B.2. School Governing Body

a. Corporate Board Actions

The corporate Board of Directors will serve as the governing body at Pensar Academy. The Board of Directors will be comprised of professionals throughout the Phoenix metropolitan area with backgrounds in education and finance.

b. Governing Board Responsibilities

Overview:

Per ARS §15-183(E)(8), the Governing Board, further referred to as "**the Board"**, will provide oversight for all operations and policies pertaining to Pensar Academy. As the charter holder, the Board will be legally and morally responsible for the financial operations, legal obligations, and governance duties outlined below.

The Board will be responsible for overseeing the financial health of Pensar Academy through:

- Approving of an annual budget.
- Monitoring of the annual budget. The Governing Board will review financial documents to ensure financial sustainability on a regular basis. The School Directors will provide a monthly update at the Board meeting of budget/actual revenue streams, net income, expenses, per pupil expenditures, per pupil revenue, fundraising dollars received, facility cost, and unrestricted day cash.
- Contributing to the fundraising of Pensar Academy through grants, as well as personal donations.
- Providing governance of business transactions for Pensar Academy.

The Board will be responsible for overseeing the governance functions of Pensar Academy through:

- Creating and approving all policies and policy changes at Pensar Academy.
- Maintaining alignment between the school's mission and vision.
- Ensuring compliance with the regulatory and legal obligations. The Governing Board will monitor policy and daily operations to ensure that the laws and regulations outlined by state and federal agencies are adhered to. State agencies will include the State Board for Charter Schools and the Arizona Department of Education. Pensar will adhere to all laws mandated through the United State Department of Labor.
- Adhering to the stipulations of the Open Meeting Law regulations. The Board Meetings will be publicly announced and conducted according to the Open Meeting Law stipulations.
- Overseeing the selection, management, and evaluation of the Director of Operations and the Director of Student Learning.
- The Board will construct a comprehensive evaluation system and compensation system for the Directors.
- Promoting the school to the public.
- The Board will conduct monthly meetings to monitor the progress of financial, academic, legal, and governing matters of Pensar Academy. All Board decisions must be approved through a majority vote.

- The Board will select officers through election and establish committees to delineate key duties. Officer positions will include: Board Chair, Vice Chair, Secretary, and Treasurer. Initial start-up committees will include governance, finance, academics, and development.

The Board will be responsible for overseeing the academic success of Pensar Academy through:

- Reviewing student achievement data and school operational data. The School Directors will provide monthly reports to the Board on average daily attendance, student attrition/withdrawal, staff attrition, average class size, active weight list, re-enrollment rates for students, variances, staff openings, staff performance, and stakeholder surveys.
- Approving school action plans.
- Approving curricular actions.

Board of Director Logistics/Training

To ensure maximum efficiency and proficiency, the Board of Directors at Pensar Academy likely will have access to the BoardOnTrack Program, a logistics based online program through High Bar. Each Director will become a member of the BoardOnTrack Program. The BoardOnTrack Program provides access to centralized dashboards to communicate, 24/7 on-demand training/coaching, and online assessments/goal setting applications.

Board of Director Officer Positions:

The Officer positions available for the Board of Directors at Pensar Academy will be Board Chair, Vice Chair, Treasurer, and Secretary. Any member of the Board can nominate themselves or another board member for an officer position. The Board of Directors will then vote on the candidates with the winner being the member with the most votes. Outlined below are the duties and responsibilities for Officers of the Pensar Academy Board:

Board Chair: The Board Chair's responsibilities will include:

- Serving as the head of the Board.
- Maintaining order in all Board meetings.
- Collaborating with the Board Directors and School Directors.
- Disseminating information to Board Directors.
- Presiding over the selection of Committee Board Chairs.
- Guiding the strategic plans for school growth.
- Reviewing strategies and priorities of the school.
- Providing supervision of the Board and School Directors.
- Presiding over selection proceedings for vacant board positions.

Vice Chair:

- When the Board Chair is absent, the Vice Chair assumes the responsibilities of the Board Chair.

Treasurer:

- Providing financial oversight.
- Serving as Chair of the Finance Committee

- Collaborating with the Director of Operations and Board Directors to set the annual budget and update monthly financial dashboards.
- Ensuring that Pensar Academy complies with federal, state, and district reporting requirements.
- Collaborating with the Director of Operations and Board Directors to institute school procedures and policies that provide financial stability/sustainability.
- Auditing monthly, quarterly, and annual finances.
- Conducting reports to the Board of the financial health of Pensar Academy.

Secretary: The Secretary of the Board is responsible for record keeping and documentation of Board activities. These responsibilities include:

- Documenting official Board minutes of all meetings and any standing committees (complies with Open Meeting Law).
- Certifying and maintaining both electronic and hard copies of the most up to date bylaws.
- Maintaining meeting agendas and minutes.
- Providing all notices and documents of meetings, as required by law. (including Committee meetings explained below)
- Be the custodian of the corporate seal and shall determine when to affix it to any proper instrument
- Have charge of all the books and records of the Corporation except the books of account.
- Shall attest by signature to all instruments duly authorized and requiring the same.

Committee Appointments:

The Board will set up standing committees to aide in the start-up operations for Pensar Academy. The standing committees that will aide in the start-up process at Pensar Academy will be the Governance Committee, Finance Committee, Academic Committee, and Development Committee.

The Governance Committee. The Governance Committee will preferably be composed of members with professional expertise in human resources, school board operations, strategic planning, and law. The Governance Committee will be tasked with constructing, evaluating, and adjusting the strategic planning for Pensar Academy. In addition, this committee will oversee the drafting and training of new Board members.

The Finance Committee. The Finance Committee will preferably be composed of professionals with a background in accounting, business operations, and finance. The Finance Committee is chiefly responsible for overseeing the financial health of Pensar Academy. This committee will work closely with the Director of Operations to monitor budgetary concerns and financial solvency of Pensar Academy.

The Academic Committee. The Academic Committee will preferably be composed of professionals with a background in achievement oriented education and technology. The Academic Committee will be lead by the Director of Academics, who will provide student achievement data to determine if the school is meeting the strategic goals.

The Development Committee. The Development Committee will preferably be composed of professionals with a background in sales, marketing, politics, and public relations. The Development Committee will construct expansion strategic plans to increase student enrollment, school size, and/or secure funding through grants or donations.

The Board of Directors will be accountable for all items related to the governance of Pensar Academy. The school leadership team comprised of the Director of Student Learning and Director of Operations will be accountable for the daily operations of the school. The Board will oversee student achievement and financial matters through monthly board meeting reports presented by the Director of Operations and Director of Student Learning. These reports will post publicly through the board-approved data dashboards and board reports.

c. Governing Board Composition

The Board will consist of a maximum of 14 and no less than 3 members. The Board will maintain an odd number of members whenever possible to ensure voting ease and avoid deadlocks. From the outset, Board members will serve a 1 year term from the date the first meeting is officially held. Governing Board composition will be made up of 100% of the Corporate Board of Directors.

At the time of this charter application, Pensar Academy has 3 founding Directors of the Board: Sandra Zupetz, Patricia Paddock, Tricia Mercado. Once the Charter is approved, Sandra Zupetz and Patricia Paddock intend to fill the roles of ex-officio, non-voting members of the Board and recruit additional members to fill their seats.

Sandra Zupetz

Sandra Zupetz, Pensar Academy Director of Operations**,** grew up in Virginia, Minnesota, a small Iron Range town whose social calendar often revolved around school activities. Ms. Zupetz intends to bring this "small town ambiance" combined with a top-notch curriculum to the students of Phoenix. With a B.A. in Sociology from the College of St. Rose (Albany, NY) and a M.A. in Educational Leadership through Northern Arizona University (Flagstaff, AZ), Ms. Zupetz has served as a classroom teacher, a program architect, and an educational administrator in Glendale, Arizona for over a decade. In Glendale, Ms. Zupetz has chaired over 20 community events, written numerous grants to build corporate partnerships, and consistently had classes of students performing in the top 10% in the district. Ms. Zupetz began her teaching career as a Responsibility Room Teacher at Landmark Middle School in Glendale, AZ. In her first year as an educator, she handled over 3,400 referrals for behavioral infractions. She learned very quickly what it took to work in student discipline and get students back to class ready to learn. Ms. Zupetz served as a member of the Landmark Discipline Committee, GESD Discipline Matrix Committee, and GESD Special Education Discipline Matrix Committee. In an administrative capacity, Ms. Zupetz has served as a Principal, Athletic Director, English Language Development Coordinator, and 21st Century Coordinator. As a Principal for 4 years, Ms. Zupetz served as the Title I Intervention Program leader for approximately 1000 students and 75 staff across 4 campuses for the Glendale Elementary School District Program. As an Athletic Director for the Landmark Lobos, Ms. Zupetz organized league play, constructed a district athlete code of conduct manual, and hosted over 25 tournament events. As the English Language Development Coordinator for the Compensatory Education Program, Ms. Zupetz organized and led an afterschool program to expand student mastery of English. Ms. Zupetz served for 2 years as the Site Coordinator and Site Program Architect for the 21st Century Learning Center Program. Inside the classroom, Ms. Zupetz has served as a general education teacher, a resource teacher, and a cross-categorical social-emotional teacher. Starting as a Cross Categorical Resource Teacher for over 8 years, Ms. Zupetz was able to learn how to individualize student learning, teach using a variety of methodologies including project based learning activities, and connect with parents and families about their educational visions for their shared students. Ms. Zupetz was nominated for the 2007 Wells Fargo Arizona Teacher of the Year award and was awarded the 2008 "Teacher of the Year" accolade at Landmark Middle School. For the past 3 years, Ms. Zupetz has been working with students in the general education setting using the same principles

utilized as a Cross Categorical Teacher: personalized education, blended instruction, and close relationships with students and families to drive student achievement. In addition, Ms. Zupetz threaded a blended learning model into the instructional block, using technology to maximize learning and individualize results. In her first year as a general education teacher, 89% of the students in her classroom met on the AIMS test in Reading and in Math, 94% of the student increased by 15% or more from the previous school year. This model has yielded results that have been within the top 10% of student scores in the district. Ms. Zupetz has donated her time to write and gain approval of many grants, including 2013 SRP Grant for Sports Engineering, a 2013 SRP Grant for A Trip Through time: Landmark's Centennial, and 3 Wells Fargo Educator Grants. Wanting to bring that "small town ambiance" to the metropolitan community, Ms. Zupetz has chaired over 20 committees, including festivals, community health fairs, and community theatre projects. Committed to after school extension activities, Ms. Zupetz has over 6 years of Athletic Director experience, including tournament hosting and sponsored partnerships using local contacts. Ms. Zupetz was selected and completed the New Schools for Phoenix Fellowship, a rigorous five-month program that provided her with the necessary skills to be a transformative leader of a highly effective school. During the Fellowship, Ms. Zupetz had the opportunity to visit top performing schools around the country, dialogue with school leaders, and craft a vision for a school of her own, Pensar Academy.

Patricia Paddock

Patricia Paddock was born and raised in Glendale, Arizona. Mrs. Paddock earned her B.S. and M.A. in Special Education through Arizona State University, while earning a second M.A in Administrative Leadership through Grand Canyon University. In an administrative capacity, Mrs. Paddock has provided service as a Principal for the Title I Intervention Program in the Glendale Elementary School District. In this role, Mrs. Paddock designed and implemented curriculum and professional development. Mrs. Paddock has over 9 years of experience working in general and special education classrooms. For her efforts, Mrs. Paddock was selected as the 2009 Landmark Teacher of the Year. Mrs. Paddock has instituted a variety of models for service of Special Education students, including inclusion through team teaching, self-contained, and departmentalized services. Mrs. Paddock has served as a curriculum architect in a myriad of settings: Title I Math Intervention, Student Leadership Academy, and 21st Century Programming. Second to working with students, Mrs. Paddock's true passion lies in working to assist teachers in maximizing their prowess in the classroom. In her service as a New Teacher Induction Coach, Mrs. Paddock was a vital leader toward the program's 100% teacher retention rate. Professional Development: Best Practice, Instructional Elements all grade levels and content areas Mrs. Paddock hosted 8 Arizona ITEACH teacher candidates providing mentoring and in-time coaching on pedagogy and teaching methods. Mrs. Paddock has served as a Special Education leader in a variety of contexts. She was a district-level facilitator of Professional Development in Individual Education Plan (IEP) compliance, IDEA Special Education Law, 504's, Child Find Process, Universal Design for Learning, Assistive Technology, and related service provider collaboration. Mrs. Paddock also served as a member of the District Monitoring and compliance Cadre, working with the Arizona Department of Education to ensure essential documentation and services were being provided to special education students. Mrs. Paddock was selected and completed the New Schools for Phoenix Fellowship, a rigorous five-month program that provided her with the necessary skills to be a transformative leader of a highly effective school. During the Fellowship, Mrs. Paddock had the opportunity to visit top performing schools around the country, dialogue with school leaders, and craft a vision for a school of her own, Pensar Academy.

Tricia Mercado

Tricia Mercado, a Pensar Academy Founding Board Member, is a Phoenix native who received her accounting degree from Arizona State University. Ms. Mercado has a strong background in finance with a CPA in accounting. Ms. Mercado has experience as a charter school auditor, as well as assisted in the grant writing to start-up for the Academy of Science. As an Accounting Manager for 6 years with Kelcka, Wilklins, and Klecka, Ms. Mercado specialized in auditing and grants management. At present, Ms. Mercado is a financial controller for the non-profit, Desert Botanical Gardens. Ms. Mercado a keen understanding of financial compliance for non-profit organizations to the Board at Pensar Academy.

d. Filling Board Vacancies

In the event of a Board vacancy, a special meeting can be called by the Board members to fill that vacancy. All potential Board candidates must meet with the Director of Operations and the Director of Student Learning to determine if they are aligned with the vision and mission of Pensar Academy. The Director of Operations and the Director of Student Learning will then nominate candidates for Board approval. A candidate will then be interviewed by the Board to assess the following:

1. A passion for student learning that aligns to the mission of Pensar Academy.
2. The ability to be an active participant in a collaborative group process.
3. The possession of expertise that complements the backgrounds of the other Board members.
4. The flexibility of time to commit 5-7 hours a month to Pensar Academy.
5. A personal vision that matches the organizational vision for Pensar Academy.

In the event the Board wishes to expand and increase seats, each candidate must then be approved through a majority vote (51%) of the Board.

The Board at Pensar Academy is actively searching the community for quality candidates to propel Pensar Academy forward. The following is a Board Plan of Action for recruitment over the next six months:

	Plan of Action
April 2015	• 1st Meeting: 4/6/2015 • Founding Board Selected: Sandra Zupetz, Patricia Paddock, and Tricia Mercado.
May-June 2015:	• Active recruitment of board members: Each Board member will suggest one quality candidate to meet with the Directors.
July-August 2015:	• Active Recruitment Board Members: Each Board member will suggest one quality candidate to meet with the Directors.
September-October 2015	• Active Recruitment Board Members: Each Board member will suggest one quality candidate to meet with the Directors.
December 2015	• Once charter is approved, new Board candidates will be decided through the selection process. Once the Board is at 7 total members, Director of Student Learning and Director of Operations will transition to non-voting ex-officio board members.

After the charter is approved, the Board will recommend and approve at least 4 new candidates for a total of seven voting members. Once the total Board count is to 7, the Director of Student Learning and the Director of Operations will transition to non-voting ex-officio members. by the start of the school year. The Board has already begun the screening process with three strong candidates, each with a different skill set, to serve as advisors to the Board in the meantime. These candidates are outlined below:

Jason Klonoski: Jason Klonoski is the President of Morgan Realty Partners. His responsibilities include overseeing property acquisitions, development, and portfolio management in the Southwest. Mr. Klonoski began his career at Cushman & Wakefield in 1994 following a career in professional baseball. During his career he has established himself as a knowledgeable market leader, advising development clients on the underwriting, financing, construction and disposition of over 7 million square feet with a value in excess of $250 million. Mr. Klonoski currently sits on the board of The University of Arizona's school of Finance, TeamCFA, and Boys and Girls Club of Metropolitan Phoenix Executive Council.

Samuel D. Francés Vázquez: Samuel D. Francés Vázquez was born and raised in Guayama, Puerto Rico. Mr. Francés Vázquez earned his Bachelor of Science in Microbiology with minors in Chemistry and Social Sciences from the University of Puerto Rico in Humacao (UPR-H). During his tenure at the UPR-H Mr. Francés Vázquez served as Student Council Secretary and member of the disciplinary committee. In addition, during that time Mr. Francés Vázquez started his career as an educator working as a peer educator in the Violence Against Women Prevention Program, tutor, and coordinator for the Upward Bound program. In 2007, Mr. Francés Vázquez graduated *Cum Laude* and was awarded the Aguedo Mojica Award for his leadership and academic excellence. Upon graduation, Mr. Francés Vázquez received the National Science Foundation's Bridge to Teaching fellowship reason for his move to Arizona. In 2008 Mr. Francés Vázquez graduated with his Master in Curriculum and Instruction from Arizona State University. In his teaching career, Mr. Francés Vázquez has served in multiple roles all of who are second to being a teacher and role model for his students. While working for the Tempe Elementary School District, 2008 through 2011, Mr. Francés Vázquez served as Science Liaison, Technology Peer Coach, Respond to Intervention Team, and Student Council Advisor among others. Although those roles provided Mr. Francés Vázquez great fulfillment, his greatest source of pride during his tenure in Tempe is the 22% academic achievement growth in Science he facilitated. Mr. Francés Vázquez has been working for the Glendale Elementary School District since 2012. First, he worked as a middle school math and science teacher and more recently as the 21st Century Community Learning Center Grant Facilitator. During his tenure as a teacher he lead the middle school team, created a schedule with an enrichment/intervention period for each student, and facilitated the Teacher Assistant Team – RTI process – for the school. In his time at the school the Algebra program was reestablished and students' math academic achievement has increased between three and five percent each year. Mr. Francés Vázquez has served as induction coach for first and second year Math and Science teachers providing guidance and collaborating with teachers new to the profession. In his new role, Mr. Francés Vázquez has established systems to ensure the appropriate management of funds and implementation of the grant at nine schools. He supervises a group of 17 coordinators and oversees the budget for the program to ensure solvency and transparency. Regardless of his role/title Mr. Francés Vázquez is a teacher at heart and nothing fulfill him more than aiding in the academic achievement of *all* students.

Michael Tarzwell: Michael Tarzwell brings a wealth of experience in school governance to Pensar Academy. Michael served on the School Board for Balsz K-8 School District Board for over 7 years. In that capacity, Michael served to reallocate over $2 million from the Administration Office and returned it to the classroom. Michael served as a Board Member during school expansions: supervising Architects, overseeing plan developments, and logistics. With a knack for difficult negotiations, Michael has over 35 years of experience in Sales and Marketing in the Valley within the realm of Lighting Construction.

The Board at Pensar Academy will continue to recruit and add quality candidates as we work toward out mission and vision.