

SCHOOL SYSTEM FLEXIBILITY IN GEORGIA

Overview and Comparison

Presentation to

Georgia Council of School Board Attorneys

May 14, 2014



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

What are we talking about and why?

Improving Student Academic Results

- The Academic Bottom Line

Title 20

- Shorthand phrase for Georgia education law and all related rules and guidelines

Flexibility

- Freedom granted through waivers of Title 20 law, rules, and guidelines

Flexibility Options

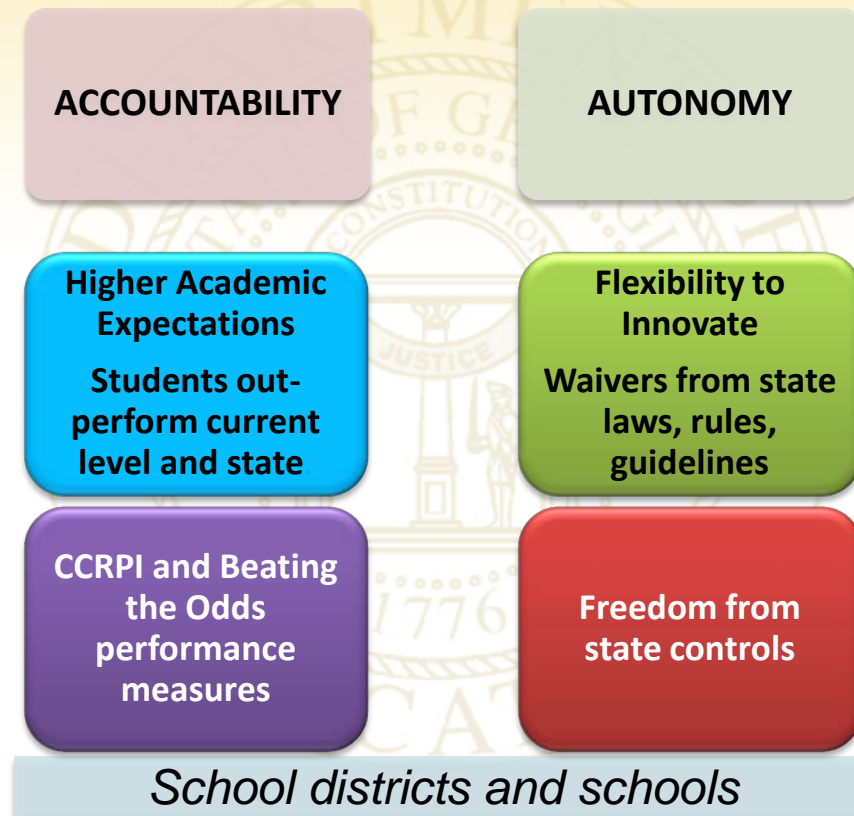
- Operational approaches school systems and schools can take to implement flexibility in exchange for a performance contract from the State Board of Education

The Big Four

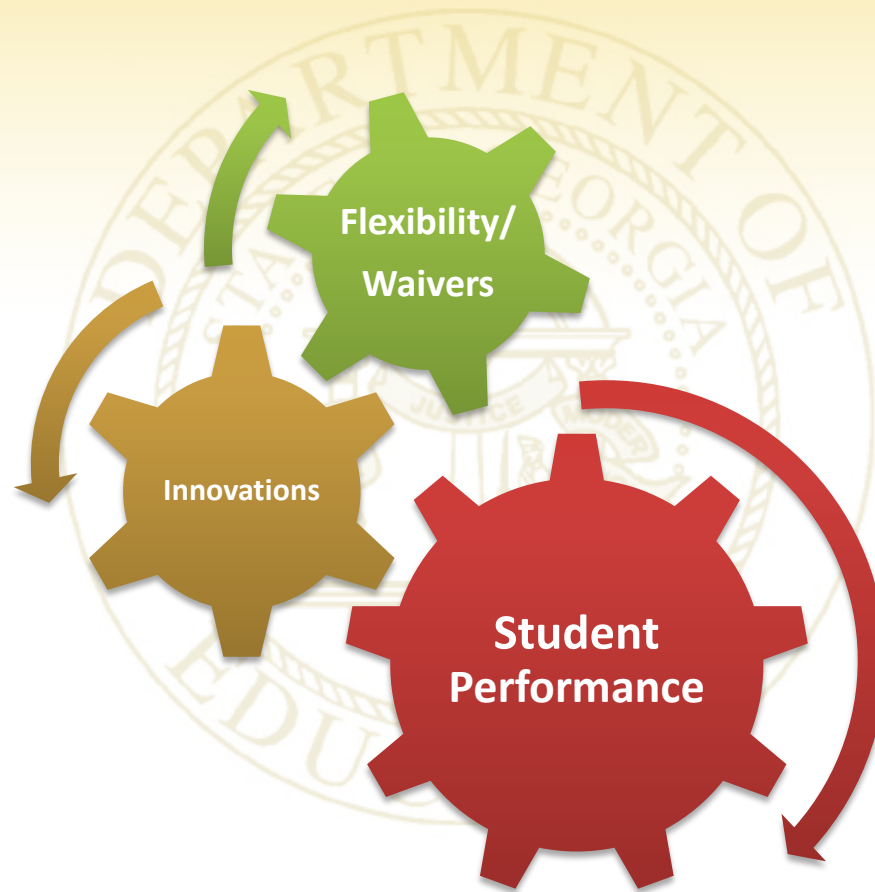
- Waivers of state class size, expenditure control, certification*, and salary schedule* requirements



What is the basic flexibility bargain?



Using flexibility to improve student achievement



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Dr. John D. Barge, State School Superintendent

5/13/2014

4

Selecting a Flexibility Option

- No later than **June 30, 2015*** each local school system must notify GaDOE that it will operate as an:
 1. Investing in Educational Excellence School System (IE²)
 2. Charter System
 3. Status Quo School System
- Note that the same level of flexibility provided to IE² or Charter Systems (including the “Big Four”) is granted to all schools in a:
 4. System of Charter Clusters
 5. System of Charter Schools

** Per OCGA §20-2-84*



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

What is an IE² system?

Definition

- A local district that has a performance contract with the SBOE (State Board of Education) granting the district freedom from specific Title 20 provisions, SBOE rules, and GaDOE (Georgia Department of Education) guidelines

Facts & Features

- Contract is between the district and the SBOE
- GOSA (Governor's Office of Student Achievement) role: target-setting and performance monitoring
- District gains flexibility to innovate in exchange for increased academic accountability

Relative Advantages/ Disadvantages

- Flexibility to innovate
- Financial savings possible from waivers
- Loss of governance over schools that fail to meet performance targets after five years

Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with all state laws, rules and regulations not waived by the IE² contract



What is a charter system?

Definition

- A local district that has an executed charter from the SBOE granting it freedom from almost all of Title 20, SBOE rules, and GaDOE guidelines

Facts & Features

- Charter is a contract between district and SBOE
- District gains flexibility to innovate in exchange for increased academic accountability
- Distributed leadership process

Relative Advantages/ Disadvantages

- Flexibility to innovate
- Financial savings possible from waivers
- Additional per-pupil funding in QBE if appropriated
- School level governance required

Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with all state laws, rules and regulations that cannot be waived (e.g., health and safety)



What is a status quo system?

Definition

- A local district that has elected not to request increased flexibility in exchange for increased accountability and defined consequences and opted to remain under all current laws, rules, regulations, policies, and procedures

Facts & Features

- No performance contract
- No freedom from Title 20, State Board rules, or Department guidelines
- No waivers unless extraordinary circumstances

Relative Advantages/Disadvantages

- No change is required
- No financial savings from waivers

Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with ALL state laws, rules and regulations



What is a system of charter clusters?

Definition

- A local district that has converted all its schools into charter clusters
- Each cluster includes a high school and all its feeder schools

Facts & Features

- Individual charter contracts between each high school cluster, the district, and the SBOE
- Each cluster gains autonomy and flexibility to innovate in exchange for increased academic accountability

Relative Advantages/ Disadvantages

- Flexibility to innovate
- Decision making is cluster-based
- Financial savings possible from waivers
- Cluster level autonomy and accountability required

Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with all state laws, rules and regulations that cannot be waived (e.g., health and safety)



What is a system of charter schools?

Definition

- A local district that has converted all its schools into charter schools

Facts & Features

- Individual charter contracts between each school's Georgia nonprofit corporation, the district and the SBOE
- Each school gains flexibility to innovate in exchange for increased academic accountability

Relative Advantages/ Disadvantages

- Financial savings possible from waivers
- Eligible schools may compete for available federal Charter School Grant funds
- Decision-making is school-based

Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with all state laws, rules and regulations that cannot be waived (e.g., health and safety)



Flexibility

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> School System seeks waivers – must include at least one of the following: class size; expenditure control; certification; salary schedule | <ul style="list-style-type: none"> School System must provide examples of how broad flexibility permitted by the Charter Schools Act will be utilized to improve student achievement | <ul style="list-style-type: none"> Waivers to be granted only in the case of a extraordinary circumstances, e.g. natural disaster, financial exigency Statewide waivers expire June 30, 2015 | <ul style="list-style-type: none"> Schools and clusters must state how broad flexibility permitted by the Charter Schools Act will be utilized to improve student achievement |



Waiver Limitations

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Cannot waive: <ul style="list-style-type: none"> ○ Federal rules/regulations ○ State and local rules/regulations such as: insurance; physical health; school safety; accountability; QBE funding; etc. ○ Court orders ○ Civil rights statutes ○ Conflicts of interest; ○ Unlawful conduct | <ul style="list-style-type: none"> • Cannot waive: <ul style="list-style-type: none"> ○ Federal rules/regulations ○ State and local rules/regulations such as: insurance; physical health; school safety; accountability; QBE funding; etc. ○ Court orders ○ Civil rights statutes ○ Conflicts of interest; ○ Unlawful conduct | <ul style="list-style-type: none"> • No waivers except if extraordinary circumstances, but cannot waive: <ul style="list-style-type: none"> ○ Federal rules/regulations ○ State and local rules/regulations such as: insurance; physical health; school safety; accountability; QBE funding; etc. ○ Court orders ○ Civil rights statutes ○ Conflicts of interest; ○ Unlawful conduct | <ul style="list-style-type: none"> • Cannot waive: <ul style="list-style-type: none"> ○ Federal rules/regulations ○ State and local rules/regulations such as: insurance; physical health; school safety; accountability; QBE funding; etc. ○ Court orders ○ Civil rights statutes ○ Conflicts of interest; ○ Unlawful conduct |

Unique Features

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • School System Strategic Plan is required to drive student performance goals and flexibility granted • School System must conduct a public hearing to share Strategic Plan • Approved by the Local School Board at a public meeting | <ul style="list-style-type: none"> • Emphasis on school level governance and parent/ community involvement • Approved by the Local Board of Education at a public meeting | <ul style="list-style-type: none"> • School System must conduct a public hearing to provide notice of the system's intent to select Status Quo • Local Board of Education must sign a statement that the school system has selected Status Quo | <ul style="list-style-type: none"> • Emphasis on parent/ community involvement, including maximum school level governance • Approved by the Local Board of Education at a public meeting |



Fiscal Impact

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Possible savings through flexibility Regular QBE funding with possible waiver of expenditure controls | <ul style="list-style-type: none"> Possible savings through flexibility Regular QBE funding with no expenditure controls Possible \$80-\$90 per pupil in supplemental funding through QBE | <ul style="list-style-type: none"> No savings through flexibility | <ul style="list-style-type: none"> Possible savings through flexibility Regular QBE funding with no expenditure controls Federal charter school implementation grants possible for autonomous charter schools |



Governance

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• School System may maximize school level governance by granting local schools authority to determine how to reach goals – but no change is required | <ul style="list-style-type: none">• School System must implement school level governance and grant decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations | <ul style="list-style-type: none">• No change in school level governance required | <ul style="list-style-type: none">• School System must grant each school/cluster substantial autonomy and maximum school-level governance and decision-making |

Decision Considerations

What does the school system's CCRPI* data show now?

What are the CCRPI goals of the school system?

What are the gaps between CCRPI goals and CCRPI data?

What academic and other strategies can be used to close the gap?

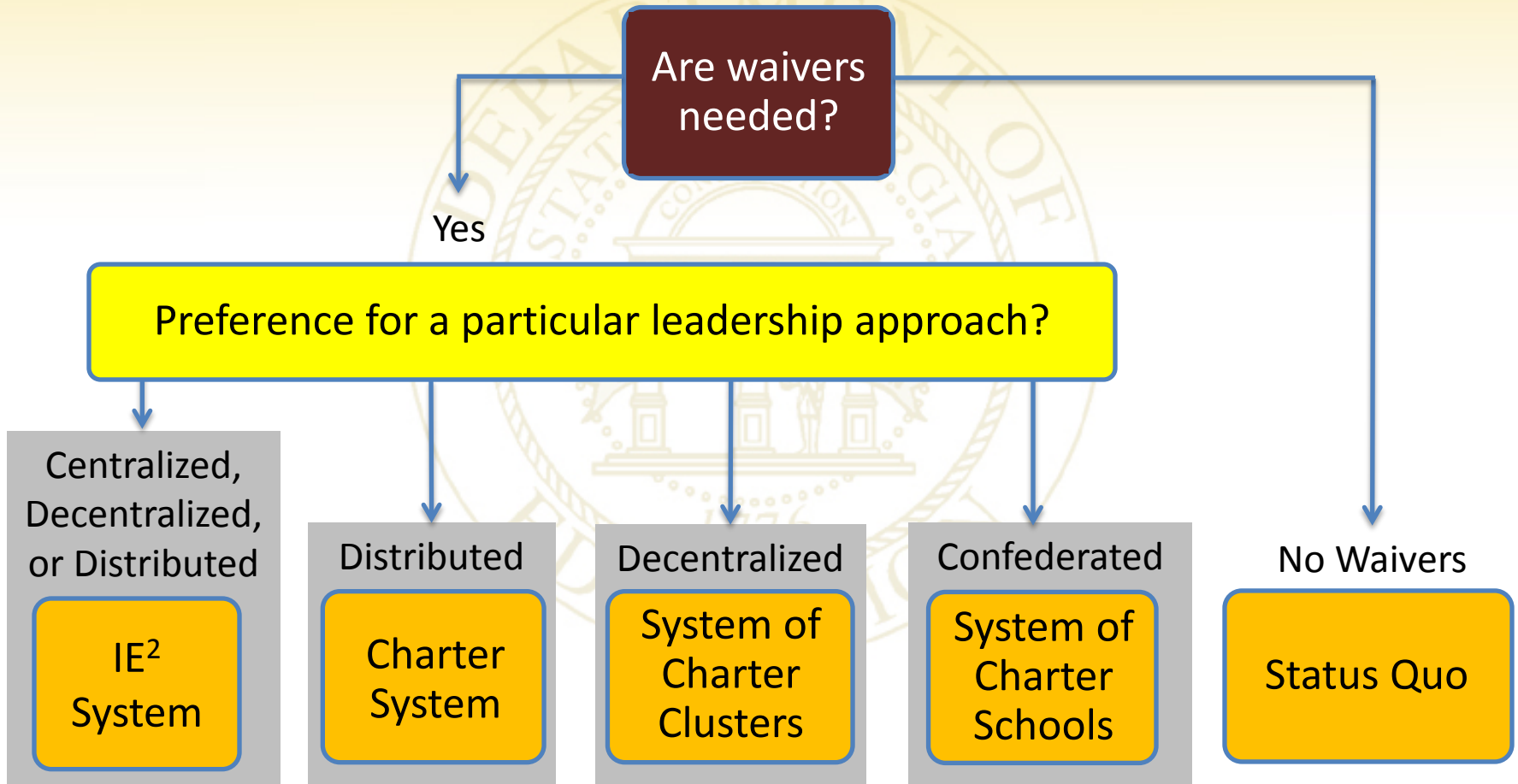
Which operational approach best matches the strategies?



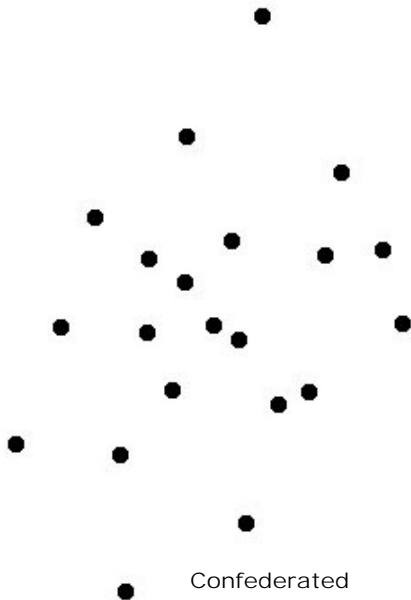
Dr. Jo
"Make
www.

* College & Career Readiness Performance Index

Decision Structure Considerations

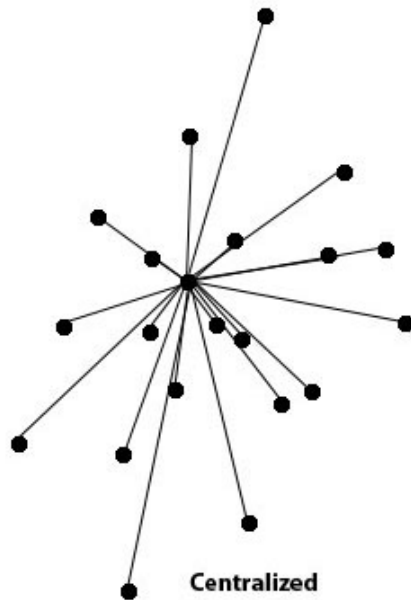


Decision Structures



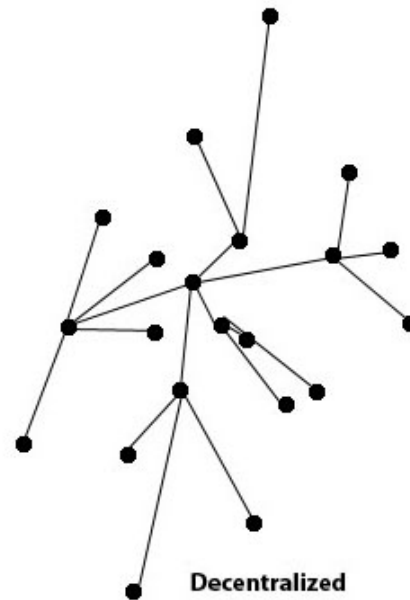
Confederated

*System of
Charter
Schools*



Centralized

Possible in IE²

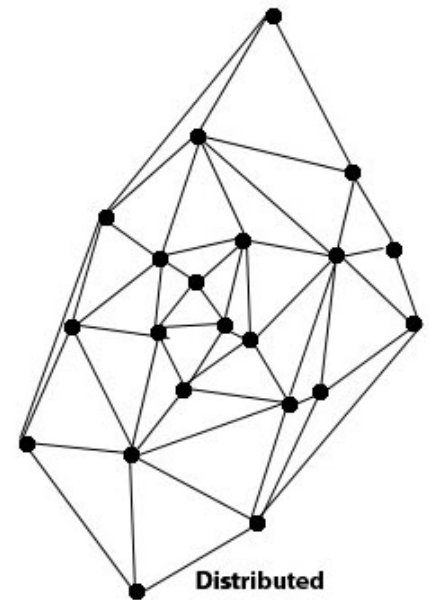


Decentralized

*System of
Charter
Schools

and

Possible in IE²*



Distributed

*Charter
System

and

Possible in IE²*



Decision Structures - Distributed Leadership

Distributed Leadership...is a leadership approach in which collaborative working is undertaken between individuals who trust and respect each other's contribution. It occurs as a result of an open culture within and across an institution. It is an approach in which reflective practice is an integral part enabling actions to be critiqued, challenged and developed through cycles of planning, action, reflection and assessment and replanning. It happens most effectively when people at all levels engage in action, accepting leadership in their particular areas of expertise. It requires resources that support and enable collaborative environments together with a flexible approach to space, time and finance which occur as a result of diverse contextual settings in an institution. Through shared and active engagement, distributed leadership can result in the development of leadership capacity to sustain improvements in teaching and learning.

(Jones, Harvey, Lefoe, Ryland 2013)



Major Responsibilities of a School Board

Strategic Plan

- Adopt a five-year strategic plan

Budget

- Adopt a budget to fund the strategic plan

Superintendent

- Hire a leader to implement the strategic plan within budget while providing for the BOE's control and management of schools
- Adopt and keep an updated succession plan

Accountability

- Hold the leader accountable for implementing the strategic plan within budget
- Conduct regular self-evaluations to hold *itself* accountable



Whose authority is shared with school governance teams or governing boards?

- The Superintendent's authority is shared with schools in a charter system or a system of charter schools or charter clusters
- The authority of a local Board of Education (LBOE) is not diminished (unless it has taken over any of the Superintendent's authority)
- Georgia's Constitution says the LBOE is in control and management of the schools and state law says all local schools are under the control and management of LBOE



Who decides?

- The local Board of Education is always in control
- LBOE's have to agree to local charters for them to go forward, and they have to initiate the charter system or IE2 process
- LBOE's choose how to manage their schools in several ways – selecting and holding accountable their superintendent, approving start up and conversion charters, becoming a charter system or an IE2 system



Who decides?

- The LBOE agrees to certain limits with its superintendent and agrees to certain terms with charters
- The LBOE controls the type of local governance and management their schools will have in a charter system, charter school, and charter cluster
- It is the role of the *superintendent* that is changing in a charter system, charter system, and system of charter schools or clusters



What is School Level Governance?

Superintendent develops recommendations to the LBOE *without* school level input

Superintendent incorporates school level input into recommendations to the LBOE

School Level Governance

- Decision-making authority in personnel decisions (People)
- Decision-making authority in curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations (Time)
- Decision-making authority in financial decisions (Money)

The Goal



School Governance Team Quality Standards

School Governing Team composition reflects the diversity of the community

Meets regularly and complies with Open Records and Open Meetings Laws

School Governing Team sticks to governance and stays out of management

School Governing Team exercises its school level governance responsibilities

Receives regular updates on academic operational, and financial progress of the school

Participates in regular School Governing Team training each year



Charter systems must report annually

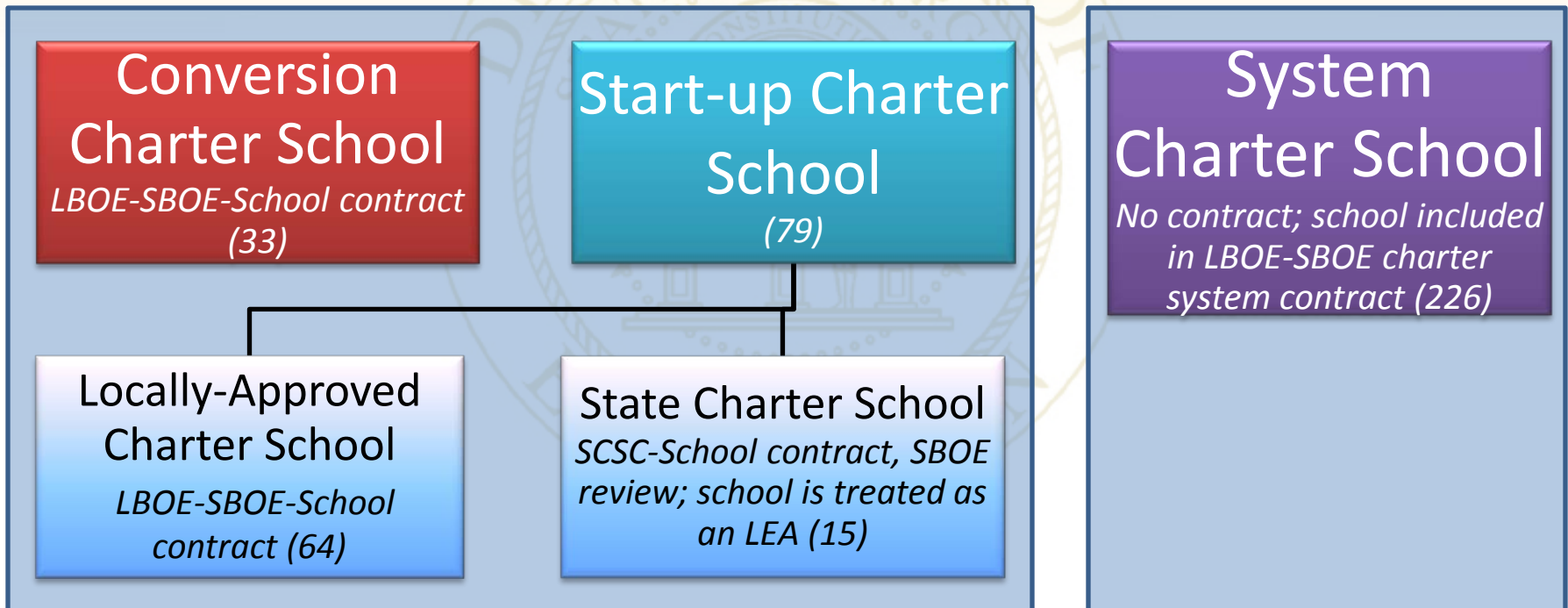
- Annual reports, which are due October 1, must describe the following:
- The actual authority exercised by local school governing teams in each area of school level governance
- Training received by school governing teams and school administrators
- Steps, if any, the charter system plans to take to increase school level governance in the future



Compare and Contrast: Georgia Charter Schools

Different starting points,
but same end point

Same starting point as a
conversion charter, but a
different end point



What is a system charter school?

Definition

- A school within a charter system.
- It is included in the 2-party charter contract between the LBOE and SBOE

Facts & Features

- School level governance: Local school governance teams involved in decision-making for the school
- Most common type of charter school in Georgia (226)

Relative Advantages

- School level governance frees the school to choose and implement innovation that benefit students at the school

Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with all state laws, rules and regulations that cannot be waived (e.g., health and safety)



College and Career Academies

- Since charter system schools are considered charter schools in Georgia law, and
- Since College and Career Academies must be charter schools to be eligible for TCSG capital grants,
- Charter systems have begun to create new College and Career Academies through their charter system contract – rather than through a separate charter application process for a stand-alone College and Career Academy



What is a college and career academy?

Definition

- A *start-up or conversion charter school or a system charter school* that partners with a local district, area businesses, a technical college, and/or other college/university

Facts & Features

- Many college and career academies originate from district programs
- College and career academy courses are a reflection of the needs of the local businesses and community
- Georgia has 27 college and career academies, of which 21 have their own charters and 6 were created through a charter system contract

Relative Advantages

- Local districts demonstrate their commitment to preparing their students for college and careers

Federal/State Compliance

- Must comply with all federal laws and regulations
- Must comply with all state laws, rules and regulations not waived by the contract



Career Clusters/Pathways

- College and Career Academies are increasingly being created to better provide for Career Clusters/ Pathways
- Georgia has 17 Career Clusters – all designed with the help of Georgia businesses
 - Each Cluster has multiple Pathways students can choose
- Students take core sets of classes coupled with electives based on their Pathway



GEORGIA'S CAREER CLUSTERS

1. Architecture & Construction
2. Agriculture, Food & Natural Resources
3. Arts, Audio/Video Technology & Communications
4. Business Management & Administration
5. Education and Training
6. Energy Systems
7. Finance
8. Government & Public Administration
9. Health Science
10. Hospitality & Tourism
11. Human Services
12. Information Technology
13. Law, Public Safety, Corrections & Security
14. Manufacturing
15. Marketing
16. Science, Technology, Engineering & Mathematics
17. Transportation, Distribution & Logistics



Dr. John D.
"Making Ed
www.gado

Charter System Contract

- Charter system contracts are standard except for two areas
 - Each contract includes a list of the specific innovations to be implemented by the system to improve student performance
 - Initiatives which the system does not want local school governance to affect are included in the innovations list
 - Any specific performance measures beyond the CCRPI and Beating the Odds measures



Performance Evaluation

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>GOSA</p> <ul style="list-style-type: none"> • Student performance goals must meet contract goals and exceed state averages and previous system performance • Student performance must meet all federal and state accountability measures | <ul style="list-style-type: none"> • Student performance goals must meet contract goals and exceed state averages and previous system performance • Student performance must meet all federal and state accountability measures | <ul style="list-style-type: none"> • Student performance must meet all federal and state accountability measures | <ul style="list-style-type: none"> • Student performance goals must meet contract goals and exceed state averages and previous cluster or school performance • Student performance must meet all federal and state accountability measures |



Consequences

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Loss of governance of non-performing schools may include, <i>but is not limited to</i>: <ol style="list-style-type: none"> Conversion to charter school Operation by another school system, or Operation by private or non-profit entity | <ul style="list-style-type: none"> Charter status revoked and school system reverts to Status Quo Possible fiscal impact when converting from Charter System to Status Quo due to loss of flexibility | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Charter status revoked for non-performing schools/clusters; those schools/clusters lose all flexibility Possible fiscal impact due to loss of flexibility if school system is Status Quo |



Contractual Partners

| IE ² System* | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. State Board of Education 2. Local Board of Education <p><i>* Governor's Office of Student Achievement leads the IE² performance target setting, performance monitoring, and evaluation processes</i></p> | <ol style="list-style-type: none"> 1. State Board of Education 2. Local Board of Education | <p>N/A</p> | <ol style="list-style-type: none"> 1. State Board of Education 2. Local Board of Education 3. Charter School or Cluster Governing Board |



Length of Contract

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Initial term of contract is for 5 years Contract may be renewed if contract performance goals are met for at least three years | <ul style="list-style-type: none"> Initial term of contract is for 5 years Contract status is reviewed annually, based on student performance Subsequent contract term may range from 5 to 10 years if the charter contract goals are met | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Initial term of an individual cluster or school contract is for 5 years Contract status is reviewed annually, based on student performance Subsequent contract term may range from 5 to 10 years if the charter contract goals are met |

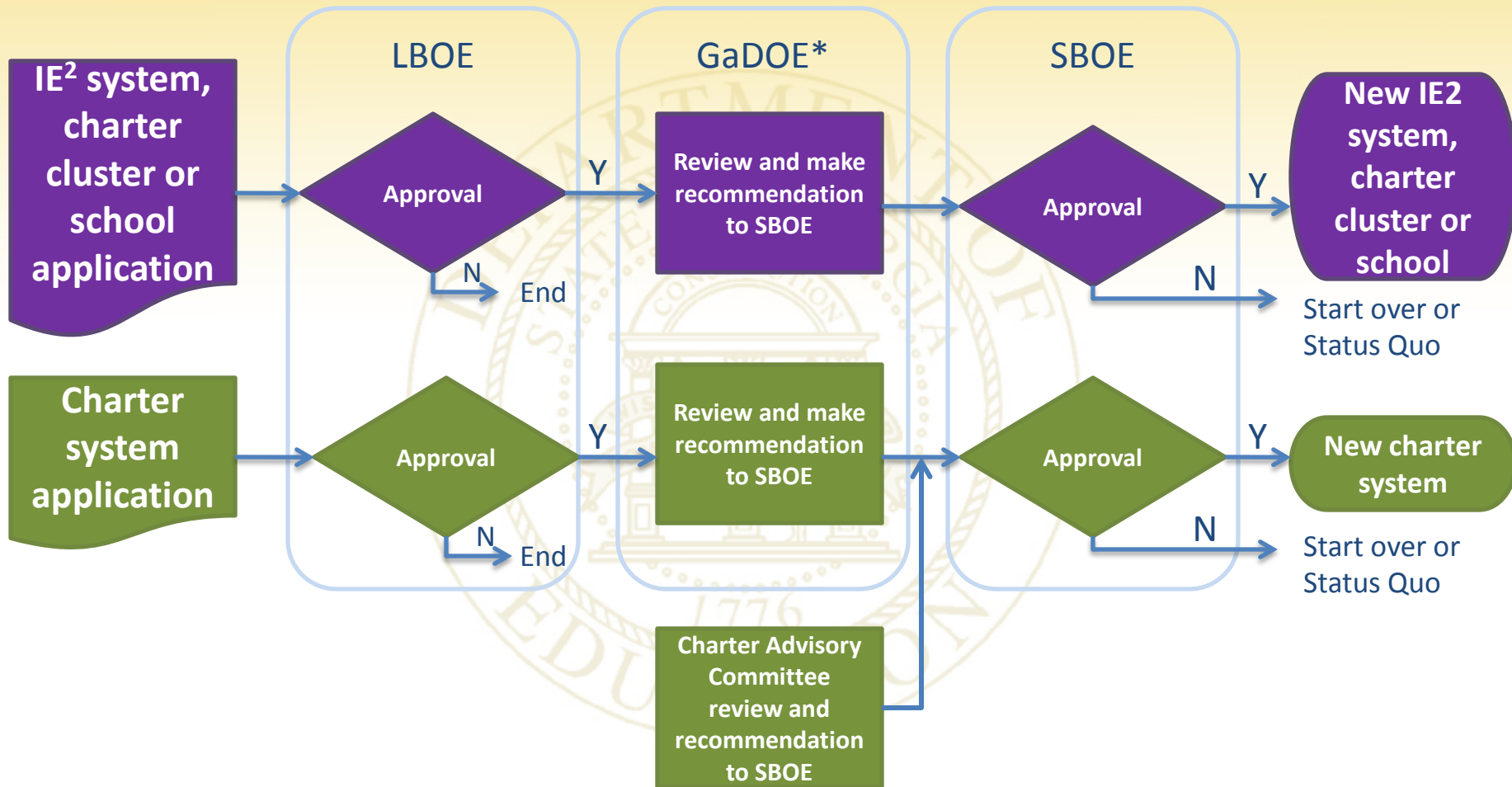


Charter System Application

1. What will you be able to do with a charter that you can't do without a charter?
2. What are your school system's student performance objectives for the proposed charter term?
3. What specific actions will your school system take to achieve your student performance objectives during the proposed charter term?
4. What is the system's plan to maximize school level governance?



Contract Approval Process

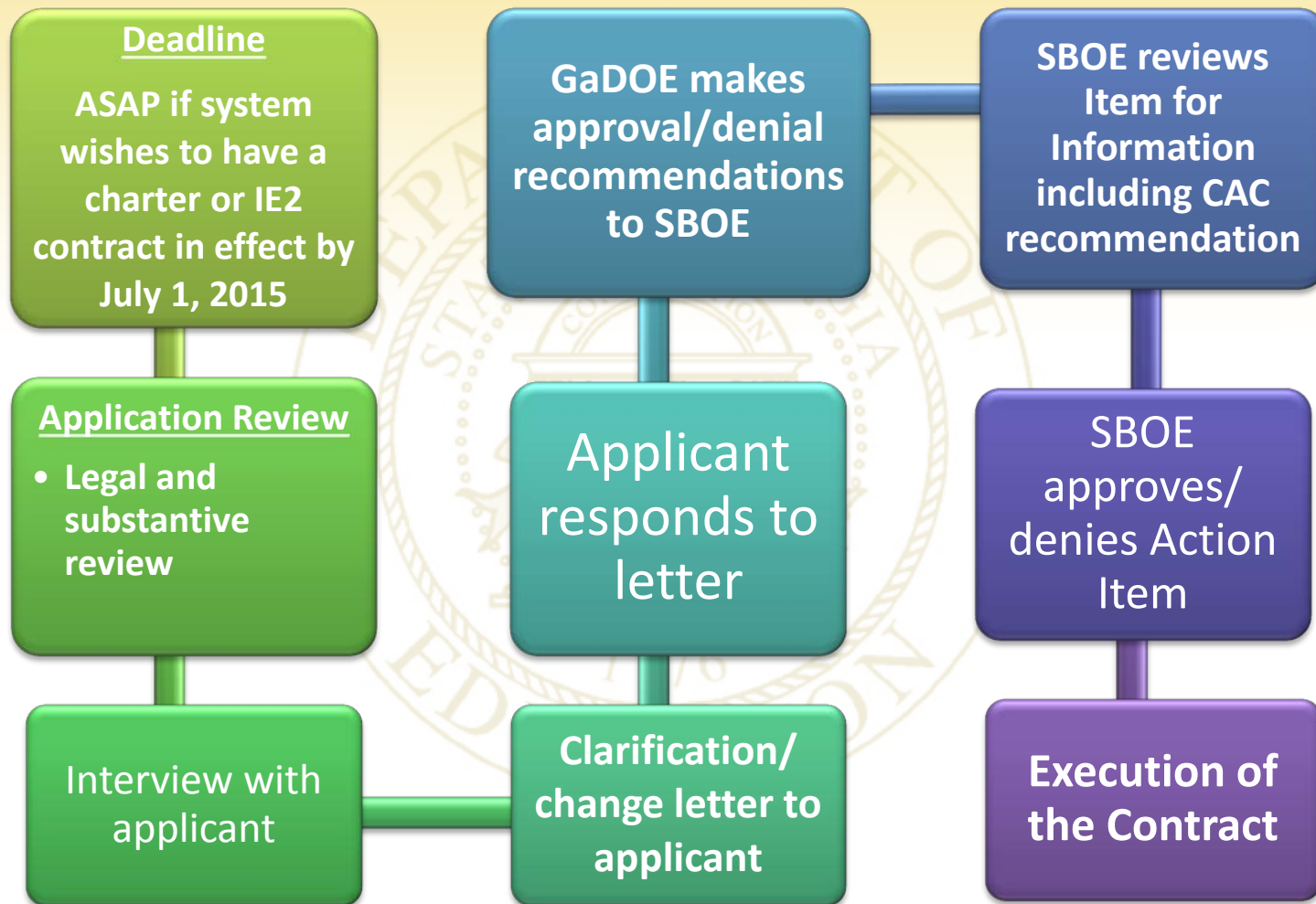


*GOSA included for IE²



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"
www.gadoe.org

What Application Review Process



Application Review Process

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Approved by local board 2. Contract vetted by GOSA and GaDOE staff 3. Board item vetted by GaDOE Cabinet 4. State Board of Education approves or denies 5. If approved, contract signed by all parties <p>Time from receipt of petition to SBOE approval and contract = 8 to 24 months</p> | <ol style="list-style-type: none"> 1. Approved by local board 2. Petition vetted by GaDOE staff 3. Petition vetted by GaDOE Cabinet 4. State Board of Education approves or denies 5. If approved, contract signed by all parties <p>Time from receipt of petition to SBOE approval and contract = 3 to 6 months</p> | <ul style="list-style-type: none"> • N/A | <ol style="list-style-type: none"> 1. Approved by local board 2. Petition vetted by GaDOE staff 3. Petition vetted by GaDOE Cabinet 4. State Board of Education approves or denies 5. If approved, contract signed by all parties <p>Time from receipt of petition to SBOE approval and contract = 3 to 6 months</p> |



Legal References*

| IE ² System | Charter System | Status Quo | System of Charter Schools or Charter Clusters |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| O.C.G.A. §20-2-80 §20-2-81 §20-2-82 §20-2-83 §20-2-84 §20-2-84.1 §20-2-84.2 §20-2-84.3 §20-2-84.4 | O.C.G.A. §20-2-84.4 §20-2-84.5 §20-2-2062 §20-2-2063 §20-2-2065 §20-2-2067.1 §20-2-2068 §20-2-2069 | O.C.G.A. §20-2-80 §20-2-84.3 | O.C.G.A. §20-2-2062 §20-2-2063.1 §20-2-2063.2 §20-2-2064.1 §20-2-2065 §20-2-2066 §20-2-2067 §20-2-2067.1 §20-2-2068 §20-2-2068.1 §20-2-2068.2 §20-2-2069 §20-2-2070 §20-2-2071 |



Flexibility Orientation

- Local Boards of Education make a significant legal commitment when they sign a charter system, charter school, charter cluster, or IE2 contract.
- It is therefore critical that both new Board of Education members and new Superintendents receive a detailed orientation on their charter system, charter school, charter cluster, and IE2 commitments as part of their “on-boarding” process



Additional Information

Louis Erste
Associate Superintendent,
Policy and Charter
lerste@doe.k12.ga.us
404-651-8734

Morgan Felts
Program Manager and
Senior Attorney
Charter Schools Division
mfelts@doe.k12.ga.us
404-656-0027

Garry McGiboney, Ph.D.
Deputy Superintendent,
External Affairs
gmcgiboney@doe.k12.ga.us
404-656-0619

Howard Hendley, Ed.D.
Director, Policy Division
hhendley@doe.k12.ga.us
404-657-2965

Allan Meyer
Assistant Director
Policy Division
ameyer@doe.k12.ga.us
404-657-1065

Jennifer Hackemeyer
General Counsel
jhackeme@doe.k12.ga.us
404-657-2529

