



CHARTERED PUBLIC SCHOOL

A nation of well-informed men who have been taught to know and prize the rights which God has given them cannot be enslaved. It is in the region of ignorance that Tyranny begins.

Benjamin Franklin

Charter School Application

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CONTACT INFORMATION	4
INTRODUCTION	5
(A) Educational Mission	5
Vision	5
Mission	5
Basic Features of The Founders Academy	5
(B) Governance, Organizational structure and Plan	6
Ability to Submit Application	6
The Founding Board	6
Officers of the Board of The Founders Academy	7
Board of Trustees	7
Committees	8
(C) Methods by which trustees and their terms are determined	8
Start-Up Committee	9
Board of Advisors	9
(D) Location of Facility	9
(E) Maximum number, grade or age levels, and, as applicable, other information about pupils to be served	9
Students Drawn from Many Communities	10
(F) Curriculum that meets or exceeds stated standards in the subject areas offered	
Distinguishing Curriculum Features	10
The Founding Fathers' Character and Leadership Curriculum	10
DISTINGUISHING CURRICULUM FEATURES	11
Classical Periods as Domains for Shaping a Coherent Curriculum	11
Leadership Strand	12
Instructional Approach	12
Project-Based Learning	12
G) Academic and other learning goals and objectives	13
Leadership Goals	13
Academic Goals	14
(H) Achievement tests to be used to measure pupil academic and other goal achievement Standardized Testing	15
(I) For schools offering high school grade levels, graduation requirements will be sufficient to ensure that the school has provided an adequate education for its pupils.	15

(J) Staffing Overview	17
Planning and Development	17
Staffing	18
Dean of School	18
Dean Qualifications	18
Business Manager – (1/2 Time during years 1 and 2)	19
Business Manager Qualifications:	19
Student Services	19
Teachers	20
Volunteer Staffing	20
(K) Personnel Compensation Plan	20
Salary	20
Vacation	20
Sick Leave and Personal Time	20
Retirement	20
(L) Pupil Transportation	21
(M) Statement of Assurances Related to Non-discrimination	21
(N) Method of Coordinating with a Pupil’s Local Education Agency (LEA) for Matters Pertaining to Special Education Programs or Services	22
(O) Admission and Enrollment Policy and Procedures	22
Admission Procedures:	22
Admissions Process Overview	23
Enrollment Provisions	23
(P) Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.	23
(Q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.	24
Annual Audit	25
(R) Annual budget, including all sources of funding (also include a proposed five-year budget containing revenue and expenditures).	25
Fiscal Issues	26
(S) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III	26
(T) Provision for Evidence of Adequate Insurance Coverage	26

(U) Identity of Consultants to be Used for Various Services, if Known	26
(V) Philosophy of parent involvement and related plans and procedures.	27
(W) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.	27
(X) Global Hold Harmless Clause	28
(Y) Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.	28
(Z) Provision for Dissolution of the Charter School Including Disposition of its Assets	28
(AA) In the case of the conversion of a public school to a charter conversion school.	29
(BB) A plan for the education of the school's pupils after the charter school may cease operation.	29
(CC) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract.	29
(DD) An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.	29
Appendix A: Founders Academy Board of Trustees Bios	30
Appendix B: Project Budget	33

CONTACT INFORMATION

Organization: The Founders Academy Foundation
 Contact Name: Kimberly Lavallee
 Phone: 603.952.4705
 FAX: 603.624.0057
 Email: info@tfanh.org
 Website: www.thefoundersacademy.org
 Mailing Address: 5 Perimeter Road, Manchester, NH 03103

INTRODUCTION

(A) Educational Mission

Vision

The Founders Academy (Founders) prepares wise, principled leaders by offering a classical education and providing a wide array of opportunities to lead.

Mission

The Founders Academy is a public chartered school encompassing grades 6 -12 that is free and open to all New Hampshire students. The Academy develops leaders who understand and apply the lessons of the past, demonstrate exceptional character and lead by example. The Academy recognizes the importance of balance in the development of the whole person, and respects each student's journey.

Principled leadership is fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty.

Basic Features of The Founders Academy

1. A Classical Education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the Trivium. Through the study of Western Culture, a classical education allows students to join “The Great Conversation” about the values, achievements and experiences of Western man in the development of the principles and practice of Liberty. *(Partially taken from Susan Wise Bauer, The Well-Trained Mind)*
2. The theme of Leadership will be explored across the curriculum and through other aspects of school life, such as school governance, community projects and the senior project. Students will study the lives of great leaders, will have opportunities to practice leadership and to review their experiences. (See “Leadership Strand”)
3. A focus on western values will be a central feature of the curriculum.
4. Round Table will be a place where students stay in touch with and explore aspects of Founders' mission, as well as discussing school issues, making suggestions for school improvements, and keeping track of their academic progress. Round Table will have a syllabus for each grade and include current events and community building within the school.

5. Students and faculty will meet for assemblies. Students will make presentations, listen to visiting lecturers and debate issues. Occasionally the time will be extended for an academic or extra-curricular program.
6. Wherever possible, the curriculum will consist of the use of primary texts and documents. Textbooks will be used sparingly.
7. Focus will be given to the study of the history and development of liberty and the great men and women who made this possible.
8. The school is committed to the healthy development of the whole person: academic, social, physical, ethical, emotional and creative. There will be a challenging college preparatory program, but not at the expense of other aspects of a young life.
9. Students will pursue a program of required courses and electives. Whenever possible, students will be able to pursue their own interests within the curriculum and have the opportunity for virtual or college (AP/dual credit) courses, to supplement the offered curriculum.
10. Instruction will be a mixture of traditional methods of lecture and Socratic exchange. Opportunities for cooperative and project-based learning and other additional teaching methods and strategies will be included, where appropriate.
11. Writing and speaking will be taught throughout the curriculum.
12. Student learning will be measured by the mastery of standards, not seat time.
13. Founders may utilize a diverse selection of learning environments, including local courthouses, businesses, research institutes and college campuses. “School” and “schooling” will not be based on place.
14. Students will learn to recognize and appreciate their own accomplishments and the accomplishments of others.

(B) Governance, Organizational structure and Plan

Ability to Submit Application

In accordance with provisions to RSA 194-B:3, V, The Founders Academy Charter School (Founders) application to establish a public charter school has been submitted by The Founders Academy Foundation, a non-profit organization.

The Founding Board

The Founders Academy Foundation, a group of experienced charter school developers, educators, administrators, board of directors and partners, will oversee development of the school. The Founders Academy Foundation is a New Hampshire registered, not-for-profit organization comprised of six founding members and established to create and sustain a charter school in New Hampshire. The Founding Board of Directors and management team have extensive experience with startup organizations, education (including school design,

curriculum development, instructional strategies, assessment and staff development), business, law, facilities development, finance, technology, strategic planning, governmental relations, fundraising, public relations, organizational development, student leadership development and community development.

The immediate work of the Foundation is to prepare the charter school application for approval, serve as an ambassador-organization in promoting the school and select the first Board of Trustees of The Founders Academy Charter School. The Founders Academy's mission, program and team are designed to implement the legislative goals of the NH Charter Schools Act, including improving student learning abilities, creating new professional opportunities for teachers and providing expanded public school choice for parents and students.

Officers of the Board of The Founders Academy

Initial officers shall include: chair, vice chair, secretary and treasurer of The Founders Academy. Officers of the board shall be elected, individually or collectively, by majority vote of the board at the annual organizational meeting to be held in June of each year and shall serve until the next annual organizational meeting. If a replacement officer is needed, the replacement officer serves out the unexpired term of the departing officer.

Board of Trustees

In accordance with RSA 194-B:5, The Founders Academy will be governed by up to nine members of Board of Trustees. The Board will have general supervisory control and authority over operations of the charter school.

Trustee selection will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees shall represent a diversity of stakeholders and contributors:

- Two (2) representing the business community (external members)
- One (1) representing the college and /or school community (external member)
- Three (3) founders or major, ongoing contributors to the school (qualifications of "major contributor" to be determined by the board)
- Three (3) parents (parent or parent-member representative from the parent advisory committee)

The Board of Trustees shall maintain no more than a nine (9) member board and, in addition, can establish *ex officio* board members and/or advisors who will be non-voting. The board is not required to maintain nine (9) members but once the school officially opens for business, it shall strive to maintain, at all times, a board of at least five (5) board members. The board shall attempt to maintain a 50/50 balance of parents and founders vs. external board members. Founding Board Members terms do not expire. If any Founding Board Member is not supporting the original mission and vision for The Founders Academy, they may be removed

from the board by a majority vote with a quorum required for said vote. Any Board Member may be removed by a majority vote of $\frac{2}{3}$ of the board if they are involved in activities considered illegal, unethical or otherwise damaging to the reputation of The Founders Academy. Board members are expected to uphold the Mission and Vision of Founders and participate in at least one board committee.

Committees

The Board of Trustees will develop subcommittees as it deems necessary to pursue specific topics and report back to the board for action. On occasion, the Board may specifically vote to delegate a subcommittee to act. Initial subcommittees will include: start-up, board recruitment, strategic planning & finance, curriculum development, outreach, and others as needed. The Board of Trustees may authorize one or more of its members to serve on a board committee. The Board Chair shall hold the authority for selecting and naming the Committee Chairperson. However, no opinion, decision or commitment on behalf of the Board can be made by a Board representative or subcommittee without Board authorization.

The Board of Trustees will develop additional committees as needed for the healthy operation of the board and to support the school. The board will maintain an Outreach Committee with a focus on community involvement and supporting students with service hours and leadership opportunities. Additional standing committees may consist of Finance, Personnel, Policy, and the Parent Advisory Committee.

The Board will strive to maintain all legally required policies and implement a review through the Policy Committee as needed.

(C) Methods by which trustees and their terms are determined

Terms of initial trustees will be staggered, when possible, which will enable the board to profit from experienced, veteran board members while also welcoming fresh perspectives new members may offer. First-year trustees will be appointed for a one or two year term, to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated but that Board member will only be allowed to serve until the original term expires. All Board members may serve consecutive terms if voted by a Board majority.

The Board of Trustees will select and appoint future trustees, define future board terms and vote on policies for board governance and filling vacancies. For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines.

The Board of Trustees will begin governance within three months after receiving charter authorization. The Board's first task will be to create a selection process for the Dean of School. The Dean of School will be a non-voting member of the Board and all board committees.

Start-Up Committee

During the school's first year of planning and design, a start-up committee shall work on all areas of charter school development and readiness. This team will be comprised of founders and advisors. Their duties will include but are not limited to:

- Forming initial subcommittees
- Securing general and board liability insurance
- Securing an appropriate site for the school
- Developing applications and marketing materials
- Developing job descriptions and the hiring process
- Publicizing staff, administration, and faculty positions
- Obtaining health, fire, and safety code approvals for facility
- Purchasing supplies and materials for school setup

Board of Advisors

The governing Board of Trustees may be augmented by a Board of Advisors. The Board of Advisors is an advisory group of non-voting members, representing areas such as, business industries, academia, law and ethics, research, international relations, student and faculty, legislators, and other topics of interest to the board.

(D) Location of Facility

Founders is located at 5 Perimeter Road, Manchester, NH 03103. The school is located in a 59,000 square foot building which is a converted steel mill factory. The building allows the school to expand to the approved population of 650 pupils when fully finished.

(E) Maximum number, grade or age levels, and, as applicable, other information about pupils to be served

Founders opened in September 2014 with a first year enrollment of up to 100 students in grades 6, 7 and 8 adding approximately 100 students each year thereafter. Founders may build to a maximum total enrollment of up to 650 students in grades 6-12 at full capacity. By year three, we expect to introduce our first high-school upper classrooms, which will grow to serve students in grades 9-12. Founders' plan is to maintain a 500 to 650 student population as growth permits.

Though Founders plans to open enrollment for 6th and 7th grades only, if needed, Founders shall open enrollment across all grades. Once the school fills to capacity, admission will be determined by available space, and therefore, for most students, the entry point will be in 6th and 7th grade. The Dean will have discretion in choosing to extend the opportunity for older students' applications, based on available space. Should the number of potential students exceed capacity, enrollment will be determined by a blind lottery.

Students Drawn from Many Communities

Founders will be a welcoming community with a diverse student body. With no other public charter school focusing on leadership and classic education in the State, only a small percentage of New Hampshire families have the resources necessary to send their children to a private school that focuses on such programs. We see The Founders Academy as an option for all families interested in a classical education with a strong focus on leadership and classic literature. We are committed to bringing this opportunity to the public.

The initial space requirements are estimated to be 6-8 classrooms with approximately 8,000-12,000 square feet. Initially one large multipurpose room may be utilized as a cafeteria, music/art room and meetings if needed. Several offices will also be required for administrative staff. We anticipate needing a total of 59,000 square feet at full capacity.

(F) Curriculum that meets or exceeds stated standards in the subject areas offered **Distinguishing Curriculum Features**

Based upon our current knowledge of best educational practice, the design of The Founders Academy curriculum will address three leading statements for ensuring a learner-centered approach to education:

1. Our students will learn to reason and be independent thinkers as they progress through school. Founders will continue to develop the curriculum, including but not limited to the following courses: Logic and Rhetoric (2018-2019), Civics and Leadership (2018-2019).
2. Students will understand and demonstrate retention of subject matter considered essential for acquiring advanced knowledge and skills.
3. Students' growth in academic and leadership ability is anchored in learning and experiences that contribute to graduating students to become productive citizens with an ability to lead in any career or life choice.

The Founding Fathers' Character and Leadership Curriculum

Founders will develop a unique and independent curriculum, The Founding Fathers' Character and Leadership Curriculum. The curriculum will seek to meet or exceed the competency expectations from the state across grade levels and required courses as students progress toward college and career readiness. The Academy's approach to literacy across the

curriculum will refer to the NHDOE's Criteria for Curriculum Materials in ELA & Literacy. The Common Core State Standards (CCSS) have been adopted by the State of New Hampshire. Public charter schools are required to utilize these as part of the curriculum.

DISTINGUISHING CURRICULUM FEATURES

Classical Periods as Domains for Shaping a Coherent Curriculum

Students will learn the knowledge and skills specified by the Common Core State Standards and Grade Level Expectations. Coursework will include the humanities organized for coherence around identified domains of historical development beginning with ancient civilizations and ending with modern times.

The Founders Academy curriculum will be comprised of individual courses blocked into six departments:

- **The Humanities:** American and World History, English (including heavy emphasis on classic literature), Logic, Rhetoric, Psychology
- **Mathematics:** Algebra I and II, Geometry, Pre-Calculus, Calculus, Probability/Statistics, and other Math electives
- **Science:** Physical Science, Biology, Chemistry, Physics, and other Science electives
- **World Languages:** Spanish, French
- **Fine and Performing Arts:** Visual Arts, Music (choral and instrumental), Theatre
- **Technology and Business:** Web Design, Coding, Economics, Finance, Business, Ethics

Faculty from the six departments will collaborate to develop linkages and opportunities for cross-disciplinary and cross-grade-level student projects within the individual courses - and also separate from the individual courses (see the "**Leadership Strand**" below). These linkages and projects will draw upon a chronological sequence of domains such as the following:

Grade 6: Sustaining ideas of Ancient Civilizations

Grade 7: European awakening from the Middle Ages to the Enlightenment

Grades 8/9: The great and ongoing American experiment with a republican form of government and individual liberty

Grades 10-12: Modern America and its challenges of ethical leadership; applying the lessons of history to modern America.

Leadership Strand

The theme of Leadership will be explored across the curriculum and through other aspects of school life, such as school governance, community projects, extra-curricular activities, apprenticeships, and the Senior Project which may involve the creation of a for-profit or non-profit business as well as other unique projects related to the Mission.

History classes will feature a study of great leaders of the past, understanding what made them great leaders, and what traits students can incorporate into their own lives, and what flaws/mistakes to avoid, to become great leaders themselves. Other courses such as Ethics, US Law and Constitution, and Rhetoric and Debate will focus on ethical leadership in the modern world, calling on the resources of national and local leaders in the areas of business, current affairs, philanthropy, health, and education, among others. It will also include short courses and special presentations on current issues of leadership in business, government, law, technology, and other environments. Other courses and learning activities in the “**Leadership Strand**” include: Physical Education and Health, Independent Study, Extended Learning Opportunities, and the Senior Project.

Instructional Approach

Teaching and learning at The Founders Academy will draw upon proportions of instructional time to **direct teaching** for the acquisition of organized knowledge, **coaching** for the development of intellectual skills (includes cooperative and project based learning), and **Socratic seminars** and Harkness Method for increased understanding of ideas and values.

Recent research by Richard Clark, Paul Kirschner, and John Sweller published in the Spring 2012 issue of *American Educator* provides strong support of a multifaceted approach that includes a specific allocation of time for direct teaching. Appropriate to The Founders Academy's interest in attracting and enabling the success of students from across a wide range of backgrounds increasing both student and teacher interest in academic study and democratic self-governance.

Project-Based Learning

The Founders Academy will offer a variety of project-based and cooperative learning opportunities which will enrich the student's learning experience. Community-based and "real-world experiences" will also be an integral component to the learning program. This approach will give students the opportunity to select and study topics with great depth and breadth according to their interests.

G) Academic and other learning goals and objectives

Leadership Goals

- Students will learn about advanced characteristics and skills of leadership both in their Round Table classes/discussions as well as their Civics and Leadership course. At the conclusion of Civics and Leadership, students will be able to demonstrate their advanced understanding of leadership traits through a cumulative assignment.
- Each year of the program, students will be offered opportunities to participate in an effective leadership role in some aspect of school or community life: student government, internship, community service, independent project, coordinator of group project, etc. As an option for achieving this goal, students will be strongly encouraged to work either independently or with a group of students over multiple years to launch a small business or non-profit venture, complete with business plan, market analysis, an implementation period, and periodic reporting back to stakeholders. Students will be encouraged to complete service hours or internships with a focus in the non-profit sector to better understand the need for service in their community and develop leadership skills. Stakeholders will actively participate with students and work to develop these opportunities through the Career Pathways and Community Engagement Committee. The student's self-evaluation of success and opportunities for improvement will be essential to the success of this leadership demonstration project.
- With reference to The Founders Academy's framework of values and Student Code of Conduct (developed by students), progress may be documented each year by a collection of writings included in each student's portfolio and used for annual reflection and planning for the following year.
- Founders will strive for a minimum of 80% of students who will be college or career ready by the time they graduate from The Founders Academy, as measured by college acceptance rates, a survey-plus-interview instrument for certifying career-ready skills, and follow-up with graduates when possible of progress in college or career.

Founders academic and other learning goals are directly aligned with its vision and mission to develop mindful and creative leaders with a strong background in the knowledge, dispositions toward learning and character-building experiences. Graduates of Founders will be expected to go on to contribute, in a meaningful manner, to sustaining and strengthening those values and institutions that have made our nation great. Assessment of progress toward achieving those goals will be multifaceted and will include both qualitative and quantitative measures for formative indicators and summative results.

Among the variety of measures to be used for accountability and informing instruction, heavy emphasis will be placed on practices that meet the criteria for authentic assessment-performance assessment that is less contrived and more learner-centered in nature. Of central importance in this process will be the development and periodic review of electronic student portfolios (digitally maintained files), designed to allow progress in demonstrating growth in the characteristics of thoughtful, imaginative, and productive young leaders.

Academic Goals

- Founders will strive to exceed the average performance of New Hampshire students on PSAT, SAT, and the state required standardized testing for all subjects tested.
- Founders will strive for 80% of students demonstrating mastery in the performance objectives for courses in English, history, science, and mathematics each year as measured by multiple assessments (tests, performance tasks, exhibitions).
- Founders will encourage an environment where the students will demonstrate positive levels of interest in learning at high levels each year in at least a majority of their classes as measured by teacher observation and a student survey and feedback.
- Founders will strive to instill a high level of engagement with students to support them in their middle school and high school years. The students will be encouraged and supported as they learn to originate and proceed with exploring a line of questioning to gain deeper understanding of ideas and concepts. As students gain a deeper understanding they will apply advanced performance skills of language as used in influencing how one perceives the world, thinks about it, and chooses to act upon it. With history as the cornerstone subject it will be important to teach the history of technology and its effects on perception and expression. Founders will continue to bring critical 21st century skills to the classroom as part of the technology component. Students will participate in technology courses to support them as they grow and begin their journey to understanding and becoming future leaders after graduation. Portofolios (digital or paper) may be developed and maintained as evidence of these goals and accomplishments.
- All seniors will satisfactorily complete a capstone project that represents a culmination of each student's learning and research that draws both broadly and specifically from each student's classical education. The project will also incorporate student interests, skills and understanding demonstrated through an act of exemplary leadership as measured by a rubric and assessed jointly by faculty, fellow students, and community volunteers.

(H) Achievement tests to be used to measure pupil academic and other goal achievement Standardized Testing

Per RSA 194-B:8 V, Founders will utilize standardized testing for all grade levels required by law. As required by law, Founders will begin utilizing the AIR Test in spring 2018. In addition, other supplemental testing methods may be used, such as the Northwest Evaluation Assessments (NWEA). At the beginning of the school year, students may be given benchmark assessments for reading and mathematics.

Achievement tests will be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.

Founders will rely on standardized testing to determine how students are progressing through these areas. In addition to standardized testing a variety of rubrics may be developed by the appropriate faculty to measure academic progress. Examples of rubrics that may be needed are critical thinking, presentation, team participation, quality of writing, research skills, and quality of overall project/presentation, leadership skills and mathematics. This list is not final and may be influenced by the faculty in the classroom and curriculum development.

Age based assessments will be applied to measure student academic progress. They may be administered throughout the year with a minimum of two times per year. Initially, Founders is planning to test as needed to measure student progress against the curriculum. This will provide ample opportunity to make any necessary changes to the curriculum or method of teaching needed to achieve student academic success.

(I) For schools offering high school grade levels, graduation requirements will be sufficient to ensure that the school has provided an adequate education for its pupils.

Founders minimum high school graduation requirements will exceed the state minimum, preparing every student to graduate with multiple pathway options, including readiness for entry into and success at college or career.

Subjects	NH State Req.	Founders Req.	NH State Credit(s)	Founders Academy Credit(s)
Arts and Music Education	✓	✓	0.5 credit	1 credit
Information and Communications Technologies	✓	✓	0.5 credit	0.5 credit
English	✓	✓	4 credits	4 credits
Mathematics <ul style="list-style-type: none"> Algebra I Geometry Algebra II or Probability/Statistics 	✓	✓ ✓ ✓	3 credits	3 credits
Sciences <ul style="list-style-type: none"> Integrated Physical Science Biology or AP Biology Electives (includes Chemistry, Physics, Natural History of NH, Space Sciences, Forensics) 	✓ ✓	✓ ✓ ✓	2 credits	3 credits
Required Math or Science Elective		✓		1 credit
History <ul style="list-style-type: none"> US History I US History II Modern World History History Elective Modern US History (effective class of 2026) 	✓ ✓	✓ ✓ ✓ ✓ ✓	1.5 credit	4 credits
US and Government/Civics	✓	✓	0.5 credit	1 credit
Economics	✓	✓	0.5 credit	0.5 credit

Ethics		✓		0.5 credit
Health Education	✓	✓	0.5 credit	0.5 credit
Physical Education	✓	✓	1 credit	1 credit
World Language		✓		2 credits
Finance or Accounting		✓		0.5 credit
Business/Technology Electives		✓		1 credit
Open Electives	✓	✓	6 credits	2 credits
Senior Project		✓		0.5 credit
Total Required Credits			20	26

(J) Staffing Overview

Planning and Development

The period from charter authorization until 4-6 months before the school opens to students will be considered the Period of Planning and Organizational Development. Planning will commence once authorization is granted. This period will take approximately three to six months based on the assumption of authorization in summer of 2013. During the planning and development period, project staff will include start-up coordinators, as needed, consulting specialists, personnel from other organizations and volunteers.

Tasks related to school development include:

- Board initiations and government training
- Planning and coordination
- Facility initiatives
- Curriculum development and course design
- Materials development and marketing

- Set-up of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents and colleges

Staffing

Founders is committed to recruiting highly qualified staff with a diverse range of skills, teaching and administrative experience and cultural and ethnic backgrounds. Other desired qualities and qualifications include: a commitment to the mission and vision of the school, an ability to work effectively on a team with colleagues, students, families and community members; experience with a variety of instructional approaches, including project-based learning; interest or expertise working with a diverse student population; and a commitment to their own professional growth. The initial staff will consist of the following team members below. Founders anticipates an annual review of the organization chart and additional hiring in all departments as necessary to accommodate the growth of the school.

Dean of School

Founders' Dean of School will be responsible for the leadership, day-to-day business affairs and school operation as delegated by the Board of Trustees. The School Dean will lead, support and engage with the school, which will:

- Allow students and faculty to maximize their achievements
- Establish a school culture built on respect, leadership, responsibility and support
- Create relationships with and to work with local school districts
- Assume overall responsibility for supervision of staff and students
- Hire additional administrative staff as needed
- Follow all State and Federal requirements and standards
- Supervise and evaluate the work of staff
- Oversee the class scheduling process
- Supervise adequate testing and evaluation of students' achievement
- Promote safety and good health practices by adherence to public codes/regulations.

Dean Qualifications

- Meet all NH regulations, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- Experience with administrative duties in a school or business
- Background in high school education, preferred

- Demonstrated leadership, people management and business management experience
- Additional qualifications as the Board may find appropriate.

Business Manager – (1/2 Time during years 1 and 2)

The Business Manager reports to the Dean and will be responsible for:

- Setting up the school financial systems
- Working with the Dean to prepare budget and other financial documents for board review and approval
- Preparing purchase orders and banking deposits
- Preparing information for payroll processing
- Assisting the Dean when needed
- Filing proper paperwork with proper agencies
- Working with the Dean to oversee proper ADM count
- Supporting grant writing and management

Business Manager Qualifications:

- Bachelor's Degree from an accredited university, business and accounting preferred
- No less than three years of experience as a Business/Operations Manager
- Experience preparing purchase orders and bank deposits
- Experience preparing payroll processing
- Experience with grant writing and management
- Such other qualifications as the Board may find appropriate

Student Services

Founders recognizes that some students have special educational needs and may require specialized educational services. Founders will work proactively and collaborate with sending districts providing the necessary services. Student Services will collaborate with all agencies and provide all necessary information required to fulfill the responsibilities which fall to a New Hampshire charter school, in accordance with RSA 194-B:11. To this end, this department will:

- Work with the sending district to support all documented special education students in reaching their maximum potential
- Realize that all students are unique and may need individualized help in certain areas
- Commit to the success of Founders' students, and to the Founders' mission, and collaborate with faculty as a member of a dynamic instructional team
- Establish strong relationships with sending district Special Education Departments and work with the students' school districts to coordinate services for students with special needs, 504s or IEPs.
- Establish and maintain an internal system to support a referral procedure.

Teachers

The Board of Trustees will comply with RSA 194-B: 14, Section IV, which states, “*IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience*”.

Volunteer Staffing

Founders will use parents, districts and college campuses to initiate volunteer programs. Founders will also be in contact with agencies that service low-income families and other local family services interested in collaboration. Founders has been approached by several educators such as administrators, educational experts and paraprofessionals who have offered to volunteer to consult with us from set-up to operation.

(K) Personnel Compensation Plan

Salary

The Dean, Teachers and Administrative Staff of Founders will be paid a salary. The salaries of full-time or part-time personnel shall be paid on a bi-weekly basis. Part-time employees can be paid on an hourly rate or monthly rate, whichever is deemed appropriate by the Dean. All independent contractors, whether full-time or part-time, will be paid on an hourly rate based on negotiated rates. See revised five-year budget for salary expectations.

Vacation

Founders will publish an annual calendar of holidays and vacations during which the school will officially be closed. The calendar will generally coincide with the school district in which Founders facility shall reside.

Sick Leave and Personal Time

Founders recognizes the contributions of its employees. Sick and personal time will be provided and outlined in the Faculty & Employee Handbook.

Retirement

The Founders Academy will strive to offer an optional retirement plan by which full-time employees may contribute from their compensation.

(L) Pupil Transportation

Charter school students will have access to transportation to the class program only if they reside in the district where the charter school is located. The charter school will comply with charter law provisions that govern student transportation under Section 194-B:2, which states:

Attendance at a charter school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school.

For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located.

Founders anticipates that students will come from many different communities around New Hampshire. Founders will assist, to every reasonable extent possible, parents and students who wish to coordinate personal transportation.

(M) Statement of Assurances Related to Non-discrimination

Founders shall not discriminate on the basis of sex, race, color, age, religion, handicap, or sexual/gender orientation, ethnic origin or marital status in the selection of students or staff, or in the administration of its educational program, or in any other way as is prohibited by relevant state and federal law. The Board of Trustees shall develop and adopt a policy and create administrative procedures to address complaints or concerns.

(N) Method of Coordinating with a Pupil's Local Education Agency (LEA) for Matters Pertaining to Special Education Programs or Services

As a state authorized open enrollment school, Founders will accept applications from any student who is a New Hampshire resident. In accordance with New Hampshire law (RSA 194- B:8), Founders will not discriminate against any student with a disability as defined in RSA 186-C. Under New Hampshire's charter school statute, RSA 194-B:11, III, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained. Founders will operate in compliance with all state and federal laws.

Pursuant to RSA 194-B:11, III, the decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the student's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. Any federal funding or other funding available to a sending district related to special education, to the extent and in a manner acceptable to the funding source, shall also be directed to the receiving chartered public school on an eligible per pupil basis pursuant to RSA 194-B:11, IV.

Founders will work closely with a student's LEA to ensure a smooth transition and will review all documentation pertaining to the student's educational needs. In the event that a student comes with a 504 Accommodation Plan or an Individualized Education Plan (IEP), the Founders' Dean or designated staff will meet with the LEA's special education team at scheduled meetings to review and adjust educational goals. The sending district will be required to provide Founders with a complete copy of each student's IEP for implementation and monitoring purposes.

(O) Admission and Enrollment Policy and Procedures

Founders is committed to building a strong and diverse community of learners. Admission to Founders shall be open to any student who resides in the State of New Hampshire. Methods of admission shall not be designed, intended or used to discriminate or violate individual rights in any manner prohibited by law. For the success of the school and its students, Founders will help educate prospective families on the benefits and challenges of attending a public charter school. Founders will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families to learn more about Founders and the public charter school experience.

Admission Procedures:

Founders will follow the basic method of admissions that defines charter schools nationwide:

- Admission shall be blind.
- Should the number of applicants exceed capacity; students will be chosen by a lottery system, with a wait list developed from the lottery overflow.

Admissions Process Overview

- Prospective students and their families may be required to attend at least one informational meeting at which Founders' educational approach and expectations of students and their families will be explained, prior to enrollment.
- Founders will share application packets online and/or in hard copy for prospective students about the school, its philosophy and expectations of attending students, their families. The admissions policy governing the process will be available online.
- Parents will be asked to sign an agreement indicating their understanding of the School's Mission and other expectations as part of the admission process.
- Should applicants exceed the number of spaces available, a blind lottery will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive written notification. Those who have been wait-listed will be notified.
- Accepted students and their families will be required to sign a commitment to attend form and return it to Founders.
- Founders will offer new parent events to support the transition for new students and their families.

Enrollment Provisions

- Founders will offer automatic re-enrollment to its students, provided they are in good standing at the end of each year. Families will be asked to sign a letter of intent to re-enroll by a stated date.
- Founders will admit students from the wait-list should space become available after the lottery.
- Siblings of children already enrolled at the Founders will receive preference.
- The Board reserves the right to give preference in enrollment to children of school faculty, administration, and volunteering board members.
- Founders will reserve a maximum of five spots for children of the Founders of The Founders Academy and the Foundation.

(P) Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

The procedures for suspension and expulsion will include appropriate due process, will be specific, clear and will be compliant with state laws governing discipline. The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment.

The Founders Academy Charter School will develop student governance and discipline and age appropriate due process procedures. We will work with qualified staff with experience in these areas as we move forward. A general outline of how we plan to address these items is outlined below.

- A formal policy and procedure will be developed addressing student governance and age appropriate discipline with a code of honor being a major focus.
- Students will be taught strong communication, self-advocacy, self-discipline and leadership skills as they move through the curriculum.
- The school will provide support to staff and faculty when an incident arises and try to use effective communication for problem solving as the first step.
- Behavioral plans will be developed as needed.
- The procedure will include clear steps for reporting inappropriate behavior to the designated staff/faculty.
- The family will be informed of the behavior and made aware of any future consequences that may occur if the behavior continues.
- The procedure will include steps for proper documentation beginning with the reporting of the behavior and ending with the final decision and outcome.
- If disruptive/disrespectful behavior continues and the options outlined in the procedure are exhausted expulsion may occur.
- Additional procedures will be outlined for violent behavior or bullying that may occur at the school. The procedure will allow for detention, suspension or expulsion depending on the severity of the incident.

Founders will account for suspended or expelled students in its average daily attendance accounting as provided by law.

(Q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

Founders will follow NH public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets and to prevent and detect financial statement misstatements. The School will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided including an audit by an independent certified public accountant.

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the financial status of the School. The Treasurer shall report the financial status of the School to the Board of Trustees at least monthly. The Board shall also adopt policies for the financial management of the School, including policies on conflicts of interest for Board members, Administration, and Faculty.

The Board will approve an accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure the proper tracking and use of School

funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check manifests. Each individual with check-writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

Except for emergency purchases approved by the School's authorized personnel (up to a maximum to be established by the Board of Trustees), all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Annual Audit

Founders will comply with all required reporting requirements specified in NH charter school section, (RSA 194-B:10, I-V). Section 194-B:10, I-V requires that all public charter schools issue an annual report, perform annual financial audits, program audits, and participation during the annual school budget process. The School will also comply with all requirements set forth in ED 318.07 regarding the contents of its annual report.

As required by law, the annual report will be provided to the state board and any person who requests it. In addition, a summary version of the annual report and periodic reports will be made available to the parent or guardian of each student at the School and the public. The Board will select an external, independent auditor annually to complete the required annual audit and report. The audit will address accounting practices and review the School's internal controls. The audit will be conducted in accordance with applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The Board of Trustees will review and respond to the audit report, if necessary, and include the audit results in its annual report.

(R) Annual budget, including all sources of funding (also include a proposed five-year budget containing revenue and expenditures).

The Founders Academy will use the state's average middle and high school tuition costs as a basis for shaping its own budget. The Founders Academy will apply for a federal charter school startup grant which will be used in accordance with U.S. DOE guidelines pertaining to proper charter school startup expenditures.

The Founders Academy Foundation recognizes that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. The Founders Academy Foundation is committed to working with the Board of Trustees to seek a diverse portfolio of revenue sources to establish and guarantee long-term fiscal sustainability. Enclosed to this application in Appendix B is the proposed 5-year annual budget plan for the school outlining the use of budget and startup grant, as well as donated funds.

Fiscal Issues

The Dean and Business manager will develop in partnership with the Finance Committee and/or Board of Directors a balanced yearly budget. Founders Board of Directors will review and approve each budget prior to each fiscal year. Annual budgets will contain adequate reserves and will be submitted to the appropriate State Offices, and any other entities as required by law.

The Founders Academy may receive funding in accordance with NH State and Federal law, and will opt to receive funding directly from the State. These funds may include, but are not limited to, general purpose block grant, categorical block and non-block grants; charter school funding from the New Hampshire Department of Education, the federal government or sources; and any other available or mutually agreeable sources of funding for programs. Founders expects that any funds received by the charter authorizer and due to the school will be forwarded to Founders in a timely fashion.

(S) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III

Founders will meet or exceed the number of hours required for seat time according to RSA 194-B:8. Founders expects to collaborate with the district in which it resides regarding transportation services in order to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) Provision for Evidence of Adequate Insurance Coverage

Pursuant to RSA 194-B:1, Founders will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents.

The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School, workman's compensation, board errors and omissions, and faculty coverage. The insurance program will be in place as the first Board of Trustees begins its duties.

(U) Identity of Consultants to be Used for Various Services, if Known

During the period of startup and development, Founders may require tasks addressed by and conducted by specialists in certain fields. Founders has formed an Advisory Board with specialists in various fields to advise and assist the startup and development phase of the school. In addition, consultants and specialist shall be hired as needed during and after the startup period.

The following advisors and consultants have joined Founders' advisory board:

- Whitney K. Newey, PhD, MIT, Jane Berkowitz Carlton and Dennis William Carlton Professor of Microeconomics, Chair MIT Department of Economics
- Beth McClure, NH Certified Principal, Strong Foundations Public Charter School.
- Jennifer Cava, M.Ed., School Director, Academy for Science and Design (ASD) Public Charter School
- Peter Stackhouse, Executive Director, M,Ed,, Great Bay Public Charter School, NH Certified Superintendent, NH Certified Principal, Certificate of Advanced Graduate Study (CAGS)
- Jessica Golden, M.Ec. Special Education Counselor, Academy Science and Design Public Charter School, NH Certified Guidance Counselor, Director of Guidance, General Special Education Teacher, and Emotional/Behavioral Disabilities Teacher
- Matt Southerton, Director, New Hampshire Center for Innovative Schools
- Christopher Erdody, NH Certified Teacher
- Richard Whitehead, Center Director, Oxford Learning, Curriculum Consultant
- Harold Maughan, MOE, Curriculum Consultant
- Jill Cane, Ed.D, Curriculum Consultant
- Thomas P. Farrelly, SIOR & Executive Director, Cushman & Wakefield
- Samuel A. Tamposi Jr., President, The Tamposi Company Inc.
- Jared Argyle, VP/GM, Aerial Cable Systems/A Berkshire Hathaway Company
- Virginia Landry, Local Community Outreach

(V) Philosophy of parent involvement and related plans and procedures.

Parental involvement is a core philosophy of the school. The school will have a well-defined parent involvement initiative through the Parent Advisory Committee. The parent advisory committee shall have up to three representatives on the Board of Trustees and have regular attendance at their meetings by the School Dean or designee. The Parent Advisory Committee is a board committee and will be chaired by a parent board member. This committee will be renewed on an annual basis based on parent interest. Founders believes that parents are an integral part of the school community and bring valuable input, energy and skills to the school's success.

The Committee serves as the communication vehicle between parents, the School Dean and Board of Trustees. Founders will encourage the formation of multiple parent groups. They may form to support the various needs of a public charter school and it's community. The parent groups may be a nationally recognized group (PTA, PTO, or PTSA) or an independent group.

(W) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.

To ensure that all residents have an equal opportunity to apply to Founders, an extensive and widely broadcast marketing effort will be initiated through The Founders Academy Foundation and the NH Alliance for Public Charter Schools. Information will be made available

through newspaper, websites, libraries and other public places and social media to ensure that families are aware of Founders as a choice, and is available to them. As students from lower income or minority families may suffer disproportionately due to a lack of access to technology or to advanced curriculum, particular attention will be paid to reaching those students through their schools, communities, and other public services, to ensure their families are aware of Founders as a choice and is available to them.

During the initial months of planning, information will be disseminated through bulletins, advisories, social media, and posting on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations. Upon approval of the charter, the Board of The Founders Academy Foundation will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. Informational brochures will be distributed to stakeholders and interested parties through the same communications channels listed above.

(X) Global Hold Harmless Clause

In accordance with RSA 194-B: 3, II(x), Founders, its successors, and assigns, covenants and agrees at all times to indemnify and hold harmless the host school district and any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys’ fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils. The school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties’ own acts or omissions.

(Y) Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

If any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract, which shall remain in full force and effect. Any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

(Z) Provision for Dissolution of the Charter School Including Disposition of its Assets

Should Founders cease operation or have its charter revoked by its authorizer, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met. Upon dissolution of the corporation all non-committed assets will

be donated to public charter schools or other non-profits supporting charter schools as determined by the board.

(AA) In the case of the conversion of a public school to a charter conversion school.

NOT APPLICABLE

(BB) A plan for the education of the school's pupils after the charter school may cease operation.

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be, 1) re-integration into the student's assigned public school, 2) application to a different chartered public school, if available, or 3) other available options based on parent and student priorities. Upon cessation of operation and as soon as the Board of Trustees become aware, the records of each student would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

(CC) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract.

NOT APPLICABLE

(DD) An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.

Schools ought to be measured by results. Therefore, Founders will develop and implement a specific accountability plan that seeks to report quantitative data and qualitative information in order to measure success in relation to stated goals. The Board of Trustees will seek to develop a timeline for the Dean to report data and information in a manner that assesses the progress of each goal statement in order to measure effectiveness and provide the opportunity to revise practice, if warranted. If student learning is the broadest and most important goal set by the charter, then the charter itself maintains a distinct obligation to self-declare and request independent assessments to determine the state of affairs of its programming as defined by the following goal statement:

1. Founders will increase the enrollment of the student body to a sustainable level while not compromising the mission established within the charter.
 - a. Reach cap enrollment or necessary enrollment in each successive year of operation.

- b. Operate charter organization with existing fiscal resources.
 - c. Establish, maintain, and grow an endowment fund.
- 2. Founders will ensure that at least 80% of students earn a New Hampshire high school diploma.
 - a. Develop, structure, and track student mastery of competencies.
 - b. Develop, structure, and track student mastery of dispositions.
 - c. Maintain an Advisor-Advisee relationship.
 - d. Set goal of 100% of enrollment exiting Founders with a NH diploma.
- 3. Founders will extend the culturally relevant experience of its students.
 - a. Connect competencies to student real-world experiences.
 - b. Assess student performance when engaged in off-campus experiences.
- 4. Founders will connect students to a real-world experience by partnering with community business and public, or non-profit organizations. The Career Pathways and Community Engagement Committee is designed to oversee this process.
 - a. Create Extended Learning Opportunities (ELO) to place students with profit and non-profit organizations for mentoring
 - b. Assist with apprenticeship opportunities for students with business in the community.
 - c. Assist with internship opportunities for students with for profit and with non-profit organizations and local business.
 - d. Assess student competency mastery as performed for ELO, apprenticeship, and internships for students looking to access these opportunities.
 - e. Assess student capstone experience.
- 5. Founders will strive to increase the number of students who are accepted to post-secondary learning.
 - a. Founders shall set its goals to a 100% enrollment initiative for a post-secondary learning experience.
 - b. Develop, implement, and track student experiences after graduation.

Appendix A: Founders Academy Board of Trustees Bios

Robert Best - Board Chairman

Robert Best (Bob) is an attorney and partner at Sulloway & Hollis in Concord, where he serves as chair of the firm's healthcare practice group. Bob has extensive experience advising non-profit organizations including hospitals, professional societies, trade groups and charitable organizations. Bob is an Adjunct faculty member at NHTI in Concord. He is the Chair of the Merrimack Planning Board, the Vice President of the Merrimack Rotary Club and served as a board member of Merrimack PTA Kindergarten and Preschool.

Prior to coming to New Hampshire, Bob's background includes experience in administration for public, private and academic healthcare settings, as well as biomedical research at Louisiana State University Medical Center, in New Orleans, Louisiana. Bob and his wife Kate live in southern New Hampshire, with their four children.

Patricia G. Humphrey, M.Ed. - Founder, Vice Chairman

Patricia Humphrey is a devoted supporter of the public charter school movement and has offered much of her life to this cause. She is the Founder of the New Hampshire Center for Innovative School (NHCIS) and a Founder of the Academy for Science and Design (ASD) in Nashua.

Patricia is an experienced school administrator, educator and board director. She has taught K-8 in New York City and in New Hampshire and has directed a unique, independent school in New York City. Patty has extensive experience with public policy and fund-raising.

Kimberly Lavallee - Founder

Kimberly Lavallee is an active supporter of the Public Charter School movement. She is a co-founder of The Founders Academy Foundation and serves as the Chair. In addition, Mrs. Lavallee currently serves as a board member of the Academy for Science and Design, a Public Charter School in Nashua. She currently chairs the Personnel Committee.

Kimberly's professional background is in the commercial and residential real-estate industry where she worked for 23 years in the appraisal field.

Matt Mercier - Acapella Technologies

Matt Mercier is a native of New Hampshire, born, raised and educated. He was born in Nashua at St. Joseph's Hospital as were his father and his sons. He is a graduate of Hollis Area High School and Keene State College. Professionally, Matt is the President and Founder of Acapella Technologies, a technology services company based in Southern NH.

Matt was a member of the first cohort of the Hoffman Haas Fellowship, a program of the NH Center for Non Profits, has served on several boards and as a volunteer for numerous community philanthropic organizations. In his spare time, Matt sings barbershop quartet music and has for 42 years, starting at the tender age of 15. Matt lives in Hooksett with his wife Gina and his dog Dunklee.

Barbara Comtois - Treasurer

Barbara Comtois is a farmer, accountant with a BSBA from Northeastern University and a former homeschooling mom who is a strong advocate for school choice. She brings to the table over 25 years in corporate accounting in a range of industries. Her strengths are implementing controls to ensure accurate reporting, cost saving measures and improved time management.

As a farmer, Ms. Comtois advocates both in her community and at the state level for better laws ensuring New Hampshire's agricultural advantage. Working with her sons raising sheep, pigs and chickens, Barbara is also an avid supporter and grower of hydroponic produce since 2004.

As a homeschooling mom, Ms. Comtois has taught her children the value of understanding our history and the importance of being involved in their community. Whether through fundraisers held on the farm or outside activities which included robotics, snowboarding programs and field trips with other students, Ms. Comtois has demonstrated her love of state, community and family.

Kristy Ouellette

Kristy Ouellette owns Mickey Guru Travel Company, LLC and spends her days (and nights) planning vacations for clients and supporting her team of travel agents located throughout the US. Prior to launching the travel agency, Kristy earned a Bachelor's Degree in Education and spent nearly 20 years working in the early childhood education field as a teacher, administrator and state licensing inspector. Additionally, she ran a successful company that provided professional development opportunities for educators.

Kristy's only child, Allison, has been a student enrolled in The Founders Academy since opening day. Kristy, her husband Eric and Allison live in Merrimack, NH. In her free time, Kristy enjoys watching her daughter perform in plays, spending time with family and friends, and, of course, traveling to magical destinations!

Susan Lawton - Secretary

Mrs. Lawton is the parent of a student at Founders Academy and a student at Strong Foundations Charter School. They were one of the original families at Founders. She is a project manager with exceptional leadership, analytical and interpersonal skills and a proven capacity to drive innovation and change through project management and relationship building. She has demonstrated success at directing multiple projects while managing interdependencies and developing contingency plans. Mrs. Lawton has exceptional communication skills with a

unique ability to translate complex concepts and ideas to technical and non-technical audiences. She also has a track record for meeting deliverable dates, budgets and SLAs.

Appendix B: Project Budget