



Local Control that Puts Students and Educators First



District-driven, community partnerships can empower Providence students and educators



Using democratic practices, collaborative cultures, and transparency to make decisions with input from students, families, and educators, Providence can create:

- **District schools** that are
- **Sustainable**, implementing
- **Customized models** in service of
- **Holistic goals**



This structure allows schools the flexibility to implement customized models

These clusters of schools

- have key design and **operating flexibilities** enabled and ensured by a partnership agreement
- are responsible for meeting **ambitious goals** set collaboratively with the district
- **remain part of the district** and continue to follow important district policies on matters such as enrollment.
- are **overseen by an existing or new nonprofit board** made up of local leaders and community members (often including district representatives) who help support and advocate for the success of the cluster of schools



Key partnerships provide targeted support and promote sustainability



Zones are managed by local, independent, nonprofits that:

1. Ensure schools have customized, impactful plans supported by building educators
2. Support school-level flexibility by advocating for and supporting schools and educators
3. Hold schools responsible for meeting ambitious, attainable goals

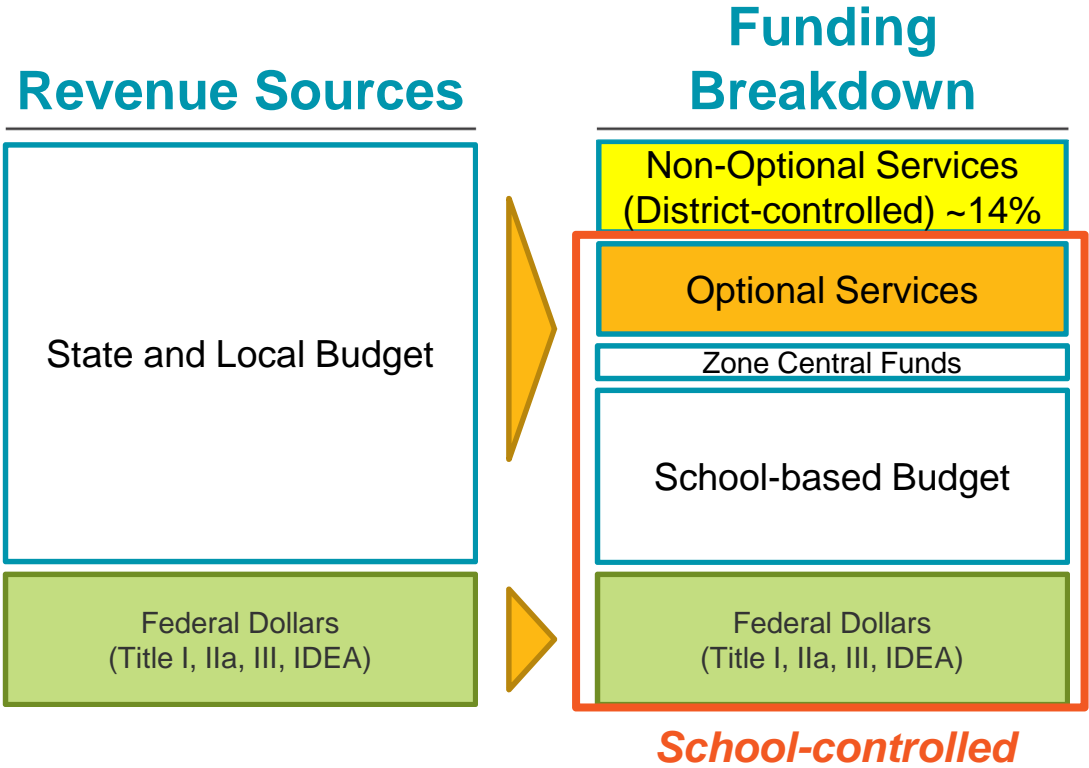
These organizations may be existing community leaders (e.g., universities);

Schools have the flexibility to implement customized models

Budget	<ul style="list-style-type: none">• Educator teams control an increased share of per-pupil revenue and have the autonomy to make spending decisions in service of their students
Staffing	<ul style="list-style-type: none">• Educator teams have the flexibility to hire new staff of their choosing, determine staffing structures, and create new roles that meet the needs of their school
Curriculum	<ul style="list-style-type: none">• Educator teams can adopt new and different curricular programs and, using their budget autonomy, can decide how and who will support them in curriculum adoption and instructional improvement
Schedule	<ul style="list-style-type: none">• Educator teams can design schedules and school calendars that meet the needs of their students and teachers - allowing for increased teacher collaboration and professional development, as well as additional time for intervention and enrichment programming
Culture	<ul style="list-style-type: none">• Educator teams have the flexibility to design a school culture that is aligned with their priorities and with student needs. Schools can adopt programming or support structures of their choosing



These clusters can be implemented using existing public funding



The schools remain district schools, not charters

Key Flexibilities	As Part of the District
<ul style="list-style-type: none">• Clear goals and accountability structures• Flexibility to operate innovatively and to customize programming• Sustainability through a contract and board• Ability to attract and retain high-quality educators	<ul style="list-style-type: none">• Work in service of district priorities• Use district facilities• Coordinate enrollment rules with district• Take advantage of district functionality (finance, transportation, maintenance)• Operates within district funding context• Unionized