B.2 School Governing Body

A. The Corporate Board and the School Governing Body

The corporate board and governing board, required under A.R.S. 15-183(E)(8), are one in the same for Pathways in Education – Arizona. Pathways in Education – Arizona does not foresee having a separate governing board and corporate board. Because they are the same, any reference to "board" or "board of directors" in this application describes the board of directors of Pathways in Education – Arizona, Inc., an Arizona nonprofit corporation that has exclusive responsibility for making the school's policy decisions.

B. Governing Body Responsibilities

The board of directors of Pathways in Education – Arizona, Inc. is the exclusive body responsible for school policy per A.R.S. **§** 15-183(E)(8) and shall be dedicated to both the education of the school's student population and the successful operations of the school. The school governing body intends to contract with an education management organization ("EMO") to assist the school in serving its target student population. Pathways Management Group ("PMG") has been identified as an EMO with a proven track record of serving at-risk students. Pathways in Education – Arizona will make PMG responsible for serving certain operational needs of the school. If hired, and subject to the governing board's approval and oversight, PMG shall help manage the school's day-to-day operations (see section 3.1 for more comprehensive list of services provided). Throughout the year, PMG shall provide periodic financial reports to the school governing body for review. Each year, the school governing board shall hire a qualified CPA to audit the school's financials and shall use this audit to evaluate PMG's performance as the school's back office accounting service-provider. Additionally, the PMG shall provide an academic performance report for an accountability review by the school governing body. The school governing body will provide oversight of PMG through their regular board meetings and review of budgetary and operational items.

I. Board Meetings

Board meetings will occur approximately four times a year for the school governing body and will be presided over by the President of PIE-AZ (non-voting capacity). All board meetings shall be conducted compliant with Arizona Open Meeting law, including proper notice, meeting location, and proper meeting minutes for all board meetings. All of which shall be maintained in the books and records of the organization by the school's Secretary.

II. Powers and Duties of the Governing Body

The governing body is responsible for all school policy decisions, including ensuring its academic program is implemented effectively and is resulting in quality student achievement, adopting appropriate school policies, reviewing the school's financials, overseeing student discipline (expulsions), monitoring organizational programming performance, and ensuring other policy considerations are implemented as needed or as mandated by Arizona or federal law. Ultimately, the governing body is responsible for overseeing the academic program's effectiveness, the school's fiscal performance, and ensuring that the school is performing its mission faithfully. Expectations and goals for the governing body of PIE-AZ are set forth in the bylaws, Board Member Agreement, and conflict of interest policies.

Through oversight provided by the Board, the President, Vice Presidents, Treasurer and Secretary of PIE-AZ will be expected to do the following:

1. Ensure the mission and purpose of PIE-AZ are kept clearly in focus
    a) serve as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources
    b) assess program activities to ensure that the organization is not drifting away from its original purposes
    c) understand and support the mission statement

2. Select the School Leader
    a) authorize and oversee a careful search process to find the most qualified individual
    b) approve the contract negotiation and renewal
    c) ultimately hire a qualified candidate

3. Support and review the performance of the School Leader
    a) provide frequent and constructive feedback
    b) compliment for exceptional accomplishments
    c) provide for performance review with a process agreed upon with the School Leader well in advance

4. Ensure effective organizational planning
    a) approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan

5. Manage resources effectively and ensure resources are adequate
    a) develop and approve the annual budget
    b) monitor budget implementation through periodic financial reporting
    c) approve accounting and personnel policies
    d) provide for an independent annual audit by a qualified CPA
    e) ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school

6. Determine and strengthen the programs and services
    a) assure programs and services are consistent with the mission and charter
    b) approve measurable organizational outcomes
    c) approve annual, attainable board and management level goals
    d) monitor progress in achieving the outcomes and goals
    e) assess the quality of the program and services
    f) monitor the performance of any EMO, including both administrative and scholastic support

7. Establish policies to guide the school's board members and staff
    a) develop and maintain adequate personnel policies and procedures
    b) adhere to the provisions of the school's bylaws and articles of incorporation
    c) ensure compliance with all federal, state, and local government regulations as they apply to charter schools and tax-exempt, nonprofit corporations

In addition to providing oversight of the EMO and fulfilling their fiduciary duties, the Board of Directors will be expected to do the following:

1. Unrelentingly pursue the academic achievement of its students.

2. Enhance PIE-AZ's public standing
   a) Serve as ambassadors, advocates and community representatives of the school
   b) Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so

3. Ensure legal and ethical integrity and maintain academic accountability

4. Use personal and professional skills, relationships, and knowledge for the advancement of the charter school

5. Believe in and be an active advocate and ambassador for the values, mission, and vision of PIE-AZ

6. Work with fellow board members to fulfill the obligations of board membership

7. Behave in ways that clearly contribute to the effective operations of the Board of Directors: (i) focus on the good of the organization and group, not on a personal agenda; (ii) Support board decisions once they are made; and (iii) and build awareness of and vigilance towards governance matters rather than management.

8. Keep informed about the school by attending board meetings

9. All Board members will complete initial orientation on governance training, which includes the following topics:
   i. Conflicts of Interest
   ii. Models of Governance and Leadership
   iii. Charter School Law in Arizona
   iv. Ethics
   v. Financial Responsibility
   vi. Overview of School Philosophy, Structure and Management

C. Composition of the School Governing Body

The school governing body of Pathways in Education – Arizona will initially have three members on its board of directors. Pursuant to the bylaws of Pathways in Education – Arizona, the number of directors shall not be less than three (3) nor more than eleven (11) members. Although Pathways in Education – Arizona, Inc. obtains the power to have more than three members on its governing body, the intention in the meantime is to keep the number of directors at three. The school governing body will be initially composed of individuals recommended by Arizona Community leaders with expertise in education, business or other areas that directly benefit Pathways in Education – Arizona.

ANNEMARIE COMES

Annemarie Comes received a Bachelor of Science in Art Education along with a Bachelor of Fine Art degree from Bowling Green State University in Ohio. She achieved her Masters in School Counseling from University of Western Alabama in 2011. Annemarie has been teaching art, counseling and teaching technology for nine years in Ohio, Nevada and Arizona. She has a strong passion to teach children art and help others to achieve a successful life journey. Annemarie currently teaches art K-6th and art tech 4th-6th grade at Sequoia Pathfinder Academy at Eastmark in Mesa,

Arizona. Annemarie also works as a consultant for the Center for Games & Impact at Arizona State University helping to infuse educational gaming technologies into the classroom. She has been instrumental in bridging ASU with Sequoia Pathfinder Academy so that teachers and students are able to use educational gaming tools in a classroom setting. Annemarie is married with three children ages 14, 11 and 9. Her favorite hobbies include glass fusion, any form of creativity and traveling cross country and to Europe to see family and friends. She is thrilled to be a part of Pathways in Education - Arizona.

PHILLIP G. WILSON

Phillip G. Wilson started his life as a Southern California native. He moved to Phoenix, Arizona in July of 2000. He started his career in business, working for a top tier vineyard as a distributor, then moved into medical device sales. Although successful in the business world, his passion was working and mentoring young people. He coached various sports and worked many after school programs to support disadvantaged children. Coming from a family of educators, he often spent time visiting and working in the inner city of Los Angeles, California. He began to substitute teach and soon changed his career path to the teaching profession. He has since taught all ages of learners and various education programs. He taught migrant workers and worked with a Gang Intervention Program to keep young adults off the street. He has experience teaching adult learners of English at Rio Salado College and higher education masters level classes for Ottawa University. His experiences expand to teaching grades K-8 at Title I schools and working with high risk students at alternative schools, supporting them through processes like probation and court orders. Phillip has a Bachelors in Business, a Masters in Education with a minor in Cross-Cultural Education. He recently finished another two years of college and earned an Educational Administration and Leadership Certificate. He has been a member of the Mesa Chamber of Commerce, The Mesa Martin Luther Committee and the Copper State Mustang Club.

STEPHANIE PASCHKE

In 2011 Stephanie founded and opened Savante Salon in Gilbert, Arizona. Since opening Stephanie has brought on fourteen hairstylists and is known throughout the community for providing outstanding customer service and providing the latest trends and changes in the cosmetology business. In 2012 Stephanie's salon was named "Best Salon/Spa" & "Best New Business" by the East Valley Tribune. Prior to opening her own salon, Stephanie worked as a stylist for four years and moved quickly from a commission based stylist to a rental stylist. She continues to expand her cosmetology education by participating in fundraisers and national and local events. Stephanie holds a Cosmetology license from Carsten Institute.

D. Process for Filling Vacancies

The sole member of Pathways in Education – Arizona is Education in Motion, Inc. Education in Motion, Inc. has the power to appoint and remove directors of Pathways in Education – Arizona per its bylaws; however, in order to maintain board independence, a board member may not be removed during their term, unless there is good cause. Good cause in the bylaws is defined as mental incapacity; dereliction of his/her duties; engaging in conduct or behavior that adversely affects the integrity or reputation of the school; or conviction of a misdemeanor or felony. Directors shall be designated by the sole member for a term of one (1) year. Each director, including a director designated to fill a vacancy, will hold office until the expiration of the term for which designated and until a successor has been designated by the sole member, or until his or her death or resignation. The candidates for the board will be selected amongst individuals with expertise in education, business or other areas that directly benefit PIE-AZ. Current board members are encouraged to recommend

prospective board members for nomination that they feel are qualified and in the best interest of PIE-AZ. Recommendations for prospective board members may come from within PIE-AZ or PMG. PIE-AZ is committed to appointing local members who are not only qualified in the fields of business, education, and politics, but also those members who understand the needs and wants of the local community. The nominated board member shall be offered a position on the board upon a favorable vote by the sole member.

The officer roles in Pathways in Education – Arizona will be that of President, Vice President, Treasurer, and Secretary (see section B.1). Although the officers have general supervision, direction, and control of the business and affairs of Pathways in Education – Arizona, the ultimate decision and approvals will come from the school governing body. The officers will work with the Director of Instruction and Principal of the school to conduct the day-to-day operations of the school. In addition, the sole member shall have no right or authority to select or remove officers of Pathways in Education – Arizona, Inc. Officers shall be elected by the board of directors as provided in Article VI of the bylaws.