B.1 Applicant Entity
The French American Academy of Arizona

A) Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.

Corinne Arnout, one of the Directors of the Applicant entity, helped found the International School of Arizona in 1998, becoming its Headmistress. In 2008 a professional opportunity for Patrice Arnout, her husband, also a Director of the Applicant entity, called them to move to Utah. They returned in 2009 and decided to open a new school in Tempe. This is how The French American School of Arizona was born.

The French American School of Arizona was incorporated as a 501 (c)(3) in 2009 and opened its doors to its first class of only 5 students in fall 2010. By the end of that year the school had tripled in size and had 15 students. This year, the seventh in operation, the school has 51 students.

In 2016, Patrice and Corinne met with parents of current and former students and realized that private school tuition was pricing many families out of the school they had loved and thus prohibiting the school from growing. To retain families who were leaving their tuition-based private school for the free educations offered by public charter schools, Patrice and Corinne began considering separating the Kindergarten through 5th grade classes from the existing school into a new separate, charter school founded with the same principles, educational philosophy, and bilingual immersion focus they used to create The French American School of Arizona. After discussing this idea with multiple families at the school and receiving intensely positive feedback, the idea to establish The French American Academy of Arizona came to be.

Work began in earnest in early 2017 to make this charter school a reality, and a third Director of the Board of the French American School of Arizona (Amy Shaw) was added. On May 11, 2017, the Board of the French American School of Arizona officially resolved to create a charter school in the name of The French American Academy of Arizona, proposing to serve Kindergarten through grade 5. The resolution of intent to apply for a charter under the existing 501 (c)(3) corporation in the name of The French American Academy of Arizona is attached as a separate exhibit to this document.

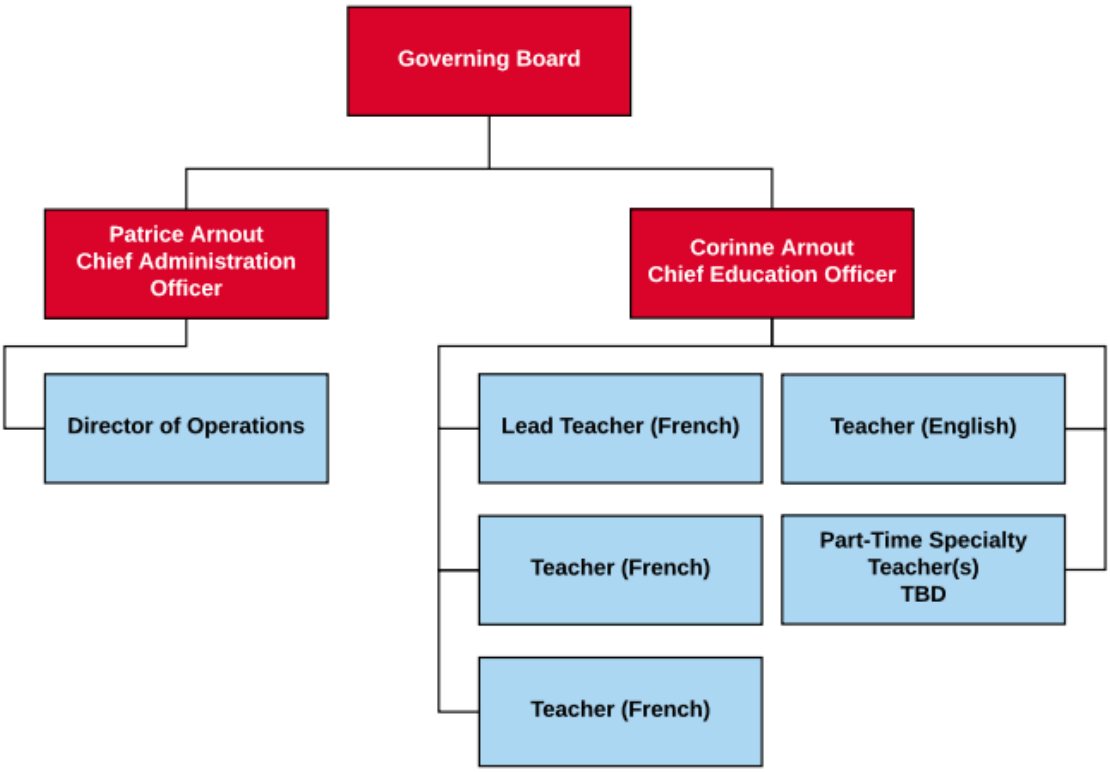
The French American School of Arizona's Articles of Incorporation, changes to the Articles of Incorporation, Bylaws, and Tax Exempt documentation are attached as separate exhibits to this document. As stated in the Bylaws, the Board of Directors will be referred to as the Governing Board ("The Board") and will serve as the governing body for The French American Academy of Arizona. The current Directors of the corporate board are Corinne Arnout, Patrice Arnout, and Amy Shaw.

B) Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.

The organizational charts on the next pages outline the reporting relationships of the Governing Board, Officers, and all school staff for the first three years of operation. Following the organizational charts is a brief narrative of each position's role and responsibility within the organization, years one through three.

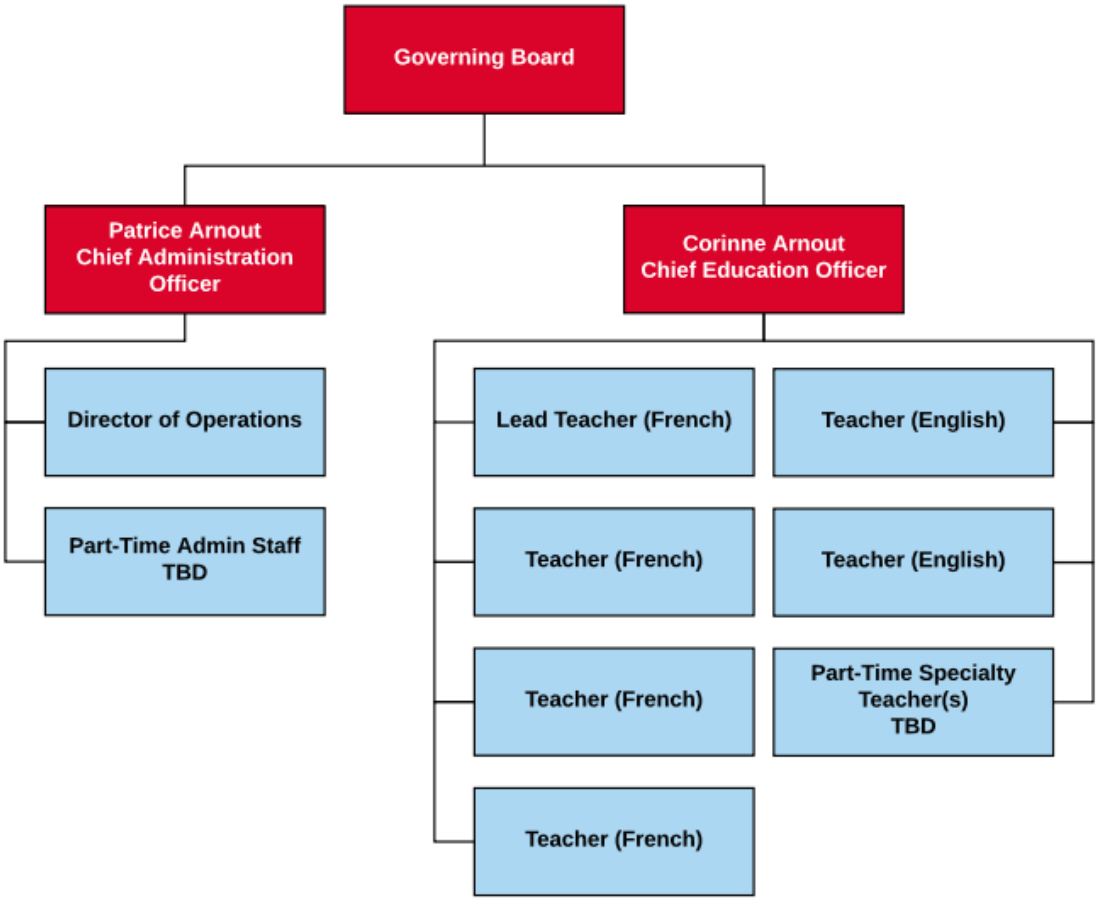
French American Academy of Arizona

Organizational Chart, Year One



The French American Academy of Arizona will employ one Administrative Officer, one Education Officer, one Director of Operations, one Lead French Teacher, two French Teachers, one English Teacher, and part-time Specialty Teachers as needed for a total of 7 FTE and 1-2 PTEs in year one of operation. All positions have been accounted for and funding explained in the section C.5 Three-Year Operational Budget.

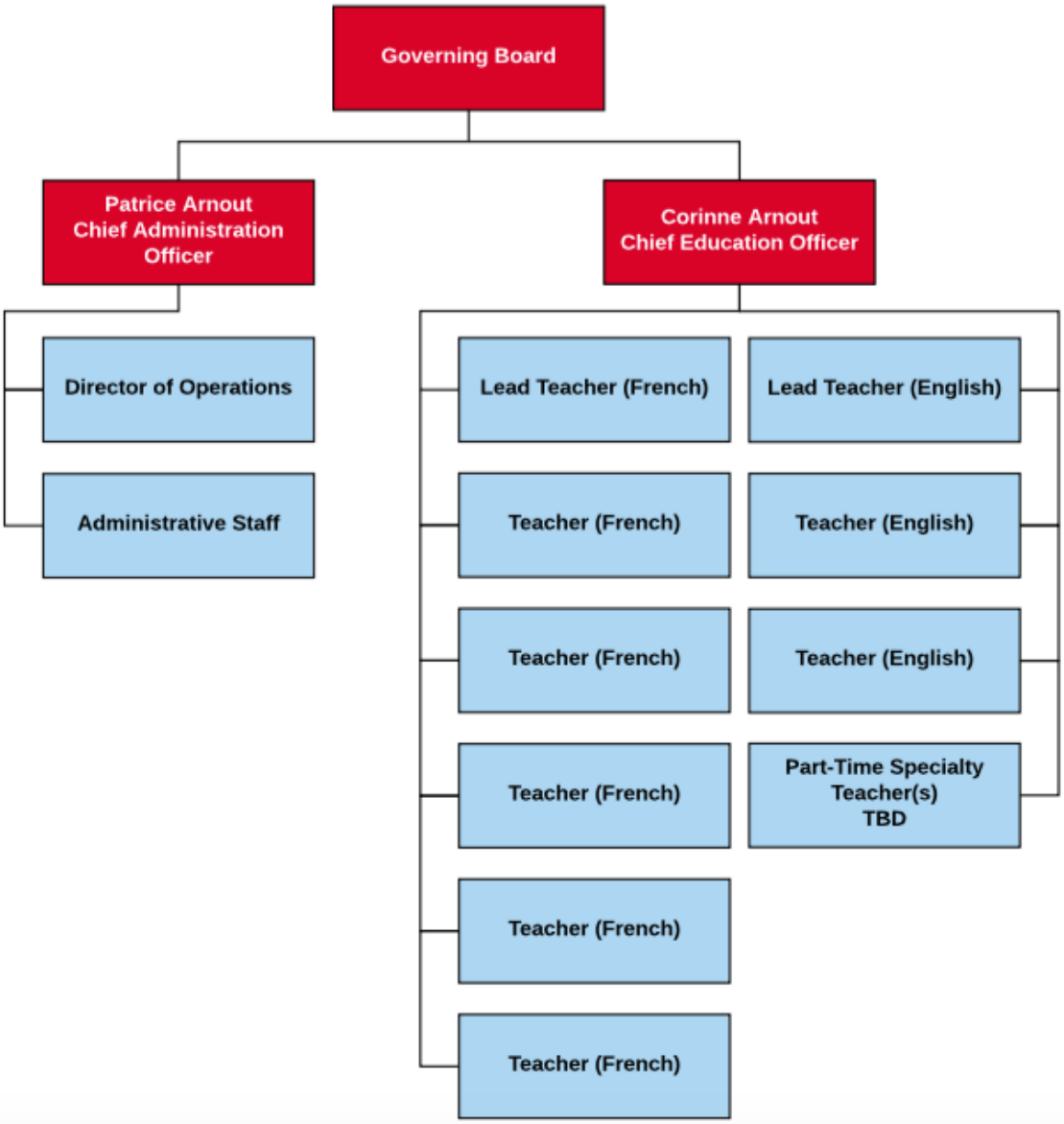
French American Academy of Arizona
Organizational Chart, Year Two



In year two, our student population will have increased to require 2 additional Teachers, one French and one English. We anticipate perhaps needing an additional Part-Time Administrative staff position dependent upon the prior year's administrative workload, for a total of 9 FTE and 2-3 PTE positions. All positions have been accounted for and funding explained in the section C.5 Three-Year Operational Budget.

French American Academy of Arizona

Organizational Chart, Year Three



In year three, our student population will have increased to require a Full-Time Administrative staff position, one Lead French Teacher, five French Teachers, one Lead English Teacher, two English Teachers, and Part-Time Specialty Teachers as necessary for a total of 13 FTE and 2-3 PTE positions. All positions have been accounted for and funding explained in section C.5 Three-Year Operational Budget.

Organizational Reporting Structure Narrative

This narrative defines the reporting structure for each position listed in the organizational charts above. The responsibility to hire, evaluate, and terminate administrative employees belongs solely to the Chief Administrative Officer. The responsibility to hire, evaluate, and terminate educational staff belongs solely to the Chief Education Officer. The responsibility to hire, evaluate, and terminate either of the school officers belongs solely to the Governing Board.

Chief Administrative Officer
The Chief Administrative Officer reports directly to The Board and is responsible for the evaluation and support of all Administrative personnel. The position oversees all administrative functions of the school, including facilities, finance and budgeting (including grants management), student registration and the Student Information System, student code of conduct and discipline, State and Federal reporting and compliance, contracted services including food service, Teacher Planning Day/Club Day services, professional development for administrative staff, general business operations, and all other items not specifically related to student education.

Director of Operations
The Director of Operations reports to the Chief Administrative Officer and is responsible for office operations including, but not limited to: marketing, branding, promotion, fundraising, developing office procedures and policies, training staff and teachers in procedures & systems, student registration and the Student Information System, State and Federal reporting and compliance, contracted services, and general business operations. The Director of Operations assists and is evaluated by the Chief Administrative Officer with input from the Chief Education Officer.

Part-Time Administrative Staff (Year Two)
In year two, Part-Time Administrative staff may be hired to assist with administrative work as outlined above. Part-Time Administrative staff report to the Chief Administrative Officer and are responsible for assisting with work performed by the Director of Operations, general office operations, and other duties as assigned.

Administrative Staff (Year Three)
Administrative staff report to the Chief Administrative Officer or Director of Operations and are responsible for office operations including, but not limited to: training staff and teachers in procedures, systems, and equipment, student registration and the Student Information System, contracted services, Teacher Planning Day/Club Day services, general office operations, and other duties as assigned. Administrative staff assist and are evaluated by the Chief Administrative Officer with input from the Director of Operations, Chief Education Officer, and Lead Teachers.

Chief Education Officer
The Chief Education Officer reports directly to The Board and is responsible for the evaluation and support of all Educational personnel. This position oversees and has final authority over all curriculum, instruction, assessments, grade-level promotion, selection of standardized tests, management of student achievement data within the Student Information System, and Educational Staff Human Resources including recruiting, hiring, performance management, promotion, termination, and professional development for educational staff.

Lead Teacher
The Lead Teacher has the duties of a French or English Teacher and is responsible for assisting in the oversight of curriculum, instruction, assessments, and gathering and reporting of student achievement data to the Student Information System. The Lead Teacher provides input into Teacher evaluations as requested by the Chief Education Officer.

French Teacher
French teachers report to the Chief Education Officer. They are responsible for implementing and delivering curriculum defined by the French National Ministry of Education and for supporting students in scholastic achievement in accordance with the school's Program of Instruction. Teachers are hired by the Chief Education Officer with the input of the Lead Teacher.

English Teacher
English teachers report to the Chief Education Officer. They are responsible for providing English-language instruction and delivering and assisting in the development of curriculum in alignment with Arizona Standards and the school's Program of Instruction, administering standardized testing, and supporting students in scholastic achievement. Teachers are hired by the Chief Education Officer with the input of the Lead Teacher (as applicable in later years).

Part-Time Specialty Teacher
Part-Time French or English Specialty Teachers will be hired to provide specialized instruction in areas such as Music, Art, Sport, and Computers. They shall report to the Chief Education Officer. Part-Time Specialty Teachers may also be hired as Friday personnel, serving as tutors to assist students who require remediation, to oversee Etudes or Study Hall, or to offer specialized instruction in extra-curricular areas such as Theater, Cooking, Yoga, Chess, or other topics to be determined by student and parent interest.

C) Clearly describe any subsidiary relationship of the Applicant entity to another organization.

The Applicant entity, The French American School of Arizona, has no subsidiary relationship to another organization.

D) Identify any current or prior charter operation by the Applicant and any Principal, including the authorizer, timeframe, and nature of involvement.

Neither the Applicant nor any Principals have any current or prior charter operation experience or involvement. The existing French American School of Arizona is a private, tuition-based school operated by the non-profit entity The French American School of Arizona, as a 501 (c)(3) corporation.

E) Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Educational Plan, Operational Plan, and/or Business Plan.

Board Principal Expertise

Board Principal	**Areas of Expertise**	**Role**
Patrice Arnout *Headmaster, The French American School of Arizona*	• Elementary School Administration • Non-Profit, Academic Business Operations • Policy • Discipline	Board President Chief Administrative Officer Authorized Representative
Corinne Arnout *Headmistress, The French American School of Arizona*	• School Leadership • Early childhood/Elementary education • Curriculum • Instruction • Assessment	Board Vice President Chief Education Officer
Amy Shaw *Brand Ambassador/ Project Manager of the French American School of Arizona* *Former VP of Operations*	• Strategic Planning • Operations Management • Human Resource Management • Marketing/Branding • Fundraising	Board Treasurer Director of Operations

Patrice Arnout, President of the Board, Chief Administrative Officer
Patrice is the Headmaster and School Administrator for The French American School of Arizona, a private dual language immersion school. He and his wife, Corinne, created the school together after they returned to Arizona in 2009. Patrice has been overseeing all aspects of school administration at the school since its inception in 2010. Everything related to how the school runs from an administrative perspective is his responsibility.

For the past seven successful years that FrenchAm has been educating students, Patrice as Headmaster has handled all payroll, accounts payable, accounts receivable, tuition and fees management, Federal and State reporting, taxes and tax reporting, school policy and handbook creation, facilities acquisition and management, student enrollment and registration, student information system selection, implementation, and oversight, academic calendar creation, administrative parental communication, coordination of contracted services including information technology, food service, and sanitation, scheduling and coordination of field trips, and all other administrative functions for the school. Patrice's many years of hands-on experience in these critical school administrative areas enable him to successfully support both the charter's Operational Plan and Business Plan.

In addition to being responsible for the successful execution of critical school administrative areas, Patrice coordinates the holiday and year end student performance programs and the hosting of parent nights in conjunction with his wife, the Headmistress. Patrice also serves as the parent administrative liaison working with parent volunteers to coordinate fundraising, marketing, and social events.

Born in France, Patrice spent his formative years abroad in Africa, Asia, and Oceania. For most of his adult life prior to founding the school, Patrice was involved with law enforcement and security. He was a bodyguard for many years in Paris, working with several entertainment celebrities as well as industry and political leaders. He has also held private investigator licenses both in France and in the United States.

Patrice sees his role as School Administrator (and future Chief Administrative Officer) as providing the mechanism and framework by which the school's vision and educational philosophy can come to life. He manages the details of administration so that Corinne can focus her energy on the teachers and students to provide a superior educational experience. At the Academy, he will take the same active role on a larger scale, helping grow the school using his background and experience in school administration to ensure a successful launch and continued sound stewardship for the charter school.

Corinne Arnout, Vice President of the Board, Chief Education Officer
Corinne is the Headmistress of The French American School of Arizona, overseeing all aspects of the educational experience at this school. She was born near Paris, France, where she studied early childhood health and development. After emigrating to the United States with her husband, Patrice, Corinne helped create and found the private,

tuition-based, dual language education-centered International School of Arizona (ISA) in 1998. Corinne worked at ISA for ten years, as a French teacher, then as the Director of Preschool and Daycare, and then as ISA's Headmistress until her family's departure to Utah for business opportunities offered to Patrice. In 2009, her family returned to the Phoenix area and Corinne and Patrice founded the private, dual language immersion-based French American School of Arizona.

Today the French American School of Arizona has over 50 students and 8 fulltime teachers. In her role as Headmistress for the past seven years, Corinne has been responsible for establishing the school's program of instruction, creating and/or selecting all curriculum, selecting and monitoring all instructional methodologies and practices, establishing and monitoring the system of assessment, monitoring and evaluating all instruction, setting and enforcing standards for mastery and promotion, selecting and overseeing standardized testing, developing the academic calendar and monthly and weekly schedules, recruiting and hiring all instructional staff and assistants, training all teachers, managing all instructional staff performance, and establishing and delivering professional development for instructional staff.

Corinne was responsible for integrating the French National curriculum with English-language curriculum aligned to Arizona standards to create FrenchAm's unique and highly successful dual language immersion program, keeping the best of both systems so that students may progress through core academic areas in both languages. Because of the small size of the school, she has personally trained all the teachers on staff. Corinne is responsible for selecting and updating the curriculum each year and ensuring standards for teaching and student achievement are kept at their peak. Corinne's philosophy of educating children to think critically, use logical reasoning, and to problem-solve to live happily and successfully in the world has shown extremely positive results in student achievement. FrenchAm students regularly outscore their peers on standardized tests in Arizona and France.

With 20 years of dual language education experience teaching, leading teachers, and running highly successful language immersion programs in Arizona, Corinne is extremely capable of successfully implementing and supporting the charter's Educational Plan.

Patrice and Corinne believe in the idea of "Learning for Life", and they have made this the cornerstone of their school. Their goal is to build on this foundation by creating a charter school which will allow more students to be served by their proven, successful program.

Amy Shaw, Treasurer of the Board, Director of Operations
Amy is a former Operations and Customer Relations executive, now Brand Ambassador and Project Manager for the French American School of Arizona. She brings the charter project over 25 years of experience in strategic planning and building and leading teams to proven success in academia, construction, retail, and entertainment. She has particular interest and

expertise in consulting with organizations for improved performance and leading through change, skill sets that are valuable to any transforming organization, such as the shift from privately-funded to publicly-funded enterprise happening for the French American School's proposed Academy charter.

Amy has worked as an operations executive at the Vice President level with both large, Fortune 100 organizations and small, privately-owned companies. She is familiar with and has hands-on work experience through her tenure with Pulte Group (7 years with the US' largest homebuilder), Target Corporation (3 years in Guest Relations Management), and Arizona State University (10 years in the Comptroller's Office) in all facets of business management and operations, including human resources, finance, marketing, training and development, information technology, and customer relations. Amy chose to end her 6-year motherhood-driven work hiatus and return to the workforce with FrenchAm because she believes in the school's educational philosophy and its leadership as embodied by Corinne and Patrice.

Amy's work experience with FrenchAm began through volunteering at the school in 2012 when her daughter was in La Crèche (daycare) and expanded to helping plan and execute fundraising events. As Brand Ambassador for the school this past year, she has been responsible for creating and running the school's overall Marketing and Promotional plan, including Social Media Marketing. As the Project Manager for the charter school since January 2017, she has directed and overseen all aspects of the completion of the charter application.

Amy speaks, reads, and understands French, which she acquired from middle school through college. She was an exchange student at Le Lycée Marcel Roby in St. Germain-en-Laye, France, her sophomore and senior years of high school and did her university internship as an international G.O. with Club Med in Sonora Bay (San Carlos), Mexico.

In addition to her roles with the schools, Amy is a Ballroom Moderator and Coordinator for Phoenix Comicon, a yearly event at the end of May where she meets and interviews actors onstage in front of large audiences, often upwards of 5000 people. In her spare time, she is the Chapter Advisor for Alpha Gamma Delta women's fraternity at Arizona State University, a role which affords her the opportunity to see the results of primary and secondary education.

Amy is excited to contribute her qualifications and many years of wide-ranging business expertise to the support of the Operational and Business Plans for the successful launch and continued growth of the proposed charter school.

F) Be consistent with the background information provided for each individual.

All information provided for each individual is consistent with background information provided.

G) Ensure consistency with information listed on the Title Page.

All information listed is consistent with information provided on the Title Page.

H) Ensure consistency with the contents of the application package.

All information provided is consistent with the contents of the application package.

I) Ensure consistency with legal documentation establishing entity, including number of directors required by the Bylaws.

All information provided is consistent with the legal documentation establishing entity, including number of directors required by the Bylaws.