value-added candidates will make a recommendation to the board for employment of these individuals. The ultimate approval for employment rests with the Board of Education, in accordance with local board policy. In the case of hiring a principal, the superintendent will work with the Human Resources Department staff to recruit and screen highly qualified applicants, in accordance with federal and state labor laws and the Code of Ethics for Georgia Educators. The

superintendent may select an interview committee, convene the LSCC , and/or request a meeting with the LSGT of the school where the vacancy has occurred. The LSGT will provide approval from selected candidate or candidates for the principal position. Again, the superintendent will make a recommendation to the board for employment of the most qualified individual. The ultimate approval will rest with the Board of Education.

Resource Allocation

The central office business services office will maintain overall financial responsibility and accountability for all receipt and expenditure of federal, state, and local funds, as well as auditing of district and school level accounts to ensure compliance with standard and required accounting practices. The superintendent, in accordance with local board policy, will develop a system-wide budget which includes allocation of funding to local schools. The superintendent may convene a budget steering committee, composed of no more than two members of the board of education, members of the central office staff, and principal and teachers representatives to provide input relative to budget priorities. The superintendent is responsible for recommending a tentative and final budget to the Board of Education for its review and approval. This budget will also include the recommended millage rate. The superintendent will also advertise the budget and conduct any public hearings, in accordance with federal and state law and local board policy. The LSGT will provide approval for the following, including, but not limited to, setting budget priorities at the school level; using resources provided through community/school partnerships, and seeking other funding opportunities (e.g., grants).

Training for Principals and Members of the Governing Council

It is recognized that initial and ongoing training for the Local School Governing Council is necessary and crucial to the effectiveness of the team. While training opportunities may evolve as the team approach is implemented, a minimum training schedule has been outlined based on recommendations from other Charter systems and the Georgia School Board's Association.

Training and Development Plan

Pre Charter: Fall 2009

Initial training for system employees and local school board by Georgia School Board Association.

Training to include: Charter System Law

Implementation of the system charter

Decision making authority

Delineation of responsibility

Local School Governance Teams

Winter/Spring 2010:

To continue training by the GSBA in order to prepare local school staffs for the move to a Charter System. Training will be provided for representatives from each school and will be redelivered through out the spring at the local school. System employees will assist in the local school redelivery.

Training to include: What a local school should know about Charter Systems

Parent roles in a Charter System

Teacher/staff roles in a Charter System

Local School Decision Making Authority

Fall 2010:

Following Local School Governance Team elections, the following training schedule will be implemented. It is recognized that modifications may be made as needed. FCBOE will utilize the services of the GSBA, School Council agencies, and individuals within our system having expertise and consultants outside Floyd County. The training is divided into three levels: initial, intermediate and advanced. It is expected that the LSGT will complete the levels of training sequentially as progress is made toward more complex and far reaching decisions.

Training Content and Schedule

School Council	Floyd County LSGT	Training Level Required
EXPECTATIONS		
Maintain school-wide perspective	LSGT shall maintain school-wide perspective and system wide perspective.	Initial
Regularly participate in council meetings	LSGTs shall regularly participate in team meetings and system meetings if serving as the system representative	Initial
Participate in information an training programs	Members of the LSGT shall participate in initial and ongoing training is mandatory	Initial, Intermediate, Advanced
Act as a link between the school council and community	The LSGT shall be a primary link between the LSGT and the community and shall meet a minimum of four times annually. The	Initial

	LSGT shall share system wide perspective when appropriate.	
Encourage participation of parents and other within the school community	The LSGT shall encourage participation of parents and others within the school community	Initial
FUNCTION		
Advisory body	The LSGT shall be an advisory and decision making body	Initial
AREAS OF RESPONSIBILITY		
Advice and recommendations: School board policies	The LSGT shall provide advice, recommendations and approvals for local school policies and advice and recommendations to the Coordinating Council for recommendations to the FCBOE regarding School board policies.	Intermediate
Advice and recommendations: School improvement plan	The LSGT shall assist in the development of and approve School Improvement Plan	Intermediate
Advice and recommendations: Curriculum assessments	The LSGT shall approve and recommend: Curriculum assessments and the need for additional and/or alternative assessment tools pertinent to school goals and objectives.	Intermediate
Advice and recommendations: Report cards or audits of the school conducted by the Office of Student Achievement	The LSGT shall advise and approve the development of the School Improvement Plan based on, but not limited to report cards and/or audits of the school conducted by the Office of Student Achievement.	Intermediate
Development of a school profile which shall contain data as identified by the council to describe	The LSGT shall develop a school profile which shall contain data as identified by the council to describe	Intermediate

academic performance, academic progress, services, awards, interventions, environment, and other such data as the council deems appropriate	academic performance, academic progress, services, awards, interventions, environment, and other such data as the council deems appropriate. Input in the Local School Improvement Plan	
School budget priorities, including school capital improvement plans	The LSGT shall approve school budget priorities, including school capital improvement plans	Advanced
School-community communication strategies	The LSGT shall develop school-community communication strategies to insure input from stakeholders.	Initial
Methods of involving parents and the community	The LSGT shall develop school-community communication strategies to insure input from stakeholders.	Initial
Extra curricular activities in the school	The LSGT shall provide advice, recommendations and approval of extra curricular activities in the school.	Intermediate
School –based and community services	The LSGT shall provide advice, recommendations and approval of school based and community services in accordance with FCBOE policy.	Intermediate
Community use of school facilities	The LSGT shall provide advice, recommendations and approval of the community use of school facilities in accordance with FCBOE policies.	Intermediate
	The LSGT shall develop and approve a school wide dress code in accordance with FCBOE policy	Intermediate
Student discipline and attendance	The LSGT shall provide advice, recommendations and approval of a school –	Intermediate

	wide student discipline plan and attendance plan.	
Method and specifications for the for the delivery of early intervention services or other appropriate services for underachieving students	The LSGT shall provide advice, recommendations and approval of methods and specifications for the delivery of early intervention services or other appropriate services for underachieving students	Intermediate
Reports from principal regarding progress toward the school's student achievement goals, including progress within specific grade levels and subject areas by school personnel	The LSGT shall receive reports from principal regarding progress toward the school's student achievement goals, including progress within specific grade levels and subject areas by school personnel and approve the local School Improvement Plan for the upcoming year	Intermediate
	The LSGT shall approve local staffing decisions to best meet local student achievement goals	Advanced
	The LSGT shall determine parent and student satisfaction with school programs and services through a variety of appropriate methods	Intermediate
	The LSGT shall assist in determination of appropriate dropout prevention strategies	Intermediate
	The LSGT shall assist in development and approval of local school budget and appropriations	Advanced
	Other responsibilities may be determined and addressed as needed through agreement with the FCBOE	To be determined