B.2 School Governing Body
The French American Academy of Arizona

A) Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).

In compliance with A.R.S. §15-183 (E)(8), the French American School of Arizona's Corporate Board of Directors ("Board") will serve as the Governing Body for the French American Academy of Arizona ("school"). Pending approval of the charter application, the Board will ensure the school conducts itself in a manner consistent with the charter. The Governing Board will be comprised of the founders and operators of the French American School of Arizona and an additional business executive with more than 25 years of experience building and leading high-performing teams.

Governing Board

The Governing Board holds the charter and is legally and ethically responsible for the school. Comprehensively, the Board is responsible for all governance issues. Specifically, the Board will oversee:

- Mission, Policy, and Strategic Planning – Articulate and ensure alignment with the school's mission, vision, and charter, create and update policy related to the mission and governance, set the strategic direction, and review progress against articulated goals over time.
- Financial Oversight – Ensure the school's financial health, review and approve the annual budget and ensure adherence to it, participate in fundraising, and help secure external funding sources as needed.
- Legal and Regulatory Compliance – Ensure compliance with all laws and regulations, review compliance on a regular basis, and ensure filing of all legal and regulatory documents.
- School Administration Oversight – Select, manage, support, and evaluate the Administrative and Education personnel who will be responsible for the school's day-to-day management and day-to-day instruction, evaluate staff regularly based on outlined performance criteria, approve staff compensation annually, and offer guidance and support.
- Student Achievement Oversight – Monitor and evaluate the school's instructional, curricular, and assessment practices to ensure it is effectively increasing and maintaining student achievement.
- Promotion and Accountability to the Public – Promote the school to the public, expand the school's networks, relationships, and cultural partnerships, respond to community and parent concerns, and participate actively in the French language and French cultural community in Arizona.

B) Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.

The Corporate Board of The French American School of Arizona will act as the French American Academy of Arizona's Governing Body. The Corporate Board holds the right to establish a separate Governing Body in the future at their sole discretion should they see fit. In addition, a Parent Advisory Council will be established to provide non-binding strategic direction and recommendations to the Board.

C) Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.

President of the Board
It shall be the responsibility of the President of the Board, when present, to preside over all meetings of the Board of Directors. The President of the Board is authorized to execute, in the name of the school, any and all contracts or other documents, which may be authorized, either generally or specifically, by the Board to be executed by the school.

Vice President of the Board
The Vice President of the Board shall perform such duties as from time-to-time may be assigned to them by the President of the Board. In the absence of the President of the Board, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice President of the Board to perform all the duties of the President of the Board, and in doing so, he/she shall have all authority and powers of and shall be subject to all of the restrictions on the President of the Board. The Vice President shall have other such powers and duties as are expressly delegated to them by the Board in writing.

Treasurer
The Treasurer shall: (a) oversee the development and observation of the organization's financial policies, budgeting, reporting to the Board; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board.

At the time of this charter application, the French American Academy of Arizona has three Directors of the Board serving as President, Vice President, and Treasurer: Patrice Arnout, Corinne Arnout, and Amy Shaw, respectively. Patrice, Corinne, and Amy were chosen for their backgrounds and expertise in the areas of elementary education, school administration, and business management. The table and narrative below lists each

member of the Board and describes their areas of expertise and qualifications to support the school mission.

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
Patrice is the Headmaster and School Administrator for The French American School of Arizona, a private bilingual 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 administration areas enable him to successfully support both the charter's Operational Plan and Business Plan in his role as Chief Administration Officer and President of the Board. This background and experience will ensure continued sound stewardship for the charter school.

Corinne Arnout, Vice President of the Board
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, bilingual 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, bilingual 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 bilingual 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 in her role as

Chief Education Officer and Vice President of the Board. This background and experience will ensure continued sound educational leadership for the charter school.

Amy Shaw, Treasurer of the Board
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 including selecting and liaising with the charter's contracted financial service provider, Aspire Financial, and the charter's contracted legal provider, Rader Mayrose.

Amy's combined 17 years of experience in the Comptroller's Office at Arizona State University and as a Vice President with Pulte Homes have given her a strong background in finance, budgeting, and general accounting. Her finance background and business management experience enable her to successfully support both the charter's Operational Plan and Business Plan in her role as Director of Operations and Treasurer of the Board. This background and experience combined with the direction of the President and Vice President will ensure continued sound stewardship for the charter school.

Parent Advisory Council:

To support the Governing Board in fulfilling its mission, a Parent Advisory Council will be established to provide non-binding strategic direction and recommendations to the Board. The Parent Advisory council will include individuals with expertise in a broad range of areas such as legal, finance, IT, fundraising, community engagement, etc. The following individuals have already been approached to join the Parent Advisory Council based on their expertise in finance, IT, or education, and will be joined by others who possess experience or expertise in other areas once identified:

Jaye Williams:
Chief Financial Officer of a Phoenix-based non-profit behavioral health provider specializing in children's behavioral health. Parent of one child currently attending the French American School of Arizona in an Elementary grade.

Vanessa Anspach:
Certified teacher, specialization in Special Education. Currently teaching English and Physical Education for Kindergarten at the French American School of Arizona. Assisted in the development of this charter application. Parent of two children currently attending the French American School of Arizona in Elementary grades.

Ash Rhodes:
Tech start-up director with more than 10 years' experience in website development, online marketing, and improving customer satisfaction. Parent of two children currently attending the French American School of Arizona in Kindergarten and preschool.

D) Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.

As stated above, the Corporate Board of Directors of the French American School of Arizona will serve as the Governing Board for the French American Academy of Arizona school. The number of Directors shall be determined by the Board from time to time numbering no fewer than three and no more than eight. The Board will maintain an odd number of members whenever possible to ensure voting ease and avoid deadlocks.

The Board will consider the adequacy of its composition based on the goal to encompass expertise in a variety of areas, such as education, business, finance and accounting, marketing, human resources, governance and law, community engagement, and business development. While some members may encompass multiple areas of expertise, the Board will ultimately serve as one body, which ensures the French American Academy succeeds academically and organizationally. The Board will always ensure compliance with Open Meeting Law.

As the Board grows, and as replacement Board Members are needed to fill vacancies,

the Board will recruit and elect new Board Members. Recruiting new Board Members will begin primarily by identifying parents of current or past students that possess the requisite skills, knowledge, expertise, or experience the Board may be needing to ensure the successful fulfillment of the mission of the school and the specific Board vacancy, when applicable. Teachers and other school staff may also be considered for Board positions, as may recommendations of colleagues from existing or exiting Board Members. Collaborations with other non-profit and/or cultural organizations may also yield viable Board Member candidates. Preference will be given to candidates with a Bachelor's Degree or higher in the related field, lengthy tenures of experience, and/or published work that supports their qualifications or the school's mission.

The Board Members in office at the time of the vacancy will vote to elect new or returning Board Members. Board Member terms are seven (7) years and there is no limit on the number of terms a Board Member may serve, and no restrictions to board members leaving and returning to the board at a later time. All new or returning Board Members will be elected by the affirmative two-thirds (2/3) vote at the time of the vacancy.

The process for finding and selecting new Board members is as follows.

1. Board Members will actively identify and recruit potential Board Members with the requisite skills, knowledge, expertise, or experience the Board may be needing to ensure the successful fulfillment of the mission of the school.
2. One member of the Governing Board will set up an initial interview with the potential Board member.
3. If the first interview is successful, the candidate will meet with the entire Governing Board, or as many Members are required to form a voting quorum.
4. At the next regularly scheduled meeting or meeting called for this purpose, the Governing Board will then vote to make a final approval. A simple majority vote is required.
5. Once approved, new Board Members will complete required documents and be onboarded by a member of the Governing Board.
6. Active Board duty will begin after notification and approval with the State Board for Charter Schools.

E) Be consistent with all sections of the application package.

The information provided is consistent with all sections of the application package.