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Georgia Charter Schools Association

Locally-Approved Charter School Governing Board Training Proposal 2017-2018

SECTION 1

I.) Overview of the individual(s) or entity wishing to provide training.

The mission of the Georgia Charter Schools Association (GCSA) is to be an effective advocate and service provider for all charter schools in Georgia. As an experienced governance-training provider, GCSA has worked with numerous schools, both start-up and conversion, and districts across the state and can attest to the need for strong and ethical governance practices. In an effort to enhance the capacity of governing boards, we currently offer governing board trainings, strategic planning, policy development, charter renewal, and performance management services. In addition, the combined governance expertise that our trainers possess has afforded us the opportunity to serve as the governance-training provider of record for Atlanta Public Schools, the State Charter School Commission, and the Georgia Department of Education.

II.) Experience in providing charter school governing board training with references.

The GCSA Governing Board trainers have worked with over 60 charter schools (both start-up and conversion) across the state of Georgia by providing training, coaching, strategic planning, and consulting services. Some of the topics covered deal specifically with Succession Planning; Building a Collaborative Relationship with School Administration; Financial Sustainability; Policy Development; and Induction, Orientation & Mentoring of New Board Members, among other topics critical to effective governance.

III.) Instructors' qualifications

As experienced governance-training providers, our team has worked with numerous schools and districts across the state and can attest to the need for strong and ethical governance practices. That's why it is critical that all charter school boards fully understand and commit to the responsibilities, transparency, and stewardship required to operate public schools, to receive and administer public monies, and to prove themselves deserving of the public trust.

The following staff members have extensive experience in working with school leaders and boards and will serve as trainers to the charter school board members:



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Elisa A. Falcó, Vice President, School Services

Elisa A. Falcó joined the Georgia Charter Schools Association in January 2011, after serving GCSA as a consultant to develop and implement quality initiatives. Elisa leads GCSA's training efforts for governance teams by providing consulting, strategic planning services, and fundamentals of effective governance training. Elisa works closely with the National Alliance for Public Charter Schools and provides governance training at their annual conference and master classes.

Elisa is the former CEO and principal of Tech Charter High School in Atlanta. While serving as CEO / principal of Tech High for four years, she led the school's charter renewal effort, which resulted in a new five-year agreement with the Atlanta Public Schools. Additionally, she directed Tech High through the rigorous Southern Association of Colleges and Schools – Council of Accreditation and School Improvement (SACS-CASI) accreditation process, leading to a five-year accreditation for the school. In 2009, Falcó served on the Governor's Teacher Effectiveness Committee that helped develop the Race-to-the-Top grant.

Elisa earned a Bachelor's degree (1993, Spanish Language and Literature) from Georgia State University, a teaching certification from Chapman University (1999, Santa Maria, CA), and a Master's degree in education and business administration from Arizona State University (2006), where she participated in the Leadership for Educational Entrepreneurs (LEE) Program. The LEE program was designed to prepare educators and/or members of the business community for charter school leadership. The LEE program was sponsored by the U.S. Department of Education, Office of Innovation.

Jeffrey Homan, Director of Certification Programs

Jeff Homan joined the Georgia Charter Schools Association in September 2015, after serving over three years as the Principal at The Main Street Academy (TMSA), a Fulton County charter school located in College Park serving students in Grades K through 8. Jeff's role at the Association is to lead the alternative teacher certification program.

During his tenure as principal, TMSA was approved for a second charter term by the Fulton County Board of Education and the Georgia State Board of Education. Jeff, in collaboration with the Governing Board, also led the effort to earn full accreditation status by AdvancED, Inc.

Additional leadership experience includes serving as the Principal at Central High School in



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Macon, the Director of Professional Learning at Griffin RESA, the Director of Curriculum and Instruction for the Thomaston-Upson Schools, and the Principal at Pike County Elementary School. Jeff also has fond memories of teaching social studies and coaching baseball and football at Pike County High School.

Jeff earned a Bachelor's degree in Secondary Education from Miami University (1992), a Master's degree in Education Leadership from Columbus State University (1998), and a Specialist degree in Education Leadership from Valdosta State University (2002).

Waynica Staples, Director of Education & Training

Waynica Staples is a native of Pittsburgh, PA and has been in the educational arena for more than 15 years. She is a passionate reformer and believes that all students can achieve and succeed if given the right tools. Waynica's role at the Association is to provide training and technical support to governing boards and school level leadership. Waynica has trained over 20 charter school boards across the state of Georgia.

Prior to moving to Atlanta, Waynica created and led the college and career transition department of City Charter High School (City High). City High is an urban school where more than half of the students are considered low income and many are first generation college students. Her work at City High resulted in a 95% college acceptance rate and 75% college retention rate.

Upon moving to Atlanta, Waynica joined the team of The Influence1 Foundation and served as the Program Development Manager. She led the expansion efforts of the Tennessee based organization as they worked to replicate their dual charter school/community development model. Waynica also held positions in college admissions, marketing, and communications.

Waynica completed both her Bachelor's Degree in Political Science and Master's Degree in Public Administration at The University of Pittsburgh.

Aarti Sharma, Vice President of New School Development

Aarti comes to GCSA after serving as Director of the District Flexibility and Charter Schools Division at the Georgia Department of Education. In her role with the department, Aarti worked with more than 100 charter schools throughout Georgia. In 2016, the National Association of Charter School Authorizers selected Aarti for its NACSA Leaders Program.

Aarti began her career in the education field as a teacher with Teach for America in Miami. Following her experience in the classroom, she attended law school at Emory University



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where she graduated with honors. After graduating from Emory, Aarti received an Equal Justice Works Fellowship, which allowed her to represent court-involved youth in education proceedings.

Aarti holds a Bachelor of Arts degree from the University of Georgia and a Juris Doctor from Emory University School of Law.

IV.) Indication of type of charter school for which training will be provided.

- ✓ Start-up
- ✓ Conversion



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SECTION 2

Training Provider	Georgia Charter Schools Association	Submission Date	5/3/2017
Course Title	<ol style="list-style-type: none"> 1. Whole Board Governance Team Training 2. Charter School Finance and Budgeting 3. Succession Planning 4. Induction, Orientation & Mentoring of New Board Members 5. Effective Leadership Oversight 6. Charter Boards as Employers: Understanding your responsibilities 7. Tips for Developing and Monitoring your Strategic Plan 8. Monitoring Charter Goals 9. Effective Committees 10. Understanding FERPA 11. Managing the Authorizer Relationship 12. Policy Development 13. Legal & Regulatory Compliance 14. Effective Meetings 15. Board Chair Duties & Responsibilities 16. Financial Governance 17. Vendor/Management Company Contract Monitoring 18. Ethical Issues in Charter School Governance 19. Professional Standards Commission-Educator Code of Ethics 20. Effective Board Development & Capacity Building 21. Understanding your By-laws 22. Board Self Assessments 23. Planning for Renewal 24. Governance vs. Management 25. Leadership Continuity Planning 26. Resource Development & Grant Proposal Writing 27. The School Leader & Board Relationship 28. Best Practices in Charter School Governance 	Instructors	<p>Elisa A. Falco, VP of School Services. GCSA</p> <p>Waynica Staples, Director of Education & Training. GCSA</p> <p>Jeff Homan, Director of Certification Programs. GCSA</p> <p>Aarti Sharma, VP of New School Development. GCSA</p>



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Course Description	Based upon Georgia Code requirements of 20-2-2072 and SBOE rule and standards, each participant will learn and understand effective strategies and best practices for charter school governance. They will also learn how to ensure they meet their fiduciary, policy-making and strategic planning, ethical, and legal responsibilities as defined by the SBOE approved Standards for Effective Governance.	Delivery Method (Check)	<ul style="list-style-type: none"> ○ Small Group ✓ Large Group ✓ Virtual ✓ Whole Board ✓ Other: Case Studies
Alignment to Standards	<p>The courses are aligned with the following domains/ Standards for Effective Governance:</p> <ol style="list-style-type: none"> 1) Domain I – Governance Structure, Standards A, B, C & D 2) Domain II – Strategic Planning Standards A & B 3) Domain III – Board and Community Relations Standards A, B & C 4) Domain IV – Policy Development Standard A 5) Domain V – Board Meetings Standard A 6) Domain VI – Personnel Standards A, B, & C 7) Domain VII – Financial Governance Standards A & B 8) Domain VIII – Ethics Standard A <p><i>Please see the attached syllabus for more information on alignment to the standards.</i></p>	Proposed Fee	<p>\$1,000 per 3-hour large group, Face-to Face training session.</p> <p>\$1,500 per 3-hour charter school onsite, Face-to-Face training session.</p> <p>\$500 for webinar series subscription</p>
Proposed Location	<ul style="list-style-type: none"> ○ Charter School (Onsite) ○ Webinar ○ Conference workshops ○ GCSA training facility 	Length of Course	<ul style="list-style-type: none"> ○ One hour (webinars and case studies) ○ Three hours (face-to-face)



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Overall Course Objectives	<p>Enable all charter school board members to meet requirements of 20-2-2072. In addition, charter school board members will:</p> <ul style="list-style-type: none"> • understand board member roles & responsibilities. • understand the local board governance structure, its purpose and how it relates to student achievement. • understand how to develop, enact and implement board policies • understand the strategic planning process. • understand how to engage the community and build relationships that will contribute to increased student achievement. • understand how to conduct effective board meetings that are compliant with the Open Meetings Law. • understand their role in hiring and evaluating the school leader. • Understand their responsibility for providing sound financial oversight and set policies that pertain to financial management. 	Type of Charter School	<ul style="list-style-type: none"> ✓ Start-up ✓ Conversion
Submitted by	Waynica Staples, Director of Education & Training	Date Submitted	May 3, 2017

*Instructor’s qualifications and resumes are attached.



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Course Syllabus Sample

Submitting Agency:	Georgia Charter Schools Association
Course Title:	Whole Board Governance Team Training
Contact:	Elisa A. Falcó Vice President of School Services Georgia Charter Schools Association 211 Perimeter Center Pkwy., Suite 1000 Atlanta, GA 30346 Office: (404) 837-2973 Mobile: (404) 550-9401 Email: efalco@gacharters.org
Course Description:	An overview of local board governance, performance objectives & monitoring, roles & responsibilities, school finance, legal & regulatory requirements, school leader evaluation and support, strategic planning, policy development, ethics, board and community relations and personnel.
# of Contact Hours:	Face-to-face training = 3 hours
Major Activities:	Review key topics, large and small group activities, role-playing, webinars, and case study analysis. Discussion about best practices for charter school board governance.
Training Goals / Objectives:	<ul style="list-style-type: none">• Provide an overview of charter school board governance, roles and responsibilities• Review ethics and school law• Review performance objectives and monitoring• Review school finance and budgeting oversight• Review school leader evaluation tools
Target Audience:	Locally approved start-up and conversion existing Board Members and newly elected Board Members
Training Times:	Face-to-face sessions are scheduled by appointment



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XI). Responses to hypothetical questions related to charter school governing boards

***HYPOTHETICAL #1** – You are working with Charter School XYZ’s founding board that is comprised of mostly parents. The school is in its first year of operation. The board has hired a principal and the principal has hired a staff. The school is located in a wealthy part of town and does not provide transportation. As a result, the students are majority high income. The board has issues with the way that the teachers are trained and on-boarded onto the staff. The board also has concerns that their Principal is not handling carpool well. Some teachers are complaining that the principal is too strict. Lastly, the facility has had many issues and concerns including a leaky roof. As a result of all of these things, the board is meeting today to consider firing the principal. Also one board member is related to a teacher.*

How would you advise this board in terms of duties, roles and responsibilities, and next steps?

We have worked with many schools at every stage of their life cycle and have seen very similar issues arise. During the Petitioning Phase and Planning Year, many founding Boards find themselves doing everything necessary to get the school approved and operational. Once the school opens, the Founding Board often finds the transition to a Governing Board to be challenging. As a Governing Board, their focus should shift from day-to-day operations to oversight. At this critical phase, we find many Boards suffer from “role-confusion” and cannot distinguish between management and governance.

As the Governing Board for the school, the primary responsibilities include policy development, strategic planning, monitoring progress toward student achievement goals and other objectives outlined in the charter contract, fiscal health, operational compliance, mission alignment, transparent practices, and partnerships/community relationships. Since Board member time is limited, it’s imperative for the Board to focus on these strategic priorities and not focus on things such as the carpool line. The Governing Board also has a Personnel responsibility that includes hiring, evaluating, developing, and supporting the school leader.

Once the governance work of the Board and the management work of the staff have been delineated, we would encourage this Board to consider several next steps. This Governing Board should complete a self-assessment annually. The skills that are needed on the Board during the petition and pre-operational phases may not be the same skills that are needed to effectively lead and grow a school. The Governing Board should then draft a recruitment plan that is intentional about seeking more representation from a broader community and not just from the school community (parents) and immediate neighborhood. They should also revisit their Conflict of Interest Policy, based on the fact that a board member is related to a teacher.



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In addition, the Governing Board should prioritize diversity and work with school administration to develop a comprehensive diversity plan that targets students from a variety of socio-economic, ethnic, and racial backgrounds. To diversify the student body, they could conduct a feasibility analysis for transportation and/or implement a weighted lottery.

Lastly, based on the facts presented in this scenario, there does not appear to be enough evidence to warrant the termination of the leader. Hopefully, the shift in the focus of the Governing Board would initiate a re-evaluation of the school leader and the formulation of a viable strategy to develop and support the school leader. For example, the Board could ask the school leadership to develop a plan to improve the carpool. They could also ask the school leader to develop a clear plan for recruitment, selection, onboarding, and orientation of the staff. School culture and morale are important for any school, especially a school that is in its infancy. If the leaders behavior is causing excessive staff member turnover, Board level intervention is appropriate as the Board is responsible for organizational effectiveness.

What are some considerations moving forward to avoid these conflicts?

In addition to the strategies mentioned above:

- Clear understanding of the difference between governance and management
- Policies to help mitigate risk such as a Conflict of Interest Policy. In addition to signing the COI policy, board members should complete an annual disclosure statement that lists professional and personal affiliations. The governance committee should review those statements and determine if there are potential conflicts and how they will be mitigated.
- Training on how to evaluate the Principal
- The Board is also able to set policy on staff recruitment, on-boarding, training and retention

HYPOTHETICAL #2 – A well-established charter school has recently come under public scrutiny for not reflecting the diversity of the community served by the charter school. The school has decent student achievement data, and has been in existence for over ten years. The board does not believe that there is anything it can do to diversify. It also believes that it does not need to diversify. The board is about half parents and half other community members.

What would you do with this board and why?

There are a number of strategies that we would suggest to this Board. Since this Board does not believe it should diversify, the first strategy would be to develop a training session



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that focuses on the cognitive and social benefits of a diverse student body. During this workshop, we would also challenge the Board to think about stereotypes, including fears that academics will decline and student behavior will worsen as the % of students in poverty increases. Since the Board is facing public pressure, it's also important for them to understand that charter schools are often criticized for "shaping enrollment" by locating the school in a wealthy neighborhood, targeted marketing, requiring families to provide transportation, etc.

The second strategy would be to help the Board develop a diversity plan that not only outlines how students will be recruited but also how students will be integrated into the existing program. The plan should target students from a variety of socio-economic, ethnic, and racial backgrounds. To diversify the student body, they could conduct a feasibility analysis for transportation and/or implement a weighted lottery.

The third strategy would be to help the Board develop a marketing plan. Since this school is under public scrutiny, it's important for stakeholders to know that the school Board understands the value of a diverse student population and is committed to working aggressively toward that goal. This change in approach may be met with opposition so the Board needs a strong plan in place to appropriately message their diversity goals.

What are the issues here?

- Student achievement is labeled as "decent." We would expect a much stronger academic record for a school that's 10 years old.
- The school does not reflect the diversity of the surrounding community. Charter schools should be reflective of the attendance zone served.
- The Board does not see the value in student diversity.
- The school is receiving public scrutiny.
- Although, not discussed in the case study, this school may face challenges during renewal with either their local authorizer or the Georgia Department of Education for having a student demographic that is not reflective of the surrounding community.
- The Board is very insular as it is composed of 50% parents/guardians.

HYPOTHETICAL #3 – An established charter school is having some serious board turnover in a way that is unprecedented. You are the board's trainer. You attend a board meeting and notice that there is not any real discussion. The items pass without any questions or comments. There is not time for public comment. The principal's report is sparse and does not include any academic data. Additionally, the CFO was unable to answer questions about the financial documents. When asked questions, the principal spoke up to answer questions about the financial statements. Several board members seem to have a very friendly demeanor with the principal.



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What are your thoughts on this?

The excessive Board member turnover and lack of engagement at Board meetings raise concerns about this Board's capacity to provide proper oversight. It is also unclear if this Board utilizes a committee structure to review academic and financial data in greater detail. The Board does not likely have a sound plan / policy for recruitment, onboarding and training of new members. When board turnover exists there is typically a communication gap in terms of expectations of board members.

What are some suggestions you would make to the board?

Our first suggestion would be for this Board to determine the root cause of the excessive turnover. In our experience, excessive turnover is usually the result of inadequate Board recruitment and/or onboarding or internal Board conflict. Once the cause is identified and addressed, we would encourage the Board to recruit for both Board vacancies and Committee members. We would also insist the Board draft a written succession plan.

Many Boards struggle with progress monitoring. They don't know what data to collect, when to collect it, what it means, or how to improve. We have many resources available to our Boards including sample CEO and CFO reports, committee reports, and dashboard samples. We would encourage the Board to utilize as many of these resources as necessary to better understand the overall fiscal health of the school and the academic achievement of the students. Committees are also bound Georgia's Sunshine Law, which requires a high level of transparency for whole board and committee work. As the Board's trainer, we would certainly ensure understanding of regulations as well as best practices for implementing an effective committee structure.

In addition, it's important for the School Leader and Board to understand why the CFO was unable to answer questions. Is additional training or support needed or does a new CFO need to be selected, or perhaps the CFO does not meet the minimum requirements for that position.

Lastly, we would instruct the Board to designate a time for public comment during their meetings in addition to drafting a public comment policy. Public comment gives the Board an opportunity to listen to their stakeholders as they offer praise for things that are going well or criticisms for things that can be improved. Not allowing public comment can leave families feeling alienated or that their feedback is not important.



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How would you incorporate this into the training?

In addition to what is mentioned above, we would train this Board on:

- Effective use of Committees
- Succession Planning
- Board Recruitment and Onboarding
- Monitoring Charter Goals
- Effective Board meetings

We would also conduct a board meeting observation in advance of and after the training to provide additional guidance.



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XIII.) List of Georgia charter school governing board members who participated in training courses during the 2016-2017 academic year.

Staff members from the Georgia Charter Schools Association trained over 50 schools during the 2016-2017 school year. We expect that number to increase since we still have a few months left in the fiscal year. A small sampling has been provided in the table below:

School Name	Board Members
Amana Academy	Kristina Eisenhardt, Nada Adam Diab, Leslie Jensen – Link, Sigmund Garrett, Mulham Shbeib, Stephanie Dean, Tabitha Press, Zafar Khan
Baconton Community Charter School	Barbara Molholland, Donna Shiver, Josie Feely, Brian C. Brooks, Sam Holton, Sonya L. Williams, Larry Burkett, Jon Hilliard, Kitty Beasley, Marry Sullivan, Christina Hayes, Kate Von Glahn, Kanowa J. Mitchell
Berrien Academy Performance Learning Center	Jenny Taylor, Chelsea Boda, Linda Williams, Sue Tittle, Steven Mathis, Pat H. Prida, Sara Paulk
Brighten Academy	Terrell Hires, Melissa Wallis, Lawrence Hales, Kimberly Sanders, Brandon Rice, Kimberli Brown, Heather Shirley, Terrence Pulliam, Nick Smith, Coriya Falker
Centennial Academy	Rewa Berry, Renee Lewis Glover, Panya Lei Yarber King, Kristyn Tumbleson, Raynise Smith, Brinkley Serkedakis, Egbert Perry, Walt Higgins, Ed Munster, Bud Peterson,
Chattahoochee Hills Charter School	Clay Johnson, Tim Cailloux, Knox Phillips, Xeron Pledger, Tyler Thigpen, Warren Edwards, Dominique Love, Morgan Lindsey, Abby Corbett, Lachauna Edwards



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Coastal Empire Montessori School	Elizabeth Berenguer, Teri Cornelius, Justin Hummel, Michelle Candline, Tamara Avant, Dave Gibson, Spencer Burch, Tim Blackston,
DeKalb PATH Academy	Joseph Pattin II, Ginger Williams, Chestner Wojna, Ronald Fisher, Mark Zamora, Veronica Linder, Mark Miles, Andrea Arroyo
DeKalb Prep Academy	Gwendolyn Cook Sims, Roberta Walker, Edward Gadsden, S. Arnold, Janelle Wilhite Nicole Thompson
Destiny Achievers Academy of Excellence	Reginald Johnson, Charles Reynolds, Wilbert Dixon, R. Darlene Hudson, Liona Speede, Farrell Young, Erica Williams
Furlow Charter School	Elizabeth Kuipers, Gena Wilson, Tami Peavy- Owen, Gena Wilson, Tami Peavy- Owen, Allyson Drinnon, Alwen Yeung, Lane Tyson, Charles L. Randall Jr, Mike Harris, Dariene Laird, Jason Williams
International Academy of Smyrna	Rachel Speeches, Stephanie Wilford, Curt Johnston, Nana Boone, Zach Berman, Grant Coleman, Cornell Longino, Marie Davis, Harold Givens
International Community School	Regina Matthews, Anne Phillips, Tamecia K. Wright, Maggie Deaton, Jon Schmidt-Davis, Christopher Morley, Ashley Parks, Candice D. Mickinley, Trang Wisard
Kennesaw Charter Science & Math Academy	Montyne Morris, Max Crocker, Dave Peoples, Coleen James, Candice Wharton, Davida Morgan Washington, Verjaunn Jordan, Jackie Beaulieu, Shawnita Haliburton
The Kindezi School	John Whitehead, Phillip Rogers, Andy Redman, Bettina Love, Brett M. Lasher,



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	Elizabeth Young, Kate Sandhaus, Holly Reid, Steve Wadley, Eric Nelson, Quincy Jordan
Lake Oconee Academy	Mark Lipscomb, Dick Schmidt, Fatima Fields, Conny Hoyle, Kim Larken, Byron Lombard, James Brooks, David D. Mapp
Latin College Preparatory Charter School	Nat Lanier, Amy Jackson, Leonard Neely, Iesha Davis, Perry Barrett
The Mainstreet Academy	Jamaal Smith, Bianca Motley Brown, Rebecca Dearolph, Jennifer Fine, Erin Rodgers, Charity Buckley, Noel Mayeske, Paige Creel, Tony Morrison, Tha Vin, Solimar Miranda, Dr. DeAndre S. Pickett, Fred Parham, Laura Calloway
New Life Academy of Excellence	Dr. Angela Lewis, Celeste Anderson, Dr. Mary L. Packer, Stacey Love, Carter Wilson
Oglethorpe Charter School	Edward Jolley Jr, Dedra N. Andrews, Emad Afifi, Kathleen Fabrikant, Beth Concepcion, Sam Carter, Tim Costner, Jon Cohen, Lisa Grooms, Dana Braun, Henry Perry
Savannah Classical Academy	Terri O'Neal, Andrew Blair, John Picker, Martha Nesbit, Jacoblum Holliman, Falen O. Cox, Ormonde Lewis
Skyview Highschool	Thomas Bowen, Karol Cain, Ian Cohen, Michelle Cook, Mike Daniels, Erica Long, Greg Clay
Tapestry Public Charter School	Karen Swanson, Tonna Harris-Bosselmann, Amy Hilton, Liz Davis, Devon Christopher, Scott Logan, Suzanne Baker, Fred Marcus, John Graham, Tricia Manning, Greta Masseti, Ann Abramowitz



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Tybee Island Maritime Academy	Christy Edwards, Heather Harrey, Perb Fortner, Kay Fortner, Carolyn Jurick, Tammy Smith, Sara Mitchell, Duffield Smith, Ashley E. Odom, Brenda Marion
Union Point STEAM Academy	Michelle Tompkins, J. Boswell, Steve Kilgore, Charles Finch, Kathleen Coine- Mayers, Harold Chester
Wesley International Academy	Darryl B. Holloman, Suzanne Burnes, Robin Frady, Katie Delp, Elisa Bucker, Beth Gay, Mazie Lynn Cause, Portia Brown, Tom Tidwell, Jonathan Trapp, Clay Elrod, Thomas Ryan Lawrence, Nicole Jones
Westside Atlanta Charter School	John Phelps, Chuck Johnston, Terrell Gilbert, Hannah Heck, Monica Allen, Julius Farrington, Kim Day, Cobb Pearson, Peter Pettit, Katrina Mitchell, Tyler Skelton

In addition to the schools listed above, the Georgia Charter Schools Association also trained the following schools during the 2016-2017:

1. Brookhaven Innovation Academy
2. Charles R. Drew Charter School
3. Georgia Cyber Academy
4. KIPP Metro Board
5. Peachtree Charter Middle School



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GOVERNANCE TRAINING REFERENCES

1. KIPP Metro Atlanta Schools
Contact: Kinnari Patel-Smyth
250 Temple St. NW
Atlanta, GA 30314
(404) 924-6310

2. DeKalb PATH Academy
Contact: Mark Miles
3007 Hermance Drive NE
Atlanta, GA 30319
mmiles@bellsouth.net

3. The Georgia State Charter Schools Commission
Contact: Lauren Holcomb
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE,
Atlanta, GA 30334
(404)-656-2837

4. Brighten Academy
Contact: Lisa McDonald
3264 Brookmont Parkway
Douglasville, GA 30135
(770) 615-3680

5. Charles R. Drew Charter School
Contact: Cynthia Kuhlman
300 East Lake Boulevard
Atlanta, GA 30317
ckuhlman@cffdn.org

6. Tybee Island Maritime Academy
Contact: Carolyn Jurick
714 Lovell Avenue
Tybee Island, GA 31328
ckjurick@comcast.net



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XII. Participant Evaluation of Training Course

Participant feedback is critical as we strive for continuous improvement of the governance training experience. An overview of the responses that we received from our Board members is provided below:

	Excellent	Good	Fair	Poor	N/a	Total Respondents
Did the training workshop meet your expectations?	66.67%	23.81%	4.76%	0.00%	4.76%	21
	14	5	1	0	1	
Was the content appropriate and relevant?	57.14%	42.86%	0.00%	0.00%	0.00%	21
	12	9	0	0	0	
Did the class begin on time?	42.86%	28.57%	9.52%	4.76%	14.29%	21
	9	6	2	1	3	
Was the equipment working properly?	47.62%	38.10%	9.52%	0.00%	4.76%	21
	10	8	2	0	1	
How would you rate the materials?	57.14%	38.10%	4.76%	0.00%	0.00%	21
	12	8	1	0	0	
	Excellent	Good	Fair	Poor	n/a	Total Respondents
Did your trainer have a thorough grasp of the subject?	80.95%	19.05%	0.00%	0.00%	0.00%	21
	17	4	0	0	0	
Did your trainer actively invite questions?	90.48%	9.52%	0.00%	0.00%	0.00%	21
	19	2	0	0	0	
Did your training answer questions effectively?	80.95%	14.29%	4.76%	0.00%	0.00%	21
	17	3	1	0	0	
Was your trainer prepared?	76.19%	23.81%	0.00%	0.00%	0.00%	21
	16	5	0	0	0	
Did your trainer have a professional demeanor?	90.48%	9.52%	0.00%	0.00%	0.00%	21
	19	2	0	0	0	
How would you rate the overall skills of the trainer?	76.19%	19.05%	4.76%	0.00%	0.00%	21
	16	4	1	0	0	
	Very likely	Somewhat likely	Not likely	Total Respondents		
I am likely to attend another GCSA training event if given the opportunity.	95.24%	4.76%	0.00%	21		
	20	1	0			
I am likely to recommend GCSA as a training provider.	85.71%	14.29%	0.00%	21		
	18	3	0			
	Excellent	Good	Fair	Poor	n/a	Total Respondents
Cost and pricing	28.57%	23.81%	4.76%	0.00%	42.86%	21
	6	5	1	0	9	

ELISA A. FALCÓ

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Objective

To effectively contribute to an organization that focuses on improving student outcomes by providing programs that support equity and quality.

Education

- Executive Leadership Coaching Institute, LLC. (Affiliated with Kennesaw State University) Certified Executive Coach, April 2013.
 - Arizona State University, Phoenix, Arizona. Masters of Education Degree, Leadership for Educational Entrepreneurs (LEE) Program Fellow, 2006.
 - Chapman University, Santa Maria, CA. Secondary Teaching Credential, CLAD (Cross-cultural, Language and Academic Development) Certification, 1999
 - Georgia State University, Atlanta, Georgia. Bachelor of Arts and Science degree in Spanish Language and Literature, 1993.
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Professional Experience

Georgia Charter Schools Association – Atlanta, Georgia

Vice President of School Services

5/2014 – Present

Responsibilities include oversight of the school services department. Provide governance training, strategic planning and other customized trainings to governing boards and leaders. Assist with strategic oversight and monitoring of the organization. Conduct operational assessments. Secure training contracts with government agencies. Provide quarterly strategic updates to the President & CEO. Collaborate with the advocacy team during legislative sessions. Interface with funders and grant officers. Develop partnerships in the education reform community.

Georgia Charter Schools Association – Atlanta, Georgia

Director of Education and Training

1/2011- Present

Responsibilities include development and implementation of education and training initiatives. Training and development of charter school boards and leadership teams. Assist schools with the charter renewal and accreditation processes. Assist petitioning groups with the development and implementation of their charters. Facilitate workshops on a variety of topics for boards, school leaders, teachers and families. Work with existing charter schools on expansion and replication plans. Provide general consulting as needed to schools on a range of topics. Facilitate organizational strategic planning.

Georgia Charter Schools Association – Atlanta, Georgia

Consultant

6/2010 – 12/2010

Responsibilities include development of quality and accountability initiatives. Training and development of charter school boards and leadership team. Assist schools with the charter renewal and accreditation processes. Assist petitioning groups with the development and implementation of their charters. Provide general consulting as needed to schools on a range of topics. Participate in organizational strategic planning.

Tech High School – Atlanta, Georgia

Principal and CEO

8/2006 – 6/2010

Responsibilities include development of curriculum and pedagogical practices that are aligned with school's charter. Development and implementation of professional development programs. Supervision and evaluations of all certificated and non-certificated staff. Maintain school culture and code of behavior for students and staff. Responsible for student recruiting and admissions programs. Coordinate dual-enrollment programs with Atlanta Technical College. Provide monthly reports to the Governing Board. Responsible for grant writing and reporting. Recruitment and hiring of all staff. Development of community partnerships and relationships with internal and external stakeholder groups. Provide oversight and support to school discipline program.

Accomplishments

- **Led charter renewal effort during the 2008-2009 school year. Tech High was granted a 5-year renewal.**
-

- Led school team in preparation for SACS-CASI review during the 2008-2009 school year. Tech High was granted a 5-year accreditation.

Tech High School – Atlanta, Georgia

Secondary Spanish Teacher

**8/2004 –
7/2006**

Responsibilities included preparation of lesson plans and instruction of the following courses: Spanish I and Spanish II. I also sponsored Student Government and served as a Lead Teacher during the 2005-2006 school year.

Clayton County Public Schools

Mount Zion High School, Jonesboro, Georgia

Secondary Spanish Teacher

**8/2003 –
5/2004**

Responsibilities included preparation of lesson plans and instruction of the following courses: Spanish II and Spanish III. In addition to my instructional responsibilities, I assisted with the development of staff-development courses in Beginning and Intermediate Spanish Communication. These courses were designed to enable school personnel to effectively communicate to their growing Spanish-speaking population.

Santa Maria Joint Union High School District

Righetti High School, Santa Maria, California

Secondary Spanish Teacher

**8/1999 –
6/2003**

Responsibilities included preparation of lesson plans, instruction and implementation of school and district objectives. During my time at Righetti High School, I taught the following courses: Spanish I, Spanish II, and Spanish for Spanish Speakers I, II and Advanced Placement (AP) Spanish Literature.

Accomplishments

- Implemented Friday Night Live Program (to promote sober events for teenagers)
- Founder of Migrant Student Organization (to assist migrant students will funds needed to participate in fee-based school events.)
- Coordinator of after-school Migrant Education Tutoring Program

Pam Suess & Associates San Luis Obispo, California

Program Coordinator / Office Manager

**3/1998 –
8/1999**

I managed business-related all aspects of this private speech and language pathology practice. Responsibilities included coordination of computerized Fast ForWord program. Provided guidance and training to clients who are involved in the Fast ForWord program. Created and maintained company website.

Panduit de Costa Rica, Ltda. Grecia, Costa Rica, Central America

Production Control Supervisor / Manufacturing Systems Analyst

**8/1995 –
2/1998**

Responsibilities as **Production Control Supervisor** included: coordination of production against inventory. Purchasing and logistics coordination of raw materials. Supervision of production floor line leaders.

Responsibilities as **Information / Manufacturing Systems Analyst** included: coordination, implementation and maintenance of local area network. Supported all automated manufacturing systems. Completed purchasing of computer and peripheral equipment for the manufacturing plan as well as the office staff. In charge of troubleshooting and repair of on-site hardware. Responsible for all training of on-site employees on all software applications and hardware use. Also provided back-up support to the graphic art department and co-designed the product catalog.

Boral Industries, Inc. Atlanta, Georgia

Legal Assistant to General Counsel

**9/1993 –
4/1995**

Responsibilities included drafting and editing contracts. Assisted with legal research and preparation for mergers and acquisitions. Created and maintained legal database. Coordinated international travel and maintained calendar of General Counsel.

**Professional
Affiliations**

- Member of Kennesaw State University's Inclusive Education Advisory Board
- Teacher Effectiveness Committee Member, Governor's **Race-to-the-Top** grant, August

2009 to December 2009

- Participated on SACS-CASI Quality Assurance Review Team, April 2010
- National Association of Secondary Principals
- Professional Association of Georgia Educators
- Georgia Charter Schools Association – Board Secretary 2009 – Present
- Tech High School Governing Board – Faculty Representative 2004-2006

Other Skills

I am fluent in Spanish and have a working knowledge of French and Italian. I am proficient in all Microsoft Suite Applications and have some experience designing and building databases and websites.

EXPERIENCE

Georgia Department of Education, Atlanta, GA

Director, District Flexibility and Charter Schools Division, February 2014- Present

- Wrote and secured a 46 million dollar federal grant for the Division
- Manage a team of 2 employees, including a staff attorney and data manager
- Developed and currently, implement the division's first 5 year strategic plan and mission with community and staff input to further the organization's core values and long-term impact
- Raised funding and created two new staff positions
- Oversee charter approval and renewal process including ensuring the charter school's goals are SMART, interviewing the board to evaluate capacity, and ensure operational capacity
- Restructured the division to maximize work production and increase the depth of services to the public
- Manage 46 million dollar federal grant and sub-grant process, including creating and implementing the sub-grant application and vetting process, conducting on-site and remote monitoring and data collection, federal reporting, and communicating with US DOE officials
- Prepare and present board items to the State Board and sub-committees
- Oversee approval, renewal, termination of 97 charter schools throughout the state of Georgia by monitoring and evaluating charter school performance and making recommendations to the State Board of Education
- Developed financial accountability measures for all charter schools
- Meet with school district superintendents to develop legal flexibility options
- Create and disseminate state-wide communications
- Write rules and guidance for Georgia charter law on behalf of the Department
- Foster partnerships with other state departments and agencies to maximize the division's impact

Teach For America, Chapel Hill, NC

Recruitment Manager, July 1, 2013- February 2014

- Recruit college students and recent graduates to apply to Teach for America, and coached them through the admissions process
- Manage, evaluate, and mentor a team of 5 employees to create a positive team environment
- Created long-term and short-term strategic and operational plans using data analysis and research-based best practices
- Build and maintain high profile relationships across the southeast to create beneficial policies to TFA
- Led UNC to become the second largest producer in the country, growing 6 spaces from previous years
- Identify needs, strategically plan, and execute trainings across a cohort of 4 states
- Planned and executed diversity and inclusivity training for the southeastern cohort
- Planned and executed several events for over 200 people

Fulton County CASA, Atlanta, GA

Director/ Attorney, September 2011- August 2013

- Secured an Equal Justice Works Grant to start the project
- Established an educational advocacy project representing court involved youth in special education and school disciplinary hearings, including special education compliance issues
- Wrote and secured federal grant
- Established a volunteer lawyer project by partnering with national law firm
- Supervised a team of 30 *pro-bono* attorneys on appellate cases leading to a 31% win rate on appeal
- Provide guidance and leadership to court agencies on special education policy by writing memoranda and position papers
- Developed and conducted presentations, memoranda, and documents for internal and external partners
- Represented over 100 clients in a two year period, leading to a 81% win rate

Teach for America, Miami, FL

Elementary School Teacher, West Little River Elementary School, June 2006 – June 2008.

- Cultivated positive classroom culture focused on student academic achievement resulting in over 80% of my fourth-grade students passing their standardized writing test in 2007 and 2008 and 100% of students achieving 1.5 or more grade levels of growth in reading in 2008

- Taught large groups of students with varying learning needs, including special education
- Developed objective-driven thematic learning units for reading and writing for the grade level across all subject areas

EDUCATION

Emory University School of Law, Atlanta, GA

Juris Doctor with honors, May 2011

- Georgia Law Scholarship (75% tuition)
- *Emory International Law Review*, Staff
- Bergstrom Fellowship, University of Michigan, School of Law, Recipient
- South Asian American Law Student Association, Executive Board Member
- Emory Public Interest Committee (EPIC), Conference Coordinator, Solicitations Chair

University of Georgia, Athens, GA

Bachelor of Arts in Art Marketing *magna cum Laude*, May 2006

- Honors Program
- Dean's List
- Gold Key National Honor Society

PROFESSIONAL ASSOCIATIONS AND AWARDS

- Advisory Board Member, Parent to Parent of Georgia
- Board Member, Public Interest Law Committee, Atlanta Bar Association
- Member, Georgia Bar Association
- 2016 National Association of Charter School Authorizers, Leaders Fellowship Program
- 2015 Schusterman Fellow, Israel Leadership Journey
- 2015 National Conference Presenter, National Association for Charter Schools
- 2013 National Conference Presenter, National Association of Counsel for Children
- 2013 State-Wide Conference Presenter, Georgia Association of Counsel for Children
- Board Chair, The Collective, Atlanta 2012-2013
- Board Member, Children's Litigation Sub-Committee, American Bar Association, 2012-2013

WAYNICA STAPLES, MPA

Sandy Springs, GA

Phone: (678) 778-7190 • E-mail address: waystaples@gmail.com

I have found Ms. Staples to be one of the most competent, thorough and conscientious professionals that I've been associated with. The quality of her work is exceptional.

Richard Wertheimer, Former CEO and Co-Founder, City Charter High School

SUMMARY OF QUALIFICATIONS

Results oriented professional with 15 years of experience in the non-profit and educational arenas. Excel in the development of people, projects, partnerships, and programs; Successfully manage budgetary proposals of \$750,000+; Recruit, hire, train, and supervise high performing teams; Charter school development and sustainability

RELEVANT EXPERIENCE

GEORGIA CHARTER SCHOOLS ASSOCIATION, Atlanta, GA 2014-Present

Director, Leadership Development and Training

Lead the statewide training and development efforts of charter school governing boards and school leaders. Provide coaching and support to both new school developers and existing schools on key areas of operations such as facilities, board development, effective governance, curriculum review, academic accountability, data driven decision-making, budget/fiscal sustainability, and strategic planning.

Highlights:

- Redesigned and led the intensive charter school leader “boot camp” for new school leaders resulting in the largest number of participants to date
- Recruit and train business and community leaders to serve on charter school boards and then lead the “matchmaking” process when board vacancies become available
- Develop and conduct renewal trainings for existing schools which includes an assessment of operational risks
- Oversee the new school development initiatives in collaboration with the New Schools for Georgia incubator which includes petition review, mock interview, and intensive petitioner training

THE INFLUENCE1 FOUNDATION, Atlanta, GA 2013- 2014

Program Development Manager

Led the overall strategic and operational efforts of a Memphis, TN based non-profit and charter school network by furthering operations in the Atlanta area. Developed a comprehensive project roadmap including goal setting, timeline, budget development, and human resource allocation.

Highlights:

- Conducted feasibility studies and market analysis of potential charter school location
- Built community engagement to foster public/political/business support
- Created and executed public relations campaign and marketing strategies
- Oversaw daily office operations, budget proposals, and start-up fundraising initiatives
- Recruited, oriented, trained, and engaged Board of Directors and Advisory Committee Members
- Led the charter school authorization process

WAYNICA STAPLES, MPA (Page 2)

CITY CHARTER HIGH SCHOOL, Pittsburgh, PA

2007-2012

Manager, Transition Department

Directed the school wide efforts of college and career planning department resulting in 100% student post high school placement; 95% college acceptance rate; and 75% college completion rate. Managed a team of 2 people that provided leadership and direction for an 80-person workforce.

Highlights:

- Created post high school planning department responsible for providing academic, career, and college planning to student body
- Co-created, determined eligibility, and awarded \$40,000 in scholarship funding
- Developed school wide training on college/employment trends and requirements
- Screened, hired, trained, evaluated, and supervised staff
- Consulted with school officials regarding issues related to college access, completion, and alumni development
- Developed and oversaw the implementation of strategic plans and programmatic goals including communications, data collection, and evaluation
- Secured and maintained critical relationships with area businesses, colleges/universities, training programs

EMPLOYMENT

DEVRY UNIVERSITY, Adjunct Faculty-Critical Thinking/Problem Solving (part time) 2009-2010

ST. EDMUND'S ACADEMY, Director of Admissions, Communications, Marketing 2005-2007

UNIVERSITY OF PITTSBURGH, Senior Assistant Director-Admissions 2000-2005

ADDITIONAL SKILLS

Problem Solver

Oral and Written Communication

Ability to Work with Diverse Populations

Team Leadership and Collaboration

Detail Oriented

Program Development and Evaluation

EDUCATION

Teacher Keys Effectiveness System (TKES) Evaluator credential, 2015

Women In Leadership Certificate, Coro Center for Civic Leadership, 2010

M.P.A., University of Pittsburgh, 2003

Non-Profit and Public Management; Labor Relations/Personnel Management

Jeffrey P. Homan

831 Hanover Drive
Griffin, Georgia 30224
Phone: 678-544-8152
Email: jphoman@comcast.net

Current Employer

Georgia Charter Schools Association
211 Perimeter Center Parkway, NE
Suite 1000
Dunwoody, Georgia 30346

Position and Overview of Duties and Responsibilities and Accomplishments

Director of Certification Programs

September 2015 - present

- Oversight and management of the Georgia Teacher Alternative Preparation Program, Aspiring Teacher Institute, and Education of Exceptional Child course.
- Supervision and evaluation of Program Specialists
- Development and maintenance of online course modules associated with GaTAPP, Aspiring Teacher Institute, and Education of Exceptional Child course.
- Other duties and responsibilities as assigned by the Vice President of School Services

Education

Valdosta State University
Valdosta, Georgia
Education Specialist
Program Completion: August 2002

Columbus State University
Columbus, Georgia

Master of Education in Educational Leadership
Program Completion: August 1998

Miami University
Oxford, Ohio

Bachelor of Science in Secondary Education
Program Completion: May 1992

Certification

L-6: Educational Leadership (P – 12)

T-6: Behavioral Science, Economics, Geography, History, and Political Science (6 – 12).
Valid to 06/30/2018

Other Experience in Education

Principal: The Main Street Academy

July 2012 – August 2015

- Successful completion of AdvanceED Accreditation review for the school – October 2014
- Supervision and evaluation of approximately 850 students and over 75 faculty and staff members
- Monitor and reinforce both school and charter Board of Director's initiatives
- Implement and monitor collaborative teams in each K – 8
- Implement and monitor Comprehensive School Improvement Plan and Title I Plan
- Implement and monitor flexible grouping for intervention and/or enrichment opportunities in mathematics and reading during the school day
- Implement and monitor school level Response to Intervention Plan
- Perform the Eight Roles of Effective School Leadership
- Increased CRCT scores in Reading, English/Language Arts, Mathematics, Science, and Social Studies for all students in Grades 3 - 8
- Increased writing scores for all students in Grade 5 and Grade 8

Principal: Central High School

Bibb County School System

Macon, Georgia

July 2009 – June 2012

- Supervision and evaluation of approximately 1000 students and over 120 faculty and staff members
- Supervision and evaluation of International Baccalaureate and Fine Arts magnet programs
- Implement and monitor collaborative teams in each academic area and magnet programs
- Implement and monitor Race to the Top initiatives and funding
- Implement and monitor the School Improvement Grant initiatives and funding
- Implement and monitor extended learning opportunities for all students
- Implement and monitor credit recovery and credit repair opportunities for students
- Increased GHSGT scores in English/Language Arts, Mathematics, Science, Social Studies, and Writing
- Increased GHSGT scores in English/Language Arts and Mathematics for Black students and Economically Disadvantaged students
- Increased EOCT scores in 9th Grade Literature, American Literature, Math I, Biology, Physical Science, U.S. History, and Economics

Coordinator of Professional Learning

Griffin Regional Education Service Agency

Griffin, Georgia

July 2007 – June 2009

- Supervise Teacher Alternative Preparation Program Coordinator and Program Specialist
- Facilitate various TAPP modules and seminars for interns as necessary
- Chair the Professional Learning Advisory Committee for Griffin RESA member systems
- Organize and monitor all facets of Gifted Endorsement, Reading Endorsement, ESOL Endorsement, and TSS Endorsement cohort groups
- Hire, train, and supervise endorsement instructors
- Advertise all professional learning opportunities offered at Griffin RESA
- Monitor and maintain professional learning website
- Collaborate with School Improvement, Georgia Learning Resource System, and Business and Finance directors to implement appropriate professional learning opportunities for member system personnel
- Chair committee to develop and monitor the current and upcoming Mathematics and Science Partnership Grant and serve as the MSP Management Team Director
- Facilitate Classroom Management course as necessary
- Facilitate Substitute Teacher Training as necessary
- Supervise all Academic Bowl activities for member systems

Director of Curriculum and Instruction (K – 12)

Thomaston- Upson County School System

Thomaston, Georgia

July 2004 – June 2007

- Collaborate with school administrators, curriculum coaches, and teachers in organizing and coordinating grade-level and departmental priorities in order to effectively maintain horizontal and vertical continuity and articulation of the overall instructional program
- Coordinate the effective implementation of the Georgia Performance Standards (K – 12)

- Coordinate the effective implementation of the Georgia Performance Standards (K – 12)
- Maintain a program for the ongoing evaluation of curriculum and instruction
- Cooperatively develop and implement a comprehensive professional learning program
- Coordinate and direct the school improvement plan process providing a strong foundation for continuous school improvement and increasing student achievement
- Coordinate the instructional budget, professional learning budget, and textbook budget
- Supervise the Early Intervention Program, Mentor Teacher program, and Gifted program
- Supervise and evaluate the Early Intervention Coordinator, Coordinator of Special Education, and Coordinator of Student Services
- Coordinate and supervise the implementation of a system-wide SACS accreditation plan
- Present informational programs for the local Board of Education and community

Principal, Pike County Elementary School
 Zebulon, Georgia
 July 2001 – June 2004

Assistant Principal, Pike County Elementary School
 Zebulon, Georgia
 July 2000 – June 2001

Assistant Principal, Pike County High School
 Zebulon, Georgia
 July 1998 – June 2000

Director of Athletics, Pike County High School
 Zebulon, Georgia
 July 1997 – June 2000

Social Studies Teacher, Pike County High School
 Zebulon, Georgia
 July 1993 – June 1998

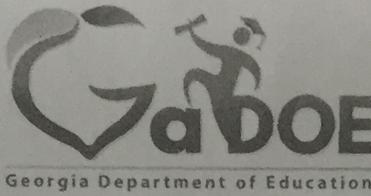
Head Varsity Baseball Coach, Pike County High School
 Zebulon, Georgia
 July 1993 – June 1998

Assistant Varsity Football Coach, Pike County High School
 Zebulon, Georgia
 July 1993 – June 1997

Training and Expertise

- Trained by the School Improvement Division of the Georgia Department of Education to supervise the local implementation of Georgia Assessment of Performance on School Standards (GAPSS) review team
- Trained to redeliver the Georgia Performance Standards (GPS) in English-Language Arts, Science, Mathematics, and Social Studies (K – 12)
- Trained to develop and utilize eWalk templates for coaching administrators and teachers in areas such as the implementation of Standards-Based Classrooms, Response-to-Intervention Procedures, Positive Behavior Supports Indicators, Co-Teaching, etc.
- Collaborated with committee to author the Teacher-Leader Endorsement
- Collaborated directly with grade-level and departmental teachers to implement the GPS in K – 12 language arts, elementary and high school science, middle grades math, and high school social studies
- Implemented the Learning Focused Schools model for instruction while serving as principal at Pike County Elementary School
- Participated as the Institutional Improvement Coordinator for the district team trained in by the Georgia Leadership Institute for School Improvement (GLISI)
- Certified in Leadership Preparation Performance Coaching by the GLISI organization with a primary goal to prepare school leaders trained in the priority leadership performances that support improved student achievement and organizational effectiveness

- Co-taught a Rising Stars Leadership Development Collaborative through Griffin RESA and the GLISI organization for potential school principals as identified by local school superintendents
- Collaborated with each Thomaston-Upson School System principal to train teachers and develop a Pyramid of Interventions as mandated by the Georgia Department of Education
- Collaborated with the district leadership team to implement a Balanced Scorecard for measurable accountability in Thomaston-Upson School System
- Served on Southern Association Colleges and Schools (SACS) review teams in Lamar County and Richmond County (chairperson)
- Collaborated with district team to implement NovaNET credit recovery program for Upson-Lee High School and Upson-Lee Alternative School
- Experienced in disaggregating and analyzing class, school, and district level test data
- Well-versed in areas of personal and instructional technology including the use of ACTIVBoards and SMART Boards in the classroom, Podcasting and use of Ipad and Ipad for instructional and professional development, website design, and various Microsoft Office programs
- Implementation of e2020 credit recovery program at Central High School
- Certified evaluator using the Teacher Keys Evaluation System and Leader Keys Evaluation System



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board Training
Nepotism Assurance Agreement

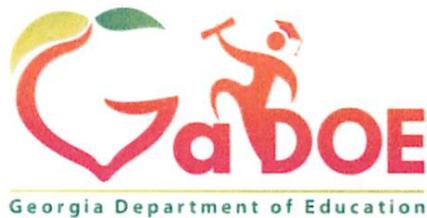
As an instructor/trainer for Georgia Charter Schools Association, I will not provide charter school governance training to charter school governing board members who are immediate members of my family without obtaining prior approval from the Associate Superintendent for Policy and Charter Schools or his designee. For the purpose of this assurance, immediate family members shall include a spouse, child, sibling, parent or the spouse of a child, sibling or parent.

Jeffrey Homan
Signature

Jeffrey Homan
Name [printed]

05/01/2017
Date

Georgia Charter Schools Association
Organization



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board Training

Nepotism Assurance Agreement

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Rayman Arpa
Signature

Naynica Staples
Name [printed]

5/1/2017
Date

GCSA
Organization



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board Training

Nepotism Assurance Agreement

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Signature

Elisa Falco

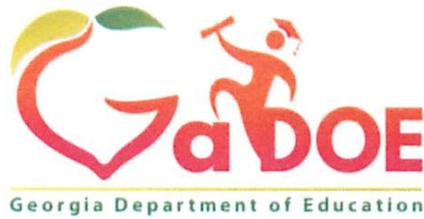
Name [printed]

4-28-17

Date

GCSA

Organization



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Charter School Governing Board Training

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Aarti Sharma
Signature

Aarti Sharma
Name [printed]

5/3/2017
Date

GCSA
Organization