

Montessori Academy for Entrepreneurs Chartered Public School

Initial Charter Application 2026



Find your direction.

Table of Contents

Section I: Letter of Intent.....	1
Section II: Cover and Technical Requirements.....	2
Section III: Introduction.....	3
Section IV: Governance and Organizational Structure.....	7
Section V: Educational Plan.....	11
Section VI: School Operations.....	21
Section VII: Meeting Student Needs.....	27
Section VIII: Financial Management.....	30
Section IX: School Culture.....	36
Section X: Stakeholder Engagement.....	38
Section XI: Facilities.....	41
Section XII: School Safety and Management Plan.....	43
Section XIII: Communication Plan.....	44
Section XIV: Assurances, Provisions, and Policies.....	46
Section XV: Letters of Support.....	48
Section XVI: Opening Timeline.....	48
Section XVII: Signature Page.....	50
Appendices.....	51

Section I: Letter of Intent

October 31, 2025

Dear New Hampshire School Board,

Pursuant to Ed 318.08 and RSA 194-B:3, we hereby submit this letter of intent to apply for the establishment of a chartered public school in the State of New Hampshire. The Montessori Academy for Entrepreneurs Chartered Public School (MAE) is a proposed innovative New Hampshire charter school that will combine Montessori principles (grades 1-6) and entrepreneurial education (grades 7-12) for students in Grades 1 through 12.

This application is being submitted by the Montessori Academy for Entrepreneurs Foundation, a New Hampshire nonprofit corporation in good standing, which meets the eligibility criteria to file as outlined in RSA 194-B:3, V(a). The developers of this application include experienced educators, administrators, and community leaders with demonstrated capacity in school leadership, Montessori pedagogy, special education compliance, and organizational governance. The proposed school is to be located in Nashua, NH, with a projected opening in Fall 2027.

The MAE school aims to serve a diverse and inclusive student population across southern New Hampshire, with a special focus on serving educationally disadvantaged and at-risk students through innovative and developmentally appropriate instructional methods. We are committed to full compliance with all applicable state and federal laws, including those related to nondiscrimination, special education, health and safety, and fiscal accountability.

We respectfully request that the New Hampshire Department of Education and State Board of Education accept this letter of intent as formal notification of our plan to submit a full charter school application pursuant to RSA 194-B and Ed 318. We thank you for your consideration and look forward to partnering with the Department in service of New Hampshire families.

Sincerely,



Nathan Fellman

Chair, Founding Trustee

Montessori Academy for Entrepreneurs (MAE) Foundation

n.fellman@theharknesshouse.org

Section II: Cover and Technical Requirements

Charter School Name: Montessori Academy for Entrepreneurs Chartered Public School (MAE)

Sponsoring Organization: Montessori Academy for Entrepreneurs Foundation

Contact Person: Nathan Fellman

Mailing Address: 410 Amherst Street, STE 150, Nashua, NH 03063

Primary Phone (for public): 603-316-6444

Cell Phone (for NH-DOE): 603-714-4864

Email address: n.fellman@theharknesshouse.org

School Opening (proposed): September 1, 2027

School Location (proposed): 410 Amherst Street, STE 150, Nashua, NH 03063

Enrollment by Grade

Montessori Academy for Entrepreneurs													
	MAE Primary						MAE Secondary						School Total
	Montessori 1			Montessori 2			MAE Middle			MAE High			
	1	2	3	4	5	6	7	8	9	10	11	12	
27/28	5	5	5	5	5	5	8	8	8	0	0	0	54
28/29	8	9	8	9	8	9	8	9	8	9	0	0	85
29/30	10	10	10	10	10	10	10	10	9	9	9	0	107
30/31	10	10	10	10	10	10	10	10	10	10	10	9	119
31/32	10	10	10	10	10	10	10	10	10	10	10	10	120

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application.



October 31, 2025

Date

Section III: Introduction

III.A: General Description and Proposed Location

Montessori Academy for Entrepreneurs Chartered Public School (MAE) is proposed as an innovative charter school serving grades 1–12. MAE will integrate Montessori methods with entrepreneurial education to prepare students for adaptive, ethical leadership in an uncertain future. We also maintain a human-centered and progressive approach to technology that enhances learning at all developmental levels while never replacing the essential human component of teaching and learning.

The Board of the MAE Foundation has identified Nashua, New Hampshire, as an educational market with three key features that support the launch of an innovative charter school with a Montessori philosophy:

1. **Access (family):** A potential school site off Exit 8 (101A) in N. Nashua allows for convenient access along both North-South routes (Everett Turnpike) and East-West arteries (101A).
2. **Access (community):** N. Nashua provides ample opportunities to develop strong community relationships and supports a partnership with Nashua Community College on dual enrollment and partnerships with local businesses on internship and educational opportunities.
3. **Demographics:** Nashua serves a student population (“at-risk,” ELL, FRL, etc...) with diverse needs that are not being met by the traditional public schools.¹
4. **Opportunity:** There is currently no tuition-free, Montessori-based option in Nashua for primary education (gr. 1-6), and there is no secondary model in New Hampshire that extends the Montessori approach with an entrepreneurial focus for secondary students (gr. 7+). The nearest Montessori option for families is Mills Falls Public Charter School, in Manchester. Opened in 2010 with grades K-6, Mills Falls has recently been awarded a CSP grant to expand into middle school, showing a clear demand for this model.

Building upon the above foundation and focus, MAE will serve students throughout southern New Hampshire, with particular support directed towards “at-risk” and educationally disadvantaged youth.

III.B-C: Contact & Sponsoring Organization

Nathan Fellman
Montessori Academy for Entrepreneurs Foundation (NH Nonprofit; 501c3 pending)
410 Amherst St. STE 150
Nashua, NH 03063
603-714-4864
n.fellman@theharknesshouse.org

III.D: Education Vision, Mission & Values

Vision: *Graduates will possess the confidence, skills, and digital tools to launch ventures, pursue their passions, and contribute meaningfully to their communities.*

Mission: *To empower students to become ethical leaders, independent thinkers, and resilient problem-solvers in the world they will inherit.*

¹ See [Section IIIF: Target Population](#) for more supporting data.

Values: MAE is guided by three enduring values encapsulated in our school motto:

Caritas (Love/Care)
Veritas (Truth)
Actio (Action)

*These three values are the foundation of our mission. By leading with care and love for all and seeking truth first, **we see the need for and develop the ability to promote positive action in our communities and world.***

III.E: Summary of Focus: Characteristics, Methods, and Goals

MAE is organized in clearly staged developmental levels that align program design to students' age, readiness, and growing independence. In Grades 1–6, students learn in two Montessori multi-age groupings—Montessori 1 (M1, Grades 1–3) and Montessori 2 (M2, Grades 4–6)—where prepared environments, hands-on materials, uninterrupted work cycles, and guide observation form the instructional core. In Grades 7–9, students enter MAE Middle, where standards-aligned academics are integrated with project-based and entrepreneurial learning, advisory, and public demonstrations of mastery. In Grades 10–12, students enter MAE High, where they complete graduation requirements through advanced coursework, capstone work, dual enrollment, internships, ELOs, and pathway-based planning for college, career, or entrepreneurship. Technology and AI are also developmentally staged: in the elementary years they remain primarily adult-facing and supportive of planning, documentation, and family communication; in middle school they may be used in limited, supervised ways to support research, drafting, and organization; and in high school they may be used more independently, under clear ethical and instructional guardrails, to support advanced academic and entrepreneurial work.

III.F: Target Population

MAE will prioritize serving low-income populations, students with disabilities/neurodivergent learners, as well as other student populations that are disengaged or underserved in traditional settings. Recruitment will be multicultural and dignity-forward, avoiding deficit framing and leveraging community partners.

Geographic Reach

MAE's proposed location off Exit 8 of the Everett Turnpike makes it accessible to students across southern New Hampshire. MAE anticipates drawing enrollment from the following communities:

Community	Rationale for Access	Current Gaps Served
Nashua	Large urban population; high percentage of low-income and multilingual learners	Public Montessori options are limited and restricted to primarily elementary; limited entrepreneurial programming
Merrimack	Adjacent to Nashua, with commuting access via Route 101A	Limited project-based programs
Amherst/ Mont Vernon	Rural/suburban communities west of Nashua	No Montessori public options
Bedford	High-performing district but demand for innovative options	Limited entrepreneurial programming; over-reliance on technology

Manchester	Accessible via Everett Turnpike; diverse student population	Public Montessori options are more available and currently expanding to secondary; limited entrepreneurial programming alignment
------------	---	--

Demographics & Academic Proficiency²

- Nashua School District reports nearly 44% of students are economically disadvantaged, 16.5% are English learners, and over 22% have identified disabilities.
- Nashua School District Proficiency (2024):
 - **ELA: 44%** (-9% State Avg.)
 - **Math: 34%** (-7% State Avg.)
 - **Science: 27%** (-9% State Avg.)

At-risk At MAE

MAE embraces the traditional definition of educational risk—recognizing that poverty, unstable housing, disability, trauma, and language barriers can significantly affect student outcomes—while also reframing risk as a source of growth, courage, curiosity, and agency. In this sense, MAE seeks to move the term “at-risk” from a deficit label toward a strength-based understanding of students as capable learners who can take purposeful risks in learning and life when given the right support.

III.G: Measurable Goals and Implementation Timeline

MAE’s measurable goals address academic growth, student engagement, financial health, and organizational capacity. In addition to the launch and implementation goals outlined below, please see **Appendix A: Measurable Goals and Objectives** for MAE’s full operational and educational performance goals. These include academic proficiency and growth metrics, enrollment and retention targets, financial health indicators, and organizational capacity milestones. Appendix A provides the specific benchmarks, measurement tools, and annual reporting commitments that will guide school evaluation during the charter term.

Implementation Timeline Goals

Timeframe	Goal Description
June 2026	Secure facilities and continue community outreach, family information sessions, and enrollment marketing in preparation for the first full admissions cycle.
SY 2026–2027	Complete pre-opening work, including staff hiring, facility preparation, handbook and policy adoption, curriculum finalization, student recruitment, and implementation readiness.
Fall 2027	Open MAE to students in Grades 1–9 with a target Year 1 enrollment of 54 students .
2028–2029	Expand enrollment to approximately 85 students , including the addition of the first MAE High cohort while refining staffing, scheduling, and support systems.

² Demographic data accessed from NH Education Department at:
https://jwt.nh.gov/?src_route=iReport/FrontPage&debug_session=false&toolbar=Hidden&Width=1200px&Height=1600px

2029–2030	Grow to approximately 107 students and continue implementation of dual enrollment, ELOs, advisory, and competency-based secondary pathways.
2030–2031	Grow to approximately 119 students while maintaining small-school structures, program fidelity, and financial sustainability.
2031–2032	Reach planned steady-state enrollment of approximately 120 students and complete implementation of the full Grades 1–12 model, including MAE High, dual enrollment, and long-term strategic review based on academic, financial, and organizational performance data.

III.H: Projected Enrollment

Montessori Academy for Entrepreneurs													
	MAE Primary						MAE Secondary						School Total
	Montessori 1			Montessori 2			MAE Middle			MAE High			
	1	2	3	4	5	6	7	8	9	10	11	12	
27/28	5	5	5	5	5	5	8	8	8	0	0	0	54
28/29	8	9	8	9	8	9	8	9	8	9	0	0	85
29/30	10	10	10	10	10	10	10	10	9	9	9	0	107
30/31	10	10	10	10	10	10	10	10	10	10	10	9	119
31/32	10	10	10	10	10	10	10	10	10	10	10	10	120

III.I: Students to Be Served

MAE will serve students in Grades 1–12 through a deliberately phased growth model designed to protect program quality, staffing coherence, and financial sustainability. MAE will not operate on a traditional one-grade/one-classroom structure, but rather will organize students in developmentally aligned groupings that support multi-age instruction, individualized pacing, and strong student-adult relationships. At the same time, students will remain identifiable by grade level for purposes of state assessment, promotion, graduation, and reporting.

In the opening year, MAE will serve students in Grades 1–9 with a target enrollment of 54 students. This initial configuration allows the School to launch both its Montessori elementary program and its middle school entrepreneurial program at viable scale, while delaying the full high school rollout until staffing, scheduling, dual-enrollment systems, and pathways are fully in place. MAE High will therefore be added in phases: Grade 10 in 2028–2029, Grade 11 in 2029–2030, and Grade 12 in 2030–2031.

Under the School’s current enrollment plan, MAE projects enrollment of 54 students in Year 1, 85 in Year 2, 107 in Year 3, 119 in Year 4, and 120 in Year 5, at which point the School will reach its planned steady-state enrollment. This measured growth model reflects MAE’s commitment to opening responsibly, preserving small-school structures, and ensuring that staffing, facilities, student supports, and finances grow in step with enrollment.

MAE’s enrollment strategy intentionally emphasizes the elementary Montessori years while also responding to the clear need for student-centered, innovative secondary options in southern New

Hampshire. Our outreach will prioritize equitable access for educationally disadvantaged families, consistent with MAE's mission, and tuition-free enrollment will remain open to all New Hampshire residents.

III.J: Educational Need and Local Context

Nashua and surrounding communities currently lack tuition-free public Montessori programs and structured entrepreneurship education. The Mills Falls Charter School, opened in Manchester in 2010, is the only elementary public charter Montessori school (K-6) in New Hampshire, and it recently announced an extension into secondary education. MAE addresses these gaps and expands these opportunities by providing an innovative public option that blends academic rigor, Montessori foundations, entrepreneurial readiness, and personalized learning in 1-12 setting.

III.K: Request for Shortened Deadlines

MAE is not requesting shortened deadlines under RSA 194-B:3, XII. The school's preparation timeline aligns with all required benchmarks for a Fall 2027 opening.

Section IV: Governance and Organizational Structure

IV.A: Governance Structure and Oversight

The MAE Board is committed to transparency and accountability in all of the operations of the proposed charter school, and the Foundation will seek School Board members for the MAE Board who share that commitment. We believe that families are the first teachers, and transparent partnerships among educators, families, and students are the key to successful school communities.

Governing Body

Sponsoring Organization: Montessori Academy for Entrepreneurs Foundation (MAE Foundation)

Proposed School: Montessori Academy for Entrepreneurs Chartered Public School (MAE, MAE School)

The School Board of the Montessori Academy for Entrepreneurs Chartered Public School (the "Board," "MAE Board") will be the supervisory and fiduciary governing body of the school and will be responsible for ensuring compliance with MAE's charter, state and federal law, and Board policy. The Board will delegate day-to-day management to the Head of School (HOS).

The MAE Board will consist of a minimum of five (5) and a maximum of nine (9) voting members. At least two (2) parents of enrolled pupils will be reserved for parents/guardians of currently enrolled MAE students.

The MAE Foundation is made up of founding leaders who bring experience in education, school leadership, Montessori-informed practice, special education, nonprofit governance, finance, operations, entrepreneurship, and community engagement. Upon charter approval, the MAE Foundation Board will identify and recruit individuals for the MAE School Board who are able to substantially contribute to or otherwise add value to the experience and expertise of the leadership of the MAE School. At minimum, the MAE Board will consist of individuals whose collective experiences cover the following essential areas of governance: education, Montessori-informed practice, finance/budgeting, entrepreneurship, nonprofit governance, and fundraising.

Founders and Qualifications

The Montessori Academy for Entrepreneurs is being proposed by a group of dedicated professionals across education, industry, nonprofit, technology, healthcare, and management as well as a core foundation of families looking for more independence for their children. For further biographical information, please see Appendix F.

IV.B: Member Selection and Terms

Selection & Appointment

The MAE Board is committed to developing and maintaining a strong and effective team to lead the Montessori Academy for Entrepreneurs Chartered Public School. In developing the initial MAE Board, we will seek candidates through community outreach and an open nominations process that supports our holistic approach to this innovative school project.

Member Terms

We seek a MAE Board that consists of professionals and parents from a wide range of backgrounds and experiences. Members will serve three-year terms. Member terms will be intentionally staggered in order to promote fresh perspectives while preserving the energy and vision on which we are founding the school. Vacancies that occur during a term will be filled by Board appointment for the remainder of the unexpired term.

Eligibility & Expectations

Eligible board members will demonstrate a commitment to the mission of the MAE school. All board members contribute expertise—education, special education, Montessori-approach, finance, law, fundraising, operations, sales, entrepreneurship—and must commit to meeting attendance, committee work, and ethical leadership.

Upon the issuance of MAE’s charter, the Trustees of the Montessori Academy for Entrepreneurs Foundation will actively recruit parent members for the MAE School Board and develop other potential Board members who are committed to continuing and advancing the mission of MAE. Up to two (2) Trustees from the Foundation Board may be permitted to serve on the MAE School Board to establish continuity. All remaining members will be selected based on required qualifications of the Board and their overall ability support the school operations by:

- Promoting a diversity of perspective
- Developing complementary skill sets
- Creating an engaged educational community
- Demonstrating integrity and ethics

Removal & Resignation

Members may be removed for cause—including persistent absence, breach of fiduciary duty, or policy violations—by two-thirds vote of the seated Board, with due notice and opportunity to be heard.

Members may resign by written notice to the Chairperson.

IV.C: Bylaws

The MAE School Board Bylaws will govern Board organization, meetings, officer roles, committees, conflicts of interest, indemnification, and amendment procedures. The Board will review bylaws annually

and as regulations evolve. The proposed bylaws are included as Appendix I and are incorporated by reference. We anticipate these bylaws to be adopted upon our charter approval.

IV.D: Organizational Structure and Growth Plan

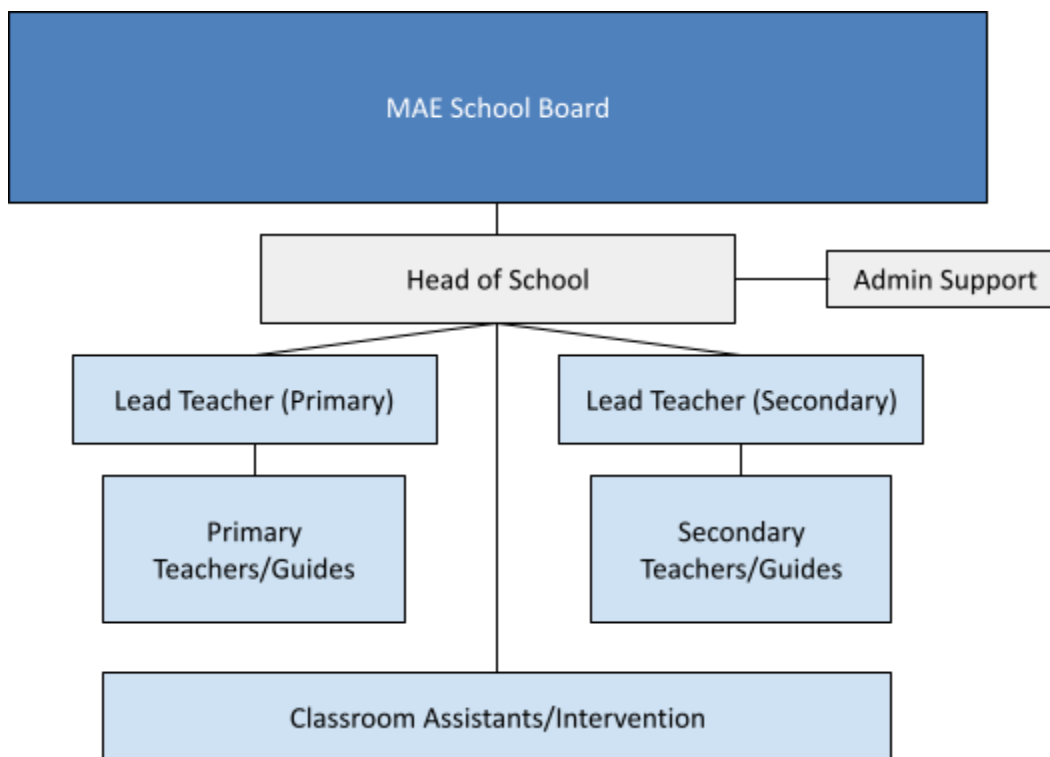
Organizational Roles & Authority

The Head of School (HOS) reports to the Board. Lead Teachers, teachers, and all other staff report to the HOS. Consultants report to the HOS or designee under approved contracts. Volunteers are supervised by the HOS or designee.

The Board neither supervises nor evaluates staff other than the Head of School. The Board maintains approval authority over all staff nominations and will accept the staff nominations of the Head of School unless there is just cause to withhold such approval.

Lead Teachers have 80% instructional responsibilities, while 20% of their time is dedicated to administrative support to the Head of School, including developing systems, curricula, and staff capacity. Lead teachers also support mentoring and professional development.

Organizational Chart



IV.E: Fundraising Plan

The Trustees of the Foundation have extensive fundraising experience in the nonprofit sector, including experience in raising money for education causes. Our fundraising plans and strategies for MAE will buttress State per-pupil funding and support both long-term sustainability and expansion within ten years. Fundraising strategies will include the following.

Community Events

MAE's fundraising strategy will include three community-based events each year to celebrate our mission and raise supplemental revenue. We plan to host a fall harvest festival, a winter Texas Hold'em tournament in Summer 2026 to coincide with our charter approval timeline, and a fall festival. These events will bring together families, students, educators, and local businesses in a fun and engaging environment.

Responsible Risk (NH Gaming)

New Hampshire's charitable gaming framework allows approved nonprofit organizations to receive a share of revenues from bingo games and licensed casino nights. MAE will pursue partnerships with charitable gaming operators to secure an additional revenue stream in a responsible and compliant manner.

Sponsorships

MAE recognizes the importance of cultivating partnerships with established local and national retailers to support our mission and provide authentic learning experiences. We will approach nearby corporate branches such as Home Depot, Market Basket, and Hobby Lobby to develop sponsorship and partnership agreements. These companies have strong records of community engagement and can contribute through financial donations, in-kind supplies, and volunteer hours.

Beyond these national chains, we will cultivate relationships with small and medium-sized local businesses such as software firms, farms, restaurants, and retailers that align with our values and can offer fundraising partnerships or host internships for students. These internships will allow students to apply their classroom learning in real-world settings, gain exposure to diverse industries, and build networks within the Nashua and Greater Merrimack Valley region.

Alumni Engagement

MAE's alumni engagement strategy is designed to build a vibrant lifelong community and support future students. We plan to **earmark 10 percent of annual fundraising proceeds up to 10 percent of our top-line state tuition (adequacy) revenue, into a dedicated Alumni Investment Fund.** Beginning in 2031, once our first full cohort of students has completed their secondary education, the Alumni Fund will offer competitive loan and micro-grant opportunities to help graduates launch businesses, pursue further education, or invest in social enterprises aligned with our mission.

This Alumni Investment Fund will be managed by a subcommittee of the MAE Board with clear guidelines for application, review, and repayment of loans. **By investing in our alumni, we create a virtuous cycle in which successful graduates will "pay it forward" to the next generation,** reinforcing the entrepreneurial ethos that defines MAE. Alumni will also be invited to participate in mentorship programs, annual events, and advisory committees, ensuring that our community remains interconnected across cohorts. Publicly reporting on the performance and impact of the Alumni Fund will demonstrate transparency and encourage ongoing contributions from donors and alumni.

IV.F: Grievance Process & Policy

MAE will maintain a fair, age-appropriate grievance process for students, families, and staff:

1. **School-level:** Concern raised to the relevant teacher or staff member for informal resolution when appropriate.
2. **Head of School:** Written grievance to the HOS; written acknowledgment within five (5) school days and a written response with findings and remedies within fifteen (15) school days, absent exigent circumstances.
3. **Board:** If unresolved, a written appeal may be submitted to the Board Chair. The Board or a designated committee will review the matter in a noticed public session with nonpublic session as permitted by law to protect privacy, and issue a written disposition.

The full grievance policy and processes will be published in the MAE Community Handbook and on the school website. Nothing in this process restricts mandatory reporting (e.g., suspected abuse/neglect) or rights under state/federal law.

Section V: Educational Plan

V.A: Curriculum and Instruction

MAE's educational program integrates three mutually reinforcing elements: (1) Montessori-rooted elementary instruction in Grades 1–6; (2) standards-aligned, project-based and entrepreneurial learning in Grades 7–12; and (3) carefully bounded, human-centered use of technology, including artificial intelligence (AI), primarily for adult planning, feedback, and secondary-level student workflow.

Educational Philosophy & Principles

MAE's curriculum will build entrepreneurial skills on top of a Montessori foundation. In our view, the ***Montessori philosophy—de-centralizing the “sage-on-the-stage” teacher and re-centering the curiosity of the individual student—is the building block for an entrepreneurship education.*** MAE believes entrepreneurial habits of mind—including initiative, creativity, ethical risk-taking, collaboration, and problem-solving—can be intentionally developed within a public school setting.

MAE is firmly rooted in Montessori principles and practices at the elementary (K-6) level. These principles—prepared environments, multi-age groupings, uninterrupted work cycles, hands-on materials, and guide observation—form the instructional core of our Montessori grades. In grades 7–12, MAE builds on that foundation through discussion-based learning, project-based demonstrations, and outside partnerships that engage students' creativity and curiosity.

MAE understands development in broad stages. For children ages approximately 6–12, curiosity is most often expressed through questioning, concrete investigation, pattern-seeking, and the desire to understand how things work. For adolescents, curiosity matures into independence, social awareness, critique, identity formation, and a desire to act on the world. Accordingly, MAE's elementary program emphasizes concrete experience, prepared environments, and foundational academic skill-building, while the secondary program emphasizes analysis, design, collaboration, public performance, and purposeful action.

MAE's educational philosophy is rooted in the belief that children learn best when they are given meaningful autonomy within clear structures, challenging academic expectations, and opportunities to connect learning to authentic problems, audiences, and outcomes. The school's entrepreneurial strand

does not replace core academics; rather, it provides an applied context in which students practice literacy, numeracy, scientific reasoning, civic thinking, collaboration, and ethical decision-making.

Montessori 1 and Montessori 2 (Grades 1–6)

In the elementary years, students will learn in two multi-age groupings: Montessori 1 (M1, generally Grades 1–3) and Montessori 2 (M2, generally Grades 4–6). With high-fidelity to Montessori principles, MAE’s classrooms will be prepared as calm, orderly, material-rich learning environments with space for whole-group mini-lessons, small-group instruction, independent work, conferences, and collaborative exploration. Students will typically begin the day with a brief community meeting and then move into extended work cycles during which they select from teacher-guided and student-directed learning tasks at their readiness level.

MAE’s elementary program will use established Montessori materials and Montessori-trained guides in conjunction with standards-aligned core resources and teacher-designed performance tasks that ensure our students will meet the highest academic standards. The program is intentionally designed to address that state standards explicitly while preserving the benefits of choice, movement, hands-on learning, and multi-age peer mentoring.

Elementary Literacy and Language Arts

In Grades 1–6, literacy instruction will combine Montessori language materials with a structured literacy approach aligned to the science of reading. Students will receive explicit instruction in phonemic awareness, phonics, decoding, encoding, spelling, handwriting, fluency, vocabulary, comprehension, and writing. Reading and writing workshop structures will be used to support discussion, independent reading, expository writing, revision, and research. Small-group instruction and intervention will be driven by screening, benchmark, and observational data so that students who need additional support receive it promptly.

Anticipated core, standards-aligned curriculum: [Open Up K-5 ELA](#)

Elementary Mathematics

Elementary mathematics will begin with Montessori materials that support number sense, operations, place value, fractions, geometry, measurement, and proportional reasoning. As students progress, guides will incorporate direct instruction, practice routines, and problem-solving tasks to ensure readiness for pre-algebra and secondary mathematics.

Anticipated core, standards-aligned curriculum: [Open Up K-5 Math](#)

Elementary Science & Social Studies

Science and social studies will be taught through integrated units and field-based inquiry, but MAE will also ensure explicit coverage of core disciplinary content, including life, earth, and physical sciences, New Hampshire and United States history, civics, geography, and cultural studies.

Outdoor classrooms, nature studies, local history, and community-based learning will extend the elementary curriculum beyond the classroom walls. Students will maintain learning journals, receive regular conferences with guides, and build habits of independence, organization, and reflection.

Instructional Technology Guardrails in Grades 1–6

In the elementary grades, MAE will maintain a predominantly hands-on, no-screen, analog environment. Student-facing technology use will be limited, purposeful, and developmentally appropriate. Generative artificial intelligence (Gen-AI, e.g. ChatGPT) will not function as an instructional delivery tool in M1 or M2. Instead, observation remains primary, and adult-facing tools will be used to organize notes, summarize growth narratives, support communication with families, and streamline progress reporting. At MAE, technology at the primary level is primarily teacher-facing while we focus on developing the core human and creative skills our students will need in order to effectively and appropriately use technology in later grades and adult tasks.

MAE Middle (Grades 7–9; specific)

Beginning in Grades 7–9, MAE students will participate in a standards-aligned middle school program that combines direct instruction in core content areas with interdisciplinary project-based and entrepreneurial learning. Students will continue to receive explicit instruction in English language arts, mathematics, science, and social studies; entrepreneurial work will serve as an applied context for demonstrating mastery rather than a substitute for academic content.

Advisory becomes a formal structure in the secondary program. Each student will belong to a small advisory group led by a staff mentor who monitors academic progress, goal-setting, attendance, social-emotional development, and family communication. MAE Middle students will work in small teams to identify problems in their school or community, research needs, design solutions, create and revise prototypes, communicate with authentic audiences, and reflect on both outcomes and process. Socratic seminar, discussion-based humanities, and venture studio time will support the development of business ethics, accounting, personal finance, argument writing, collaborative problem-solving, and civic reasoning. Students will document work and present major work publicly through exhibitions or pitch events.

MAE Secondary (Middle/High; Grades 7-12; general)

In Grades 7–12, MAE will maintain a full middle/high school program that meets or exceeds New Hampshire graduation requirements while expanding student access to dual enrollment, career-connected learning, internships, ELOs, and advanced projects. Students will continue to complete required courses in English, mathematics, science, social studies, physical education, arts, digital literacy, and electives, while also pursuing individualized pathways that may include college coursework, entrepreneurship, workforce preparation, or community-based learning.

MAE High students will complete substantial capstone work tied to one of the School's graduation pathways: College-Ready, Career-Ready, or Entrepreneurial. The capstone will require research, planning, revision, public presentation, and defense before an audience of educators, peers, family members, and, when appropriate, community partners.

Note on "High School"

Traditional high school begins in 9th grade, which historically was when nearly all students began to earn credits toward a diploma. In this sense, the term is outdated because many students today enter 9th grade with some credit, whether earned locally (e.g. Algebra in 8th or even 7th grade) or through a non-traditional method (e.g. VLACS). At MAE our grade clusters are 7-9 and 10-12 for developmental reasons; however, as with all New Hampshire schools, students can begin earning credits at MAE before 9th grade. Indeed, because our Montessori program is so

individualized, we anticipate that many of our students will be able to advance beyond grade level expectations in a variety of curricular pursuits.

Instructional Technology and AI in Grades 7–12

In the secondary grades, technology and AI tools may be used to support research, drafting, planning, data analysis, project management, and individualized academic support under explicit adult supervision. Students will be taught verification, attribution, bias awareness, source evaluation, privacy, and intellectual independence. AI may assist with workflow and feedback, but it will not replace original thinking, teacher judgment, or direct evidence of student understanding. MAE’s instructional technology model is therefore human-centered, developmentally staged, and subordinate to the goals of deep learning and student agency.

Curriculum	Montessori 1 & 2 (Grades 1-6)	MAE Middle (Grades 7-9)	MAE High (Grades 10-12)
English Language Arts	Reading/writing workshop; Montessori language materials	Literature & composition; Reading/writing workshop	Literature, Logic & Rhetoric, Dual enrollment options (grade 10+)
Mathematics	Montessori math; number sense & operations	Algebra I Big Ideas (anticipated)	Geometry Big Ideas (anticipated) Dual enrollment options (grade 10+)
Science	Life, earth, physical science explorations	Lab-based general science; Physical Science	Physical Science, Dual enrollment options (grade 10+)
Social Studies	NH & U.S. history; civics foundations	Civics, NH History, world cultures	U.S. History Dual enrollment options (grade 10+)
Entrepreneurship	Classroom economy; problem-solving	Venture studios; design thinking	Capstone: launch/operate a venture; dual enrollment options (grade 10+)
Special/Elective	Art, Music, PE, Wellness	Tech/media literacy; Arts; PE, Wellness	Advanced electives, ELOs, College/Career prep Dual enrollment options (grade 10+)

In Grades 7–12, MAE will use a combination of teacher-developed curriculum and projects together with standards-aligned secondary core resources, anchor texts, and adopted curricular materials in English language arts, mathematics, science, and social studies; final titles will be published in the Program of Studies prior to opening.

V.B: Current Research³

MAE’s **educational design is grounded in both well-established and emerging research.** Montessori pedagogy—self-directed, hands-on learning in multi-age environments—and entrepreneurship education—experiential learning grounding in authentic experiences, audiences and outcomes—both

³ Full Annotated Bibliography is available in Appendix L.

have a rich research history that supports MAE's complementary integration of the two and our competency-based approach. At the same time, emerging studies on AI-supported tutoring and agentic tools inform MAE's instructional design as ***we seek to help our students be on the cutting edge of AI integration for the benefit of humans.***

Montessori Foundation

MAE's educational design is grounded in a research base that supports Montessori-informed elementary practice, structured literacy, project-based and entrepreneurial learning, competency-based progression, and the ethical use of technology. We rely heavily on research supporting traditional Montessori and student-led approaches while placing that context within the assessment and accountability framework of New Hampshire public education. MAE's program is intentionally designed to preserve Montessori's strongest features in the elementary grades—prepared environments, multi-age grouping, hands-on materials, guide observation, and extended work cycles—while reserving the use of more direct instruction to support core mathematics and language literacy skills.

Entrepreneurial Structure

Project-based and entrepreneurial learning research informs MAE's secondary design. Studies of authentic interdisciplinary projects, public products, and real-world audiences support the use of venture studios, exhibitions, and applied performance tasks to increase engagement, collaboration, creativity, and transfer of learning. Competency-based education research similarly supports clear learning targets, varied demonstrations of mastery, timely intervention, and flexible pacing, all of which are central to MAE's assessment and advancement model.

Approach to Technology

The school's technology and AI design is informed by emerging research and policy guidance emphasizing human oversight, transparency, privacy, and developmentally appropriate use. MAE therefore treats AI as a bounded support tool rather than a substitute for teaching, observation, materials, or original thought.

At the primary level through 6th grade students are essentially "screen free" except in very limited and purposeful ways (e.g. creating digital art, word processing, State assessments, IEP/504-related supports). Even in middle and high school, MAE students are limited to using technology with purpose. We believe that ***an over-reliance on technology runs the risk of leading students to be under-reliant—and therefore underprepared to use and further develop—their own intellectual capacities.***

MAE has a very forward looking approach to AI integration; however, we are more deliberate and have a more developmentally-tiered plan because of this strategic focus. Just as MAE does not believe that "screens for all, all of the time" is a good idea, we also understand that AI must be used to augment and enhance human learning, not replace it. As such, we have developed the following educational approach to integrated AI support for students.

Developmental AI/Technology Progression

Unit	Grades	AI Support ⁴			Rationale
		Passive ⁵	Active ⁶	Agentic ⁷	
M1	1-3	Y	X	X	Students engage in their intrinsic curiosity and develop their unique creative expressions. AI tools at this level are only used in observation, collecting contextual information about how each student learns best, what their unique interests are, and how their talents are developing. This also allows us to provide substantive narrative feedback to parents without overburdening staff.
M2	4-6	Y	-	X	AI supports are still primarily used by the adults in our classrooms. Some tutoring (interactive) support is provided as needed to address specific learning needs, but the focus through M2 remains on developing human capacity without artificial support.
MM	7-9	Y	Y	-	AI supports extend to full tutoring capabilities, augmenting and supporting live, human classroom instruction. Agentic capabilities may be introduced for task-specific applications (e.g. managing calendars and due dates), but the primary focus is utilizing AI to advance and enrich specific learning opportunities through supportive tutoring.
MH	10-12	Y	Y	Y	AI supports are fully agentic, with students actively developing AI assistants to support their educational and entrepreneurial endeavors.

Bibliography

A full bibliography of foundational texts, peer-reviewed studies, and implementation resources is maintained in Appendix J and will be reviewed annually as part of program evaluation and professional development.

V.C-D: Public Access to Curriculum and Policies

Consistent with RSA 194-B:2, II and Ed 318.07(b)(6), MAE will make information about its curriculum, instructional approach, competencies, assessment practices, and school-wide policies available to all

⁴ These terms, identifications, and developmental benchmarks are fluid and adaptable to new changes in technology, particularly the multiple current technologies of artificial intelligence (e.g. large-language models, generative AI, etc...) and any future advancements that the Board deems appropriate for educational purposes

⁵ Passive AI support refers to adult-facing tools and supports that are used by adult guides and teachers only and that the students do not directly interact with/experience

⁶ Active AI support refers to student-facing instructional support tools or “chatbot tutors.” Active AI support is designed to supplement and never supplant classroom, human-to-human learning.

⁷ Agentic AI refers to AI that can take action on behalf of a human in the digital world (e.g. not just to search for a community college class but also register for that class as well).

persons, and to parents and students considering enrollment. This information will be accessible through the School's website and in printed form upon request at the School office.

V.E: Measurable Academic Learning Goals and Objectives

MAE's academic focus is on the development of the whole child and is measured within a competency-based structure. We are focused on whole-human outcomes in addition to traditional academic proficiency. MAE's academic goals are aligned to the School's Accountability Plan and are stated in full in Appendix A: Measurable Goals and Objectives.

Goal 1: Literacy and Numeracy Growth (A1)

Demonstrate strong student growth in English Language Arts and Mathematics as systems and staff stabilize.

Measures:

- NH Statewide Assessment System (NH-SAS) scale score growth and/or state growth metrics.
- Interim benchmark assessments (e.g., NWEA MAP or equivalent) in ELA and Math (fall/winter/spring).

Annual Targets / Milestones:

- Year 1: $\geq 60\%$ of tested students meet or exceed expected annual growth in ELA and Math.
- Year 2: $\geq 65\%$ meet or exceed expected growth.
- Year 3: $\geq 70\%$ meet or exceed expected growth, with no subgroup performing below 80% of the all-student growth rate.

Goal 2: Academic Proficiency (A2)

Raise student proficiency in ELA and Math to meet or exceed state averages over the first charter term.

Measures:

- NH Statewide Assessment System (NH-SAS) scale score growth and/or state growth metrics.
- Interim benchmark assessments (e.g., NWEA MAP or equivalent) in ELA and Math (fall/winter/spring).

Annual Targets / Milestones:

- Year 1: $\geq 60\%$ of tested students meet or exceed expected annual growth in ELA and Math.
- Year 2: $\geq 65\%$ meet or exceed expected growth.
- Year 3: $\geq 70\%$ meet or exceed expected growth, with no subgroup performing below 80% of the all-student growth rate.

Goal 3: Entrepreneurial Competency & Real-world Application (E1)

Build entrepreneurial skills through authentic projects and public exhibition for middle and high school students.

Measures:

- Completion of at least one entrepreneurial project per year (grades 7–10) with public presentation (e.g., pitch night, community showcase).
- Standards-aligned rubric ratings in areas such as opportunity recognition, planning, budgeting, ethical design, implementation, and reflection.

Annual Targets / Milestones:

- Year 1: $\geq 80\%$ of students in grades 7–10 complete one entrepreneurial project with a public presentation; $\geq 60\%$ score “Proficient” or higher on the MAE entrepreneurial rubric.
- Year 2 and beyond: 100% of students in grades 7–12 complete at least one entrepreneurial project annually; $\geq 70\%$ score “Proficient” or higher and $\geq 20\%$ score “Advanced.”

Goal 4: Whole-Human Outcomes (W1)

Support MAE’s four whole-human outcomes—Safety, Security, Support, and Society—for all students.

Measures:

- Student and family climate surveys aligned to the four outcomes.
- Completion and defense of personalized “life design” artifacts (e.g., capstone reflections, post-secondary plans) addressing where students will live, how they will work, their support networks, and their contribution to society.

Annual Targets / Milestones:

- By Year 2: $\geq 80\%$ of students report “agree/strongly agree” on climate items related to feeling safe, supported, and known by adults at MAE.
- By first graduating cohort: 100% of graduates successfully complete a capstone that meets proficiency on a rubric aligned to the four whole-human outcomes.

Goal 5: Equity & At-risk Engagement (R1)

Ensure MAE equitably serves educationally disadvantaged students (including economically disadvantaged, students with disabilities, and English learners), consistent with MAE’s mission and at-risk philosophy.

Measures:

- Percentage of enrolled students who are educationally disadvantaged, compared to district and state averages.

Annual Targets / Milestones:

- By the end of Year 3: MAE will serve a population of $\geq 49\%$ identified as educationally disadvantaged (i.e. 5 points above Nashua’s current rate of approximately 44%).

V.F: Performance Standards

MAE’s performance standards are competency-based and are designed to make expectations explicit, transparent, transferable, and measurable. Students will be expected to demonstrate proficiency through multiple forms of evidence rather than through a single test or assignment. We have developed a school-wide rubric that applies to all content areas and that will be adapted within grade spans to meet the needs of those students. Any school-wide or gradespan rubrics will be aligned to New Hampshire standards and local competencies.

Performance Level	Descriptor	Analogous Grade
4	<i>Clearly exceeds most/all competency standards both independently and consistently.</i>	A

3.5	<i>Meets all competency standards independently and consistently</i>	A-
3		B+/B
2.5	<i>Meets most of the competency standards with a high degree of independence and consistency. The teacher has determined the student is likely prepared for the next level.</i>	B-/C+
2		C/C-
Proficiency		
1	<i>Meets some of the competency standards and/or lacks independence and consistency. The teacher has determined the student is likely unprepared for the next level.</i>	Not Yet Proficient
0	<i>Student is developing the foundations of learning and/or has not provided evidence of learning at expected grade level</i>	

Advancement/Retention & Credits

MAE operates in grade-level clusters (1-3, 4-6, 7-9, 10-12). This creates multi-age groups in which students are still identifiable by grade level. Students will be assessed on the NH-SAS beginning in 3rd grade, the culminating year of the Montessori 1 cycle. Because of our grade clusters, advancement and retention are lower-stakes decisions except in transition years: 3rd to 4th, 6th to 7th, and 9th to 10th. During these transition years we will pay particular attention to all data sources (local and standardized) to make promotion decisions.

High school credit is only awarded for proficient scores (2+).

V.G: Achievement Tests

In accordance with New Hampshire RSA 194-B:3, II(h) , MAE will evaluate each pupil's educational progress at least annually and near the end of each school year, including participation in the statewide assessment program (NH-SAS).

MAE will use multiple achievement measures to evaluate student progress in literacy, numeracy, writing, science, history, civics, geography, and related competencies. The School will use both objective standardized measures and local performance-based evidence.

- NWEA MAP (or similar) in ELA and Math (Fall and Spring)
- New Hampshire Statewide Assessment System (NH SAS) and SAT (grade 11)
- AI-supported diagnostics for individual pacing and growth analysis
- Social-emotional assessments (e.g., DESSA), student wellness and engagement surveys, and reflection portfolios

V.H: Graduation Requirements

MAE will award a regular high school diploma to students who demonstrate achievement of competencies encompassed in at least 20 credits meeting or exceeding the New Hampshire minimum graduation requirements then in effect. The **MAE Program of Studies** graduation requirements will meet or exceed the Ed 306.23 requirements. For students entering high school beginning in the 2026–2027 school year, those minimum requirements include:

Required Content Area	Minimum Credits
Arts education	0.5
Digital literacy	0.5
English (inc. writing)	3.5
Mathematics (inc. Algebra I)	3.0
Physical sciences	1.0
Biological sciences	1.0
U.S. history	0.5
New Hampshire history	0.5
Logic and Rhetoric	0.5
Civics	0.5
History, government, and constitution of the U.S. and New Hampshire	1.0
Economics	0.5
Financial literacy	0.5
World history, global studies, or geography	1.0
Health and wellness education	0.5
Physical education	1.0
Open electives, including an option for career-connected learning	4.0
TOTAL:	20.0

In addition to satisfying state minimum credit and competency requirements, MAE graduates will complete local graduation requirements that include: (a) a senior capstone project and public defense; (b) successful completion of a graduation pathway (College-Ready, Career-Ready, or Entrepreneurial); and (c) documented Service Leadership expectations through advisory, community service, ELOs, and portfolio evidence.

Credit distributions and competency requirements will meet or exceed New Hampshire minimum standards. The Board will approve the final **MAE Program of Studies** prior to opening in Fall 2027, and it will be updated annually.

V.I: Student Data Management and Reporting

MAE will maintain a FERPA-compliant Student Information System (SIS) that tracks assessment data, competency progress, attendance, interventions, and individualized goals, as well as provides families with an access portal that provides timely information on student growth and progress.

Beyond the legal and technical requirements for confidentiality, accountability, and access, MAE is researching SIS platforms that are specifically designed to support competency-based and holistic assessments. We expect the SIS to provide schoolwide and longitudinal data as well as individual information on each student's:

- Standardized performance data
- Montessori/entrepreneurial progress tracking
- Individualized goal setting

Current systems under investigation include (unordered):

- [Google Classroom](#) (will be used assignment level)
- [Alma SIS](#)
- [Jupiter Ed](#)

V.J: Daily/Weekly Schedules

MAE's annual calendar and daily schedules will comply with New Hampshire instructional time requirements. The school year will provide no fewer than 945 instructional hours for Grades 1–6 and no fewer than 990 instructional hours for Grades 7–12. Appendix B contains sample elementary and secondary daily/weekly schedules, and Appendix C contains the proposed annual school calendar.

Core schedule features include community meeting and uninterrupted work cycles in Grades 1–6; advisory, longer instructional blocks, project labs, intervention periods, and ELO/capstone time in Grades 7–12; and regular opportunities for wellness, physical movement, and outdoor learning.

V.K: Supplemental Programming

MAE offers supplemental programs that extend learning time, support social development, and expand enrichment. Programs are open to all students, with scholarships and transportation assistance available for eligible families.

- Extended Day: project/academic support, entrepreneurial clubs, arts workshops, STEM/robotics, yoga and recreation
- Summer: Montessori Maker Summer Lab blending creative learning, venture prep, and targeted tutoring (priority for students needing extended-year support)
- Partnerships: Dual enrollment (e.g., Nashua Community College), internships, and community-based ELOs

Section VI: School Operations

VI.A: Admissions Policies and Procedures

MAE will operate an open-enrollment admissions system consistent with RSA 194-B:2, RSA 194-B:9, and Ed 318.09(e)(9). Admission will be open to any New Hampshire resident student in the grades served by the School. MAE will not charge application fees or tuition, and the School will not use entrance examinations, essays, interviews, mandatory information sessions, discipline records, disability status, English proficiency, or parent volunteer commitments as conditions of admission.

Student Recruitment Plan.

Recruitment will be active, public, and inclusive rather than passive. Each enrollment cycle, MAE will publish application dates and lottery procedures on the School website and through multilingual flyers, social media, direct outreach to community organizations, and public information sessions. Recruitment will intentionally target Nashua and surrounding communities identified in Section III, with focused outreach to educationally disadvantaged families, multilingual households, foster and McKinney-Vento eligible students, and families who may be unfamiliar with Montessori or charter schools.

Admissions and Lottery Process. MAE will establish a public application window aligned to the uniform statewide charter-school deadlines in effect at the time of enrollment. Once admitted, and unless the student withdraws or is lawfully expelled, a student will not be required to reapply in subsequent years. If the number of otherwise eligible applicants exceeds available seats, MAE will conduct a public random lottery. The School will first apply the absolute admission preference required for otherwise qualified

resident pupils of the district in which MAE is physically located; remaining seats, if any, will then be filled from the pool of otherwise eligible nonresident applicants in accordance with law and any State Board-approved preferences.

To the extent permitted by law and approved by the State Board, lottery preferences may include siblings of currently enrolled students, children of founders or employees, and any weighted preference for educationally disadvantaged students. Any founder or employee preference will be applied only within the limits permitted by law and rule, and the total number of such students admitted under preference will remain within any applicable state cap. Families will be notified promptly of admission, waitlist placement, and response deadlines. The waitlist will remain active through the end of the current school year and will be maintained in the order established by the lottery.

All admissions procedures, deadlines, eligibility criteria, and lottery rules will be published on the School website and in the MAE Community Handbook before the application window opens.

VI.B: School Calendar and Schedule

MAE will adopt and publish an annual school calendar that includes student instructional days, holidays and breaks, and student-free professional development days. The calendar will comply with Ed 306.15 by providing the following:

- Minimum 165 Instructional Days
- Instructional Hours
 - **1-6:** 5.75 hr/day (excluding 45 minutes lunch)
 - **7-12:** 6.00 hr/day (excluding 36 minutes lunch/passing)
- 10 Days of Weather Make-up
- 8 Days of Teacher Workshops

Lunch and passing time will not be counted as instructional time; advisory periods in Grades 7–12 will count as instructional time; and elementary recess may be counted as instructional time only to the extent permitted by Ed 306.15.

The School calendar will include dedicated staff professional development days and pre-service summer training before opening. Sample daily schedules and the proposed annual calendar are maintained in the appendices and will be finalized before opening.

VI.C: Staffing Overview and Qualifications

MAE's staffing model is built around direct adult support, clear instructional ownership, and phased growth with enrollment. Artificial intelligence and other technology tools are not intended or budgeted as substitutes for licensed, qualified, or effective educators. Instead, they are used to reduce clerical burden and improve planning, communication, and data visibility so that staff time remains focused on teaching, mentoring, intervention, and family partnership.

The core staffing structure will include a Head of School, a Lead Teacher for the Primary Unit, a Lead Teacher for the Secondary Unit, classroom Guides/Teachers, classroom assistants and intervention staff as needed, administrative support, and student support personnel or providers (including special education and counseling services through a combination of school staff and contracted services where appropriate). Montessori is not treated as a part-time add-on in the primary grades. MAE will maintain at least one lead Montessori-trained or Montessori-track educator in each elementary multi-age classroom,

and as enrollment grows the School will add additional guides and assistants to maintain a 15:1 student:teacher ratio as suggested by Montessori principles.

The Head of School will be the chief executive and instructional leader of the School and will be responsible for operations, staffing, compliance, safety, culture, and program implementation. The Lead Teachers will be instructional leaders with teaching responsibilities. The Primary Lead Teacher will support Montessori fidelity, elementary curriculum, coaching, and family communication. The Secondary Lead Teacher will support entrepreneurial programming, pathways, graduation planning, advisory, and secondary instructional coherence. Teachers and Guides will be responsible for direct instruction, competency assessment, intervention planning, and family communication. Student support roles will meet all applicable licensure or contractual requirements.

MAE will seek Montessori credentials (AMI, AMS, or equivalent training) for primary educators and subject-area expertise and/or relevant state credentials for secondary educators. In alignment with charter-school law, at least 50 percent of teaching staff will be New Hampshire-certified or will have three or more years of teaching experience in state-recognized public, charter and/or independent schools. The School will also ensure access to the licensed administrative, counseling, health, and support functions required under applicable law, whether through employees or qualified contracted providers.

VI.D: Employee Job Descriptions

MAE will maintain written job descriptions for all employees. These descriptions will define essential responsibilities, qualifications, supervision relationships, evaluation cycles, and required professional learning. At a minimum, the following position expectations will be maintained:

- Head of School: leads school operations, staffing, compliance, instructional coherence, budgeting, culture, and safety; reports directly to the Board of Trustees.
- Lead Teacher - Primary: supports Montessori fidelity in Grades 1-6, coaches primary staff, helps coordinate curriculum and intervention, and carries an instructional load.
- Lead Teacher - Secondary: supports Grades 7-12 pathways, advisory, graduation planning, entrepreneurial programming, and secondary instructional coordination, while carrying an instructional load.
- Guides / Teachers / Teacher-Leaders: provide direct instruction, classroom management, progress monitoring, competency assessment, intervention, student mentoring, and family communication.
- Assistants / Support Staff: support classroom operations, supervision, accommodations, small-group work, and student transitions under the direction of licensed or lead staff.
- Administrative Support: manages front-office operations, records, communication, enrollment logistics, and day-to-day operational support.
- Student Support Personnel / Providers: deliver or coordinate special education, counseling, intervention, health, and related services consistent with law and student need.

Formal job descriptions will be maintained in the Employee Handbook and reviewed annually by leadership and the Board.

VI.E: Staffing, Teacher Count, and Student-Teacher Ratios⁸

MAE's local staffing targets are more conservative than the state maximum student-educator ratios. In the Primary Unit, the School will target approximately 15 students per instructional in multi-age Montessori classrooms. In the Secondary Unit, core seminars and labs will generally be capped at approximately 12 students, with adjustments only where course type, safety, or staffing model justify a different grouping. Advisory groups will remain smaller than academic sections to allow close monitoring of progress, attendance, and belonging.

School Year	Primary Enrollment	Primary Educators	Secondary Enrollment	Secondary Educators ⁹	Student:Teacher (Primary / Secondary) ¹⁰
2027-28	30	2.0	16	1.0	15:1 / 16:1
2028-29	51	3.0	34	1.5	17:1 / 22.7
2029-30	60	4.0	47	2.0	15:1 / 23.5
2030-31	60	4.0	59	3.0	15:1 / 19.7:1
2031-32	60	4.0	60	3.0	15:1 / 20:1

This staffing model is designed to preserve Montessori fidelity in the elementary grades, maintain small advisory groups and seminar sections in the secondary grades, and ensure that AI is not used as a staffing substitute. If enrollment, disability-related needs, or scheduling demands require additional classroom staffing, MAE will add personnel before exceeding its stated instructional model targets.

VI.F: Background Check Procedures

MAE will conduct criminal history records checks in accordance with RSA 189:13-a prior to a final offer of employment for all selected applicants whose positions involve work in the School. Conditional offers may be extended only as permitted by law and will be expressly contingent on successful completion of the required background check. The School will also apply required checks to designated volunteers, student teachers, and contractors whose personnel provide services directly to students, consistent with statute and Board policy.

The Head of School or designee will maintain a documented clearance process, ensure that criminal history record information is handled confidentially and destroyed within the statutory timeline, and remove any applicant, volunteer, or worker from assignment if disqualifying information is received or if required clearance is not obtained. The Board will adopt a hiring policy tied to the results of criminal history records checks. In addition, MAE will provide required child sexual abuse prevention, sexual assault and harassment policy training, warning-sign awareness, and reporting-mandate training to covered employees within 30 days of employment and every two years thereafter, as required by RSA 189:13-a, XII.

⁸ Includes classroom Guides/Teachers/Instructional Support and Lead Teachers to the extent they teach students directly; excludes the Head of School and administrative support.

⁹ In-house teachers. Class sizes are smaller than student:teacher ratio suggests because students in grade 10+ will take some courses with outside educators (e.g. Nashua Community College)

¹⁰ Ibid. With independent work period scheduling and off-site and/or outside instruction, core classes for MAE secondary unit are capped at 12.

VI.G: Personnel Compensation Plan

MAE will maintain a market-competitive compensation system designed to attract and retain high-quality staff while remaining financially sustainable. Compensation will be approved through the annual budget process and supported by Board-adopted salary bands or role-based compensation schedules. MAE will benchmark compensation against comparable New Hampshire charter schools, mission-aligned independent schools, and regional public-school labor markets, recognizing that Montessori-trained staff and hard-to-fill roles may require differentiated compensation strategies. The total compensation package will include salary, employer-paid payroll taxes, workers compensation and unemployment coverage, and employer contributions toward health benefits as funding allows. The School will provide paid sick leave, personal leave, holidays, and other leave categories as described in the Employee Handbook. MAE may elect to participate in the New Hampshire Retirement System if and when the Board determines such participation is feasible and appropriate. The School may also provide stipends for additional responsibilities, summer work, approved credentialing, or hard-to-fill assignments.

VI.H-I: Performance Evaluation Plans (Administrators and Teachers)

MAE's evaluation model will emphasize instructional quality, student growth, mission alignment, and continuous improvement rather than compliance-only observation. The Head of School will be evaluated annually by the School Board against Board-approved goals, school performance indicators, financial and compliance metrics, culture and climate data, stakeholder feedback, and progress against the charter and accountability plan. Lead Teachers and other administrators will be evaluated by the Head of School using role-specific goals, leadership indicators, instructional supervision evidence, and program implementation metrics.

Teachers and Guides will participate in an annual evaluation cycle that includes goal-setting, formal observations, informal walkthroughs, timely written and verbal feedback, and a summative review. MAE anticipates using a Danielson-based framework or a comparable mission-aligned framework adapted for Montessori, project-based, and competency-based practice. Assistants, paraprofessionals, and non-instructional staff will be evaluated using role-appropriate criteria focused on reliability, professionalism, student support, safety, and contribution to school culture. Evaluation results will be used to drive coaching, growth plans, professional development, and when necessary, corrective action.

VI.J: Professional Development Plan

Professional learning at MAE will be sustained, job-embedded, and directly connected to the instructional model. Prior to opening, MAE will conduct a summer onboarding institute and pre-service training sequence for all staff. During the school year, the annual calendar will include student-free professional development days as well as regular time for collaborative planning, coaching, peer observation, and data review.

Core professional learning strands will include Montessori fidelity, structured literacy and numeracy, competency-based assessment, restorative practices, MTSS and student support, special education and 504 implementation, AI and data privacy, and family communication. Primary staff will receive additional support in Montessori materials, work cycles, observation, and multi-age classroom management; secondary staff will receive additional support in advisory, project-based learning, entrepreneurial instruction, exhibitions, and pathways planning. MAE will support approved credentialing, certification, and micro-credential opportunities through release time, reimbursement, or stipends as resources allow.

VI.K: Philosophy and Due Process in Student Governance

MAE's philosophy of student governance is grounded in dignity, developmental appropriateness, restorative practice, and clear adult responsibility. The School will teach and reinforce norms through community meetings, advisory, classroom routines, and explicit instruction in responsibility, self-management, and respectful participation in a democratic school community. MAE seeks to resolve most student behavior concerns through prevention, relationship, reflection, restitution, and skill-building rather than through exclusionary discipline alone

When formal discipline is necessary, MAE will provide due process consistent with RSA 193:13, Ed 317, and other applicable law. Students and families will receive clear notice of concerns, an opportunity to be heard, and transparent communication about decisions, supports, and appeal options. The School's discipline policies will be written in age-appropriate language, disseminated to families, and included in the Community Handbook.

VI.L: Age-Appropriate Due Process Procedures

Discipline procedures will scale by level and severity. Tier 1 responses will ordinarily be classroom-managed and restorative, including redirection, reflection, family communication, and restorative agreements. Tier 2 responses may include administrator-managed conferences, behavior plans, temporary loss of privileges, re-entry meetings, or short suspensions when permitted by law. Tier 3 responses for possible long-term suspension or expulsion will include written notice of the allegations, an opportunity for the student and guardian to respond, a hearing process, and written notice of the decision and appeal rights.

For students with disabilities, MAE will provide any additional procedural protections required under IDEA, Section 504, and state law, including consultation with the responsible LEA when disciplinary action may affect FAPE or placement. The School will not use informal removal practices to evade legal protections.

VI.M: Student Transportation Plan

Consistent with RSA 194-B:2, V, resident pupils of the district in which MAE is physically located will be provided transportation by that district on the same terms and conditions as pupils attending non-chartered public schools in the district and using the same regular bus schedules and routes. For nonresident pupils, MAE will make reasonable provision from the School's own resources to reduce transportation barriers, particularly for educationally disadvantaged students for whom transportation would otherwise limit access or attendance.

MAE anticipates using a combination of family transportation, coordinated carpools, centralized pick-up/drop-off locations, optional shared-service agreements with LEAs, and School-owned regional shuttle service as resources allow. In alignment with the School's Charter School Program at-risk plan, MAE intends to acquire up to two 12-passenger vans to support access along the Everett Turnpike and Route 101A corridors. Transportation supports will be prioritized first for students whose attendance would otherwise be jeopardized by geography, family circumstance, disability-related need, or lack of reliable transportation. Final routes and operating procedures will be reviewed annually and published before the start of each school year.

VI.N: MAE Community Handbook

Prior to opening, MAE will adopt and publish both a Community Handbook for students and families and an Employee Handbook for staff. The Community Handbook will include attendance expectations, family

engagement practices, code of conduct, restorative practices, student rights and responsibilities, grievance procedures, transportation information, meal-service information, technology use expectations, dress expectations, and any other policies required by law or Board action. The Employee Handbook will include compensation and leave policies, evaluation procedures, reporting obligations, confidentiality, professional expectations, and required trainings.

Both handbooks will be reviewed annually, updated as needed, and made available through the School website and in printed form upon request.

VI.O: Information System Plan

MAE will maintain a secure, FERPA-compliant information system architecture that supports student records, attendance, assessment data, intervention tracking, family communication, and internal reporting. The School anticipates selecting a student information system that can support competency-based grading and family access portals, such as Alma SIS or Jupiter Ed, while using Google Classroom or a comparable platform as the learning management system rather than as a standalone SIS.

The information system plan will include role-based access controls, multifactor authentication where available, encryption of data in transit and at rest, annual staff privacy training, vendor data-privacy agreements, retention schedules, incident-response procedures, and clear processes for parent access and correction requests. Upon closure, if any, student records will be transferred electronically to the New Hampshire Department of Education in accordance with RSA 194-B:16-a and other applicable law.

Section VII: Meeting Student Needs

VII.A: Special Education

Montessori Academy for Entrepreneurs (MAE) is fully committed to ensuring that students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE), in compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and all applicable New Hampshire state laws and regulations.

As an open-enrollment chartered public school, MAE will accept applications from any New Hampshire resident student and will not discriminate against any student with a disability as defined in RSA 186-C. Consistent with RSA 194-B:3 and RSA 194-B:8, MAE will cooperate fully with each student's resident district (Local Education Agency, LEA) in the provision of special education and related services. The funding and educational decision-making for children with disabilities enrolled at MAE remains the responsibility of the resident district, which retains all options available under state and federal law.

Enrollment and IEP Coordination

When a student with a disability enrolls at MAE:

- The resident district LEA will convene an IEP Team meeting.
- MAE will appoint a qualified representative to participate fully in the IEP meeting.
- Together, the IEP Team will determine how services will be delivered, ensuring the child's continued access to FAPE in the least restrictive environment.

Service Provision Options

Following the determination of needs, special education and related services may be delivered, starting with the least restrictive environment, through one or more of the following methods:

1. **Resident District Staff at MAE:** LEA may assign staff members to deliver services directly at MAE facilities.
2. **Contracted Service Providers at MAE:** LEA may contract with external service providers who will come to MAE to deliver services.
3. **Services at Resident District Schools:** As necessary, students may receive specific services at their home district schools.
4. **Services at Service Provider Locations:** Students may receive services at an outside agency or provider location arranged by the LEA.
5. **Contracting with Another Chartered Public School:** Where appropriate, the LEA may contract with another chartered public school equipped to deliver specialized services.
6. **Transportation Services:** If the provision of special education services necessitates transportation before, during, or after school hours, the resident district will provide or arrange transportation at no cost to the family, as outlined in the student's IEP.

Referral, Evaluation, and Child Find

For students not yet identified as needing special education, MAE will:

- Promptly refer students suspected of having a disability to their resident district LEA for evaluation.
- Participate in the special education process (referral, evaluation, eligibility determination, IEP development, placement, and annual review) by sending a knowledgeable MAE representative to meetings and providing relevant progress and observational data.
- Collaborate with the LEA to ensure timely evaluations, implementation of IEP services, and ongoing monitoring of student progress.

Section 504 and ADA

Section 504 plans and associated accommodations are the responsibility of MAE. The Head of School or designee will:

- Coordinate 504 referrals and meetings.
- Develop and document individualized 504 plans.
- Ensure that all staff responsible for implementation are trained on the accommodations and that the plans are reviewed and updated regularly.

Communication and Records

MAE will maintain collaborative, timely, and transparent communication with all sending districts to facilitate service coordination and to ensure students' rights are protected. Student records pertaining to special education and 504 services will be maintained securely and shared with resident districts consistent with FERPA and applicable state regulations.

VII.B: Educationally Disadvantaged and At-Risk Populations

MAE's design centers on students historically underserved due to poverty, language background, disability, or other barriers. We consciously reframe the traditional "at-risk" label into a positive identity

as entrepreneurial risk-takers—students who are supported to take smart, purposeful risks in learning and in life.

In addition to special education services described above, MAE is dedicated to supporting other educationally disadvantaged and at-risk populations, including those identified in state rules:

- **Educationally Disadvantaged Students:** MAE’s personalized learning model ensures individualized support through AI-driven interventions, teacher-led small-group instruction, tutoring, and competency-based progression pathways. Students receive targeted help in literacy, numeracy, and executive functioning based on regular formative assessments and benchmark data.
- **English Language Learners (ELL):** MAE will implement AI-supported translation and language-learning tools, bilingual instructional support where feasible, and partnerships with ELL specialists. The school will use WIDA and other appropriate assessments to monitor English language development and will ensure that ELL students have full access to the curriculum with appropriate scaffolds.
- **Neglected or Delinquent Youth:** MAE will coordinate with community agencies, court systems, DCYF, and other social service providers to ensure educational continuity and access to wraparound supports for students involved in the child welfare or juvenile justice systems. MAE will adapt schedules and pathways to support re-entry and continuity of credit.
- **Homeless Students (McKinney-Vento Act Compliance):** MAE will appoint a Homeless Liaison to support the identification, enrollment, and full participation of homeless students without barriers, including assistance with documentation, transportation coordination, nutrition access, and academic support services. Policies and procedures will align with the McKinney-Vento Homeless Assistance Act and state guidance.
- **Migrant and Refugee Populations:** MAE will work with state and local liaisons to identify and support migrant and refugee students. The school will provide language access, trauma-responsive practices, and flexible scheduling and pathways that recognize mobility, interrupted schooling, and acculturation needs, ensuring uninterrupted progress toward competencies and graduation.

Multi-Tiered System of Supports (MTSS)

To serve these populations, MAE will implement a Multi-Tiered System of Supports (MTSS) integrating academic, social-emotional, and behavioral supports:

- **Tier 1 (Universal):** High-quality, Montessori-informed, project-based instruction; clear schoolwide routines; embedded language supports; and advisory for every student.
- **Tier 2 (Targeted):** Small-group interventions, check-in/check-out systems, attendance interventions, and targeted ELA/math support.
- **Tier 3 (Intensive):** Individualized support plans coordinated by a Student Support Team (SST), which may include specialists, counselors, and external agencies.

Data from classroom assessments, statewide assessments, attendance, behavior, and social-emotional indicators will be used to identify students needing additional support and to adjust interventions over time.

VII.C: Academic Support & Credit Recovery

To close achievement gaps and accelerate academic growth for all at-risk learners, MAE will provide a coherent suite of additional academic supports and flexible credit-earning options:

- **Individualized Learning Pathways:** Individualized learning pathways, refined by performance data, will be provided for all students. These pathways will map core competencies, targeted supports, and enrichment opportunities and will be regularly updated based on student progress.
- **Dedicated Credit Recovery and Extended Learning Time**
Friday afternoons during the academic calendar will be dedicated to credit recovery and Extended Learning Opportunities (ELOs). During this time, students can revisit essential standards, complete project revisions, and work on targeted skills.
- **Extended Learning Opportunities (ELOs) for Credit**
Additional Extended Learning Opportunities will be available after school and during breaks for credit recovery and skill-building. These ELOs may include independent projects, internships, community service, entrepreneurial ventures, and other authentic learning experiences aligned to state and MAE competencies, supervised and assessed by certified educators.
- **Advisory and Mentorship**
An advisory program will link students with staff mentors who monitor academic progress, help set goals, and coordinate needed supports, acting as a consistent “anchor adult” for each student.
- **Small-Group and Individualized Interventions**
Small-group and individualized interventions will be delivered by teachers, specialists, and AI-assisted tutoring programs. Supports may include targeted literacy and numeracy sessions, executive-function coaching, and structured homework help.

Progress monitoring will be frequent, data-driven, and tied directly to personalized interventions. MAE will use multiple measures (course performance, competency demonstrations, benchmark assessments, and state assessments) to ensure that all students—regardless of background or need—have equitable opportunities to meet or exceed grade-level expectations and to stay on track for graduation.

VII.D: Federal Title Programs

MAE will seek and use eligible federal Title funds, in coordination with the New Hampshire Department of Education and applicable LEAs, to support educationally disadvantaged students and other eligible populations. Title I funds may support targeted academic interventions, extended learning, and family engagement; Title II may support professional development, coaching, and staff induction; Title III may support English learner services, translated materials, and multilingual family outreach; and Title IV may support student wellness, a well-rounded education, and effective instructional technology. MAE will review eligibility and program design annually, consult as required, maintain fiscal and program records, and ensure that all Title-funded services supplement rather than supplant state and local funds and align with the School’s MTSS and student-support framework.

Section VIII: Financial Management

VIII.A: Fiscal Reports and Accounting

MAE will maintain a transparent, accountable, and legally compliant financial management system to ensure prudent stewardship of public funds and long-term sustainability. The Board of Trustees holds ultimate fiduciary responsibility, supported by a standing Finance Committee that reviews monthly

financial statements, budget-to-actual reports, cash flow, enrollment trends, and key risk indicators. The Head of School is responsible for day-to-day financial administration within Board-approved budgets and policies, and MAE will retain a qualified contracted business manager and/or accountant to maintain the general ledger, support payroll and accounts payable, prepare reports, assist with state and federal filings, and coordinate annual audit preparation.

MAE will use accrual-basis accounting consistent with GAAP and applicable New Hampshire public-school reporting requirements. The School will maintain a chart of accounts sufficient to track operating funds, restricted grants, capital purchases, transportation expenditures, and other material revenues and expenses in a secure cloud-based accounting system. Internal controls will include segregation of duties where practicable, Board-approved purchasing thresholds, written authorization procedures, timely reconciliations, payroll review, inventory controls, and separate tracking of grant expenditures. The Head of School will oversee grant implementation, while the contracted business manager/accountant will maintain supporting fiscal records and compliance documentation.

In accordance with RSA 194-B and applicable rules, MAE will obtain an annual independent audit and submit all required financial reports to NHED in a timely manner. Financial reporting will occur monthly to the Finance Committee, quarterly to the full Board, and annually through the audit, required filings, and Board review of the School's operating budget and financial condition.

VIII.B: Annual Budget & Five-Year Plan

MAE has developed a five-year financial plan projecting revenues, expenditures, and fund balances over the operating period reflected in Appendix E. The plan is aligned to the School's current enrollment projections and is structured around a deliberately phased growth model that prioritizes instructional quality, staffing coherence, and financial sustainability. MAE's operating budget is designed to demonstrate that the School can grow responsibly without relying on speculative private fundraising revenue to balance core operations.

Appendix E also includes detailed annual budget worksheets that support this financial plan. These worksheets identify projected revenues, expenditures, staffing costs, and annual fund balances across the first five operating years. The budget will be reviewed regularly by the Finance Committee and the full School Board and may be adjusted to reflect actual enrollment, state funding levels, approved grants, and other verified financial conditions. MAE's goal is to maintain structural balance, meaning that recurring operating expenditures are supported by recurring and reasonably predictable revenue sources.

Budget Summary

MAE Five-Year Budget Summary (FY28–FY32)

Budget Summary. Detailed line items and assumptions are provided in the Detailed Budget below.

	FY28	FY29	FY30	FY31	FY32
	27/28	28/29	29/30	30/31	31/32
Total State Operating Revenue	\$642,930	\$1,001,983	\$1,272,346	\$1,436,620	\$1,476,238
Total Operating Revenue	\$642,930	\$1,001,983	\$1,272,346	\$1,436,620	\$1,476,238
Total Personnel	\$299,200	\$421,013	\$562,277	\$743,054	\$765,346
Instruction / Program	-	\$67,000	\$79,010	\$81,380	\$83,822
Student Support	\$18,000	\$18,540	\$19,096	\$19,669	\$20,259
Administration / Governance	\$61,000	\$62,830	\$64,715	\$66,656	\$68,656
Facilities	\$204,000	\$210,120	\$221,424	\$228,066	\$254,908
Transportation	\$17,000	\$17,510	\$18,035	\$18,576	\$27,134
Total Operating Expense	\$599,200	\$797,013	\$964,557	\$1,157,403	\$1,220,125
Operating Surplus / (Deficit)	\$43,730	\$204,970	\$307,789	\$279,217	\$256,113
Ending Fund Balance	\$43,730	\$248,700	\$556,489	\$835,706	\$1,091,819
Ending Fund Balance %	7.3%	31.2%	57.7%	72.2%	89.5%
Days Cash on Hand	27	114	211	264	327

Detailed Budget

MAE Detailed Five-Year Operating Budget (FY28–FY32)

Prepared on a fiscal-year basis (July 1–June 30). This model assumes no CSP carryforward or restricted grant revenue beginning in FY28.

	FY28	FY29	FY30	FY31	FY32
	27/28	28/29	29/30	30/31	31/32
OPERATING REVENUE					
Base Adequacy Revenue	\$239,650	\$384,772	\$494,047	\$560,444	\$576,456
State Lease Assistance	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Additional Charter Grant Revenue	\$286,412	\$459,850	\$590,447	\$669,799	\$688,936
FRL Differential Revenue	\$59,153	\$94,973	\$121,945	\$138,334	\$142,286
ELL Differential Revenue	\$7,716	\$12,388	\$15,906	\$18,044	\$18,559

Total Direct State Operating Revenue	\$642,930	\$1,001,983	\$1,272,346	\$1,436,620	\$1,476,238
See "Assumptions" for fundraising unbudgeted fundraising goals	-	-	-	-	-
TOTAL OPERATING REVENUE	\$642,930	\$1,001,983	\$1,272,346	\$1,436,620	\$1,476,238

OPERATING EXPENSES — PERSONNEL					
Head of School Salary	\$90,000	\$92,700	\$95,481	\$98,345	\$101,296
Lead Teacher – Primary Salary	-	-	-	\$71,027	\$73,158
Lead Teacher – Secondary Salary	-	-	\$68,959	\$71,027	\$73,158
Guides / Teachers Salaries	\$110,000	\$169,950	\$175,049	\$240,400	\$247,612
Classroom Assistants / Intervention	\$32,000	\$32,960	\$67,898	\$69,935	\$72,033
Administrative Support	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
Payroll Taxes & Benefits	\$27,200	\$84,203	\$112,455	\$148,611	\$153,069
TOTAL PERSONNEL	\$299,200	\$421,013	\$562,277	\$743,054	\$765,346

OPERATING EXPENSES — INSTRUCTION / PROGRAM					
Montessori Materials	-	-	\$10,000	\$10,300	\$10,609
Core Curriculum / Library Resources	-	\$10,000	\$10,300	\$10,609	\$10,927
Entrepreneurship & Project Supplies	-	\$10,000	\$10,300	\$10,609	\$10,927
Professional Development	-	\$12,000	\$12,360	\$12,731	\$13,113
Instructional Coaching / Mentoring	-	\$5,000	\$5,150	\$5,305	\$5,464
SIS / LMS / Education Software	-	\$15,000	\$15,450	\$15,914	\$16,391
Devices / Classroom Technology Refresh	-	\$5,000	\$5,150	\$5,305	\$5,464
Network / Internet / Security	-	\$10,000	\$10,300	\$10,609	\$10,927
TOTAL INSTRUCTION / PROGRAM	-	\$67,000	\$79,010	\$81,380	\$83,822

OPERATING EXPENSES — STUDENT SUPPORT					
Special Education / Related Services (school-incurred)	-	-	-	-	-
ELL / Intervention / Translation	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
Counseling / Advisory / Guidance	\$8,000	\$8,240	\$8,487	\$8,742	\$9,004
Health Services / Medical Supplies	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
Food Service / Emergency Meals	\$4,000	\$4,120	\$4,244	\$4,371	\$4,502
TOTAL STUDENT SUPPORT	\$18,000	\$18,540	\$19,096	\$19,669	\$20,259

OPERATING EXPENSES — ADMINISTRATION / GOVERNANCE					
Legal Services	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Accounting / Bookkeeping / Payroll	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
Independent Audit / Tax Filing	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879
Board D&O Insurance / Board Training	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939
Office Communications / General Supplies	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
Recruitment / Outreach / Enrollment	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
Family Engagement / Events Expense	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753
TOTAL ADMINISTRATION / GOVERNANCE	\$61,000	\$62,830	\$64,715	\$66,656	\$68,656

OPERATING EXPENSES — FACILITIES					
Rent / Lease	\$168,000	\$173,040	\$178,231	\$183,578	\$189,085
Utilities	\$16,000	\$16,480	\$16,974	\$17,484	\$18,008
Custodial / Cleaning	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Repairs & Maintenance			\$5,000	\$5,150	\$5,305
Property / Liability Insurance	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Furniture Refresh / Replacement Reserve	-	-	-	-	\$20,000
TOTAL FACILITIES	\$204,000	\$210,120	\$221,424	\$228,066	\$254,908

OPERATING EXPENSES — TRANSPORTATION					
Vehicle Fuel & Operations	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
Vehicle Maintenance	-	-	-	-	\$8,000
Vehicle Insurance	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
TOTAL TRANSPORTATION	\$17,000	\$17,510	\$18,035	\$18,576	\$27,134

TOTAL OPERATING EXPENSES	\$599,200	\$797,013	\$964,557	\$1,157,403	\$1,220,125
OPERATING SURPLUS / (DEFICIT)	\$43,730	\$204,970	\$307,789	\$279,217	\$256,113

Beginning Fund Balance	-	\$43,730	\$248,700	\$556,489	\$835,706
Ending Fund Balance	\$43,730	\$248,700	\$556,489	\$835,706	\$1,091,819
Ending Fund Balance % of Expense	7.3%	31.2%	57.7%	72.2%	89.5%

Days Cash on Hand	27	114	211	264	327
Per-Pupil Total Operating Expense	\$11,096.30	\$9,376.62	\$9,014.55	\$9,726.07	\$10,167.71

VIII.C: Budget Narrative and Justification

The MAE budget is designed to support a high-quality, student-centered program through Montessori pedagogy in the elementary grades, entrepreneurial and project-based learning in the secondary grades, and a lean operating model that prioritizes direct student services over unnecessary administrative overhead. The budget is intentionally structured around phased enrollment growth so that staffing, facilities, transportation, and program costs increase in step with actual school expansion rather than in anticipation of it. Like the strongest New Hampshire charter examples, MAE's budget is grounded in realistic enrollment assumptions and conservative expenditure planning, with the understanding that, if revenue underperforms, the School will protect core instructional and student-support functions first and defer lower-priority items before compromising program quality. As reflected in Appendix E, total state operating revenue is projected to grow from \$642,930 in FY28 to \$1,476,238 in FY32, while total operating expense grows from \$599,200 to \$1,220,125, producing annual surpluses that build fund balance and liquidity over time.

The largest ongoing expenditure category is personnel, reflecting MAE's belief that relationships, instruction, mentorship, and intervention are the core drivers of school quality. Total personnel expense rises from \$299,200 in FY28 to \$765,346 in FY32. In Year 1, this includes the Head of School (\$90,000), one Primary Guide/Teacher (\$55,000), one Secondary Guide/Teacher (\$55,000), one Classroom Assistant/Interventionist (\$32,000), one Administrative Support position (\$40,000), and \$27,200 in payroll taxes and benefits. As enrollment grows, the budget adds a second Primary Guide in FY29, the Lead Teacher – Secondary in FY30, and the Lead Teacher – Primary plus a second Secondary Guide in FY31, with classroom-assistant capacity increasing as well. These specific lines reflect the School's model: Montessori fidelity in the elementary grades, small seminar sections and advisory in the secondary grades, and a staffing build that grows with students rather than ahead of them. Technology, including AI tools, is budgeted only to support staff efficiency and student learning; it is not used as a substitute for teachers, assistants, or other core personnel.

A second major expenditure priority is facilities and occupancy cost, because MAE's educational model depends on more than rented classroom footage. These lines reflect the reality that MAE requires calm Montessori environments, flexible seminar and project rooms, private student-support space, and common flex space to operate as designed. The budget also includes a \$50,000 annual State Lease Assistance line and treats that aid prudently as part of the revenue model rather than as immediate startup cash.

The budget also prioritizes instructional materials and program implementation, but does so in a way that reflects the distinction between startup and operating costs. The operating budget shows \$0 in Instruction / Program in FY28, because MAE's startup phase is substantially strengthened by its federal Charter Schools Program (CSP) grant, which funds pre-opening capital and human-resource expenses, including facility preparation, physical and technology infrastructure, initial hiring, curriculum purchase and development, professional learning, and startup contractual services. Because those startup funds will be fully expended before students arrive, MAE is positioned to begin Year 1 operations on state adequacy and other allowable public revenue alone. Beginning in FY29, the operating budget then carries the recurring educational costs that reflect the School's instructional priorities: Core Curriculum / Library Resources (\$10,000), Entrepreneurship & Project Supplies (\$10,000), Professional Development

(\$12,000), Instructional Coaching / Mentoring (\$5,000), SIS / LMS / Education Software (\$15,000), Devices / Classroom Technology Refresh (\$5,000), and Network / Internet / Security (\$10,000). The separate Montessori Materials line begins in FY30, reflecting ongoing replenishment and replacement after the initial startup build-out. These are not generic purchases; they are the operating lines that support structured literacy, Montessori classrooms, entrepreneurial project work, competency-based assessment, and the secure systems required for school operations.

Additional priority categories include student services, transportation access, and administration/governance, each of which reflects MAE's intended model and population. Student-support expenditures grow from \$18,000 to \$20,259 and include ELL / Intervention / Translation, Counseling / Advisory / Guidance, Health Services / Medical Supplies, and Food Service / Emergency Meals. The line for Special Education / Related Services (school-incurred) remains at zero in this operating model because direct special-education differentiated aid is not assumed as MAE revenue unless separately contracted, consistent with the school's coordination model with resident districts. Transportation grows from \$17,000 to \$27,134, reflecting MAE's commitment to reducing barriers to attendance and access, including Vehicle Fuel & Operations, Vehicle Insurance, and later Vehicle Maintenance. Administration and governance remain intentionally lean, rising only from \$61,000 to \$68,656, and include Legal Services, Accounting / Bookkeeping / Payroll, Independent Audit / Tax Filing, Board D&O Insurance / Board Training, Office Communications / General Supplies, Recruitment / Outreach / Enrollment, and Family Engagement / Events Expense. These lines show that MAE is not attempting to build a large central office; it is contracting and budgeting for the professional compliance functions actually required to operate a public charter school responsibly.

The budget is also designed to preserve financial flexibility and long-term viability. MAE's phased growth model allows the School to add staff, classroom capacity, and programming in measured steps rather than all at once. The operating model projects annual surpluses of \$43,730 in FY28, \$204,970 in FY29, \$307,789 in FY30, \$279,217 in FY31, and \$256,113 in FY32, with ending fund balance rising to \$1,091,819 and days cash on hand increasing from 27 to 327 over the same period. Those figures demonstrate that the School is not merely balancing year to year, but building the reserve and replacement capacity needed for future infrastructure, materials, curriculum renewal, and operational resilience on a sustainable cycle. Finally, while MAE may pursue supplemental fundraising, sponsorships, or charitable-gaming partnerships to enhance programming or strengthen reserves over time, such revenues are not treated as necessary to support the School's core operating model. The budget narrative therefore reflects MAE's commitment to building a school that is financially credible, operationally lean, and educationally mission-driven from the start.

Section IX: School Culture

IX.A: Culture, Climate, and Core Values

Montessori Academy for Entrepreneurs (MAE) will be designed as a community where students and adults live out the school motto—**Caritas (Love/Care), Veritas (Truth), and Actio (Action)**—in daily practice. These values will anchor expectations for how students learn, work, and treat one another.

School culture at MAE will be intentionally built, not assumed. Montessori environments, multi-age cohorts, and entrepreneurial projects will foster independence, responsibility, and collaboration. Classrooms will be prepared to be calm, orderly, and student-centered, with clear routines for arrival, work cycles, transitions, and reflection. Staff will model curiosity, honest inquiry, and courageous problem-solving, and students will be taught that learning requires the willingness to take intellectual

risks and receive feedback. This extends MAE’s broader definition of “at-risk”—from deficit to asset—as students are supported to see themselves as capable risk-takers in their learning and lives.

To promote a positive climate, MAE will:

- Establish school-wide norms and community agreements aligned to Caritas, Veritas, and Actio.
- Use regular community meetings, morning circles, and closing reflections to celebrate growth, address concerns, and build shared identity.
- Monitor culture through attendance, discipline data, and student/family/staff climate surveys, using results to adjust practice.

All culture and climate expectations—including code of conduct, restorative practices, technology use, and grievance procedures—will be published in the **MAE Community Handbook**, which will be adopted by the Board prior to opening and reviewed annually.

IX.B: Student Voice, Leadership, and Governance

Student voice is a defining feature of MAE’s culture. Grounded in Montessori and democratic school traditions, student governance emphasizes **dignity, responsibility, and restorative problem-solving**.

Structures for student voice and leadership will include:

- **Classroom Meetings:** Regularly scheduled forums in which students and guides review community agreements, solve shared problems, and plan projects.
- **Advisory:** All students participate in advisory groups that support academic monitoring, social-emotional development, and leadership practice, and provide a consistent “anchor adult” relationship.
- **Student Council / Representative Structures:** Middle and high school students will have elected or selected roles that include helping plan events, reviewing elements of the Community Handbook, and advising school leadership.
- **Student Roles in School Governance:** As appropriate, older students may serve on interview panels, present proposals to the Board, and participate in feedback cycles on school policies and programs (in non-voting roles).

When discipline is necessary, MAE will apply fair, developmentally appropriate practices and guarantee due process consistent with state law and rule, as detailed in **Section VI.K–L: Philosophy and Due Process in Student Governance**. Students and families receive clear notice, the right to be heard, and transparent communication regarding outcomes and appeals.

IX.C: Family Engagement and Communication

Family engagement at MAE is embedded in communication systems, conferences and exhibitions, family-input structures, and ongoing outreach to underserved families, as described more fully in Section X and the Community Handbook.

IX.D: Community Partnerships and Extended Learning

MAE’s community partnerships will support ELOs, mentoring, internships, guest experts, exhibitions, and shared learning opportunities. Such partnerships will be formalized through memoranda of understanding or similar written agreements that define roles, supervision, safety expectations, and equity commitments.

IX.E: Equity, Non-Discrimination, and Belonging

MAE is committed to providing a safe, inclusive environment for all students, staff, and families. The school will not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, disability, age, marital status, or any other protected category under federal or New Hampshire law in its admission, access, programs, activities, or employment.

Equity and belonging will be advanced through:

- **Inclusive Curriculum and Materials:** Representation of diverse cultures, histories, identities, and perspectives in curriculum resources, aligned with MAE's values and Montessori orientation toward global citizenship.
- **Professional Development:** Ongoing professional learning around culturally and linguistically sustaining practices, restorative practices, trauma-informed approaches, and bias awareness, consistent with the professional development strands already identified in Section VI.
- **Anti-Bullying and Harassment Procedures:** Clear policies and procedures for reporting, investigating, and responding to bullying, harassment, and discriminatory behavior, in alignment with state requirements and codified in the Community Handbook.
- **Data-Informed Equity Work:** Regular review of disaggregated data (enrollment, discipline, achievement, access to advanced opportunities) to identify and address disparities across subgroups, in coordination with the supports for educationally disadvantaged students outlined in Section VII.

MAE's redefinition of "at-risk" is part of its equity work: risk is understood as a universal human condition and a driver of learning and entrepreneurship, not a deficit label applied to individual students.

Section X: Stakeholder Engagement

X.A: Philosophy of Family & Stakeholder Engagement

At Montessori Academy for Entrepreneurs (MAE), families are recognized as students' first and most important educators and are treated as essential partners in every phase of the school's life. Family engagement is not an add-on or a series of isolated events; it is embedded in the daily operations, governance, and culture of the school.

Consistent with RSA 194-B:3, II(v) and Ed 318.09(e)(10) and (12), MAE will maintain robust structures that invite parents, caregivers, and community partners into shared responsibility for student learning, school improvement, and long-term sustainability.

MAE's philosophy of engagement is grounded in three core beliefs:

- **Parents are co-educators.** Families bring critical knowledge, values, language, and cultural insight into their child's learning experience.
- **Partnerships must be proactive.** True engagement begins with accessible communication, clear expectations, and structured opportunities for shared leadership and listening.
- **Thriving comes from shared stewardship.** Every family is invited into active stewardship of MAE's mission, culture, and success, including service on advisory bodies, participation in events, and feedback on school policies.

In practice, this philosophy means MAE commits to:

- Clear, multilingual communication about student progress, school programming, and decision-making processes;
- Inviting families to participate in school governance structures where appropriate (e.g., Family Council, Board committees where permitted by bylaws);
- Creating a welcoming, inclusive environment where families from historically marginalized communities are deliberately sought out, supported, and heard.

X.B: Community Involvement Plans & Partnerships

Family Engagement

To operationalize this philosophy, MAE will implement a comprehensive family engagement system that clearly describes the school's purpose, expectations, and plans for parent involvement, meeting the criteria outlined in Ed 318.09(e)(10) and (12). Key components include:

- **Family Orientation and Onboarding**
 - All new families participate in a structured orientation that introduces Montessori principles, MAE's mission and values, rights and responsibilities, school-wide expectations, and how to engage as partners.
 - Orientation will be offered at varied times, with interpretation and childcare whenever possible, to increase participation for working families and multilingual households.
- **Ongoing Communication Systems**
 - Regular, predictable updates through newsletters, a parent portal, text/email alerts, and classroom communications.
 - Two-way communication built into advisory, office hours, and scheduled "family feedback windows" where families can meet with school leaders.
- **Family–Teacher Partnerships**
 - At least two family conferences per year, designed to be student-led whenever appropriate, so students, families, and staff jointly set and review learning goals.
 - Additional touchpoints for students who are educationally disadvantaged or at risk, aligned with supports described in Section VII.
- **Family Council and Leadership Opportunities**
 - A **Family Council** will serve as a structured forum for family leadership, providing input into school culture, events, policies, and community service projects. Recommendations from the Family Council will be documented and shared with the Head of School and Board of Trustees.
 - Families may be invited, consistent with state law and MAE bylaws, to serve on committees (e.g., family engagement, culture and climate, fundraising) or to participate in Board meetings during public comment periods.
- **Volunteer and Stewardship Opportunities**
 - Clearly communicated volunteer roles (e.g., classroom support, event planning, mentoring, field experiences) aligned to MAE's mission and student safety policies.

- All designated volunteers working directly with students will follow MAE’s background check and safety procedures, consistent with RSA 189:13-a.
- **Family Education and Capacity-Building**
 - A series of workshops and information sessions on topics such as Montessori at home, adolescent development, entrepreneurship and financial literacy, digital citizenship/AI, and navigating postsecondary pathways.
- **Feedback and Continuous Improvement**
 - Annual family climate surveys and targeted listening sessions (e.g., multilingual families, families of students with disabilities) inform adjustments to engagement practices.
 - Survey results and action steps will be summarized and shared in accessible formats with families.

Community Involvement Plan & Partnerships

- **Business and Higher Education Partnerships**
 - Collaborations with local businesses, entrepreneurs, and chambers of commerce to support internships, mentorships, entrepreneurial projects, and “pitch night” showcases.
 - Partnerships with Nashua Community College and other institutions to support dual-enrollment, early college experiences, and shared use of specialized facilities.
- **Nonprofit and Civic Partnerships**
 - Collaboration with local nonprofits, youth-serving organizations, faith-based organizations, and service clubs to:
 - Support student service-learning projects;
 - Provide or coordinate wraparound services for families (e.g., counseling, food security, housing support, immigration/legal referrals);
 - Host communitywide events that celebrate entrepreneurship, innovation, and civic engagement.
- **Arts and Culture Partnerships**
 - Partnerships with arts organizations, cultural centers, and local creatives to integrate arts, performance, and design thinking into entrepreneurial and Montessori projects.
- **Charitable Gaming and Local Fundraising Partnerships**
 - As permitted under New Hampshire law, MAE may partner with charitable gaming venues and local funders to support transportation, accessibility initiatives for at-risk students, and other mission-aligned needs, consistent with MAE’s financial management and conflict-of-interest policies.

X.C: LEA Partnerships

Special Education and Student Services Coordination

- Collaborate closely with sending districts to coordinate special education services, following the procedures outlined in Section VII.A and applicable state and federal law.
- Participate in IEP team meetings, communicate regularly about student progress, and implement services using whichever method the LEA determines (e.g., LEA staff on MAE campus, contracted

providers, or services delivered in district settings).

Data Sharing and Student Transitions

- Provide timely, FERPA-compliant information to sending districts regarding enrollment, attendance, and academic progress of students who reside in their districts, particularly for students with IEPs or other service plans.
- Coordinate transition planning when students return to district schools or move between MAE and other public schools.

Shared Opportunities and Professional Collaboration

- Where feasible and desired by partner districts, explore shared professional learning, co-sponsored events (e.g., college and career fairs, innovation showcases), and cross-enrollment or dual-enrollment opportunities that benefit students from both MAE and LEA schools.

Through these structures, MAE will provide clear, actionable plans for family involvement, community partnerships, and LEA collaboration that fully “meet” the expectations of the state rubric for Section X: Stakeholder Engagement and reinforce MAE’s identity as a collaborative, community-anchored public school.

Section XI: Facilities

XI.A: Access and Suitability

Consistent with Ed 318.05(c)(9) and Ed 318.09(e)(3), this section describes MAE’s current intended facility, the manner in which the School will secure a location appropriate to its mission and student population, and the physical program required to support opening and growth. The revised facilities narrative responds directly to reviewer concerns by clarifying the full suite program, updating the opening timeline, and describing non-classroom space in addition to classrooms.

Montessori Academy for Entrepreneurs (MAE) intends to open in Fall 2027 at 410 Amherst Street, Suite 150, Nashua, New Hampshire, within the Birch Pond Office Park. Suite 150 occupies the first floor of the west building and is located near the F.E. Everett Turnpike (Exit 8) and Route 101A, providing strong regional access for families from Nashua, Merrimack, Amherst, Mont Vernon, Bedford, and surrounding communities.

MAE’s current facilities planning is based on the attached description for Suite 150. Based on the current floor plan, the suite provides approximately 8,070 square feet of interior space and includes substantially more than classrooms alone: six instructional rooms, a main office/conference area, two smaller private support offices, common flex and circulation space, restrooms, kitchenette/workroom support, storage, and entrance/reception functions. Final rentable and usable square footage will be confirmed through lease documents, code review, and any architect or contractor measurement completed during pre-opening.

The site has a history of educational use, including prior use for district special education programming and its more recent use as a non-public school setting. That prior educational use does not substitute for MAE’s own approval process; rather, it suggests that the suite is readily adaptable to school use than a raw commercial shell.

XI.B: Description of School Requirements

MAE's facility must support a small, multi-age, public charter school serving grades 1–12 with an opening enrollment below full capacity and growth to approximately 120 students. The School's model does not require one classroom per traditional grade level; however, it does require a combination of Montessori-style elementary environments, secondary seminar/project rooms, student support rooms, and flexible common space.

The suite shown in the preliminary floor plan is described below in practical terms rather than as a list of empty rooms. The six instructional rooms are only one component of the facility. The plan also includes office, support, restroom, kitchen/workroom, and common flex space needed to operate a public school responsibly and safely.

XI.C: Classroom, Offices, Athletics, and Outdoor Needs Plan

Approximate Space Program Summary

Space Type	Approximate Area	Primary Use
Three large instructional rooms	660/room 1,980 total	Primary secondary seminar, project, exhibition, or larger multi-age instructional rooms; may also be flexed for elementary use depending on enrollment and scheduling.
Three small instructional rooms	580/room 1,740 total	Primary Montessori classrooms, intervention rooms, advisory rooms, or smaller seminar / support classrooms.
Main office / conference room	1,100 total	Reception-adjacent office space for school operations, family meetings, staff conferences, and confidential administrative functions.
Two private support offices	175/room 350 total	Nursing, counseling, guidance, confidential family meetings, special education meetings, or other student support services.
Common flex / circulation / restrooms	2,900 total	Entrance circulation, common flex space, waiting / transition space, restrooms, small kitchen / workroom support, storage, and general operational functions, which allow the suite to operate as a school rather than as classrooms alone.
Total interior program	8,070+	Opening and early-growth facility footprint, subject to final measurement and code review.

The approximate areas above are intentionally described as rough planning figures derived from the current floor plan and room groupings. Final room counts, assignments, and square footage will be confirmed during lease finalization, code review, and pre-opening fit-out.

Athletics and physical wellness will be addressed through a combination of on-site and off-site resources, including: (a) outdoor movement and prepared outdoor environment opportunities on site; (b) walking paths and green space suitable for recess, outdoor classroom use, and wellness activities; and (c)

shared-use or partner access to nearby parks, recreation areas, or community facilities for larger-group physical education, games, and athletics.

XI.D: Plans for Facility Lease or Purchase

MAE's initial facilities strategy is to enter into a multi-year lease for Suite 150 at 410 Amherst Street, Nashua, or for a comparable or larger site in the same service area if Suite 150 is not ultimately available. The School's lease strategy is guided by flexibility, code compliance, location access, and fiscal prudence.

- An initial lease term of at least five years, with renewal options if available.
- Tenant improvements limited to what is necessary to satisfy educational occupancy, life-safety, accessibility, security, and operational needs.
- Completion of all required fire, health, building, ADA, and occupancy approvals before student use.
- Use of pre-opening funds for inspections, compliance work, modest reconfiguration, furnishings, and operational readiness, not major capital construction.
- A commitment to add square footage or secure a larger facility before enrollment growth exceeds the safe or practical limits of the opening site.

As MAE moves from opening to stable operation, the Board and the Montessori Academy for Entrepreneurs Foundation will evaluate longer-term facilities options, including additional leased adjacent space, a larger leased campus, or eventual purchase of the current or a future site if financially prudent and educationally advantageous. Any long-term facilities decision will prioritize mission alignment, student safety, accessibility, growth capacity, and protection of instructional resources. In summary, MAE's revised facilities plan is not based on 'classrooms only.' It is based on a full suite program that includes instruction, support, administration, common flex, and outdoor / partner-space functions, with a phased strategy for opening in Fall 2027 and for expanding only when facility capacity, code compliance, and finances support that growth.

Section XII: School Safety and Management Plan

XII.A: Emergency Operations Plan Assurance

Montessori Academy for Entrepreneurs (MAE) recognizes the vital importance of maintaining a safe, secure, and prepared learning environment for all students, staff, and visitors.

MAE assures the New Hampshire Department of Education that a comprehensive **Emergency Operations Plan (EOP)** will be finalized, approved by the Board of Trustees, and submitted to the New Hampshire Department of Homeland Security and Emergency Management (HSEM) portal **prior to the school's opening date**, in accordance with state requirements.

The intended facility at 410 Amherst Street, Nashua is currently operated as an independent school and has an active Emergency Operations Plan on file with HSEM. MAE will adopt, review, and revise this existing plan as needed to ensure that it reflects MAE's specific programmatic design, staffing, schedules, and community context, while maintaining compliance with the most current federal, state, and local emergency management standards.

The MAE EOP will include detailed protocols for, at minimum:

- Evacuation procedures;

- Lockdown and shelter-in-place procedures;
- Communication and reunification plans with families and caregivers;
- Medical emergency response;
- Natural disaster readiness and severe weather procedures;
- Training and annual drills for all staff and students.

MAE will coordinate directly with local first responders—including Nashua Police Department, Nashua Fire Rescue, and city emergency services—to ensure alignment and familiarity with the school’s emergency plans. The EOP will be reviewed at least annually, and updated as needed based on drills, incidents, new guidance, or changes in facility or enrollment.

XII.B: Facility Health and Safety Compliance Statement

MAE certifies that the facilities it occupies and operates from will **fully comply with all applicable federal, state, and local health and safety laws, rules, and regulations**, as required under **RSA 194-B:8, II and Ed 318.07(b)(4)**.

The facility will be maintained in compliance with standards governing, at minimum:

- **Fire Safety:** Full compliance with National Fire Protection Association (NFPA) standards and local fire codes, with required inspections, drills, and clearly posted evacuation routes.
- **Heating, Ventilating, and Air Conditioning (HVAC):** Maintenance of HVAC systems to ensure indoor air quality standards are met for health, comfort, and safety.
- **Plumbing:** Safe and sanitary plumbing systems, regularly inspected and maintained to prevent health or safety hazards.
- **Electrical Systems:** Up-to-date electrical systems that meet all safety codes and undergo regular professional inspection.
- **Food Service Facilities:** If food preparation or distribution occurs on site, full compliance with New Hampshire Department of Health and Human Services (DHHS) standards for food safety and handling, including any requirements of Ed 321.23 related to food service or water/septic systems, as applicable.
- **ADA (Americans with Disabilities Act) Accessibility:** Full ADA compliance to ensure equitable access for students, staff, and visitors with disabilities, including accessible routes, entrances, restrooms, and appropriate signage.

Prior to opening, MAE will obtain and maintain all required **certificates of occupancy, fire safety inspections, and health permits** necessary for lawful and safe operation as a chartered public school, and will keep such approvals current for the life of the charter.

Section XIII: Communication Plan

XIII.A: School Choice – Helping Families Decide

Montessori Academy for Entrepreneurs (MAE) is committed to providing clear, accessible, and timely information to assist families in making informed decisions about their child’s educational options, consistent with RSA 194-B:3, II(w) and the state evaluation rubric for the Communication Plan. MAE’s **School Choice Communication Plan** will be written and adopted **prior to the first open enrollment period** and updated annually. It will describe how MAE provides equitable access to

information for families across southern New Hampshire, with particular attention to families of educationally disadvantaged and at-risk students, as defined in Section VII.

Pre-Enrollment Communication Strategy

MAE's pre-enrollment communication strategy includes:

- **Enrollment Information Hub:** A dedicated section of the MAE website serving as an Enrollment Information Hub, featuring clear explanations of the school's mission, Montessori and entrepreneurial model, AI-supported learning pathways, student support services, and daily life at MAE. The Hub will include accessible FAQs, short videos, and translated materials.
- **Open Houses and Information Sessions:** Regularly scheduled in-person and virtual **Open Houses, Community Information Sessions, and Q&A webinars** during the enrollment season, held at varied times to accommodate working families. Sessions will explicitly address admissions, supports for at-risk students, transportation, and how Montessori + entrepreneurship + AI work in practice.
- **Multilingual and Accessible Materials:** Multilingual print and digital materials (flyers, brochures, website pages) and on-site interpreters as available, ensuring families whose primary language is not English can fully understand MAE's program, expectations, and enrollment process.
- **Transparent Enrollment and Lottery Information:** Plain-language publication of MAE's **lottery procedures, application timelines, enrollment priorities, academic programs, student support services, and transportation options** on the website and in printed handouts, consistent with Section VI.A (Admissions Policies and Procedures).
- **Targeted Outreach to Underserved Communities:** Direct outreach to underserved communities through partnerships with community organizations, social service agencies, youth programs, and faith-based organizations, with a particular focus on families of educationally disadvantaged and at-risk students. Outreach will be **dignity-forward**, emphasizing MAE's strengths and alignment with family aspirations rather than deficit language.

Through these strategies, MAE will ensure that all families—regardless of income, language, disability, or prior school experiences—have access to **accurate, timely, and understandable information** to decide whether MAE is the right fit for their children.

XIII.B: Best Practices Dissemination Plan

As part of its commitment to innovation and community collaboration, MAE will actively **develop and disseminate best practices** to other charter schools, local education agencies (LEAs), and the broader educational community, consistent with the charter evaluation rubric.

MAE's best practices arise at the intersection of **Montessori methodology, entrepreneurial education, and human-centered AI integration**, as described in the CSP "Innovation" and "Best Practices" sections.

Core Best Practices Dissemination Strategies

MAE will implement the following initiatives:

- **MAE Learning Lab Portal:** Maintain an **open-access MAE Learning Lab Portal** on the school's website, providing case studies, sample units, project briefs, and tools that document MAE's approaches.

- **Practice Briefs and Case Studies:** Publish at least **two public “Practice Briefs”** or case studies annually, translating classroom practice into replicable models (e.g., AI-assisted entrepreneurship projects, adolescent Montessori seminar structures, restorative student governance).
- **Conferences and Professional Networks:** Present MAE’s work at local, state, and regional conferences, professional learning networks, and charter school convenings on topics such as **student agency, personalized learning, human-centered AI, and equity-driven MTSS**, sharing tools and artifacts with participants.
- **Site Visits and Educator Shadowing:** Host site visits and educator shadowing days for teachers, school leaders, policymakers, and higher education partners interested in seeing Montessori-entrepreneurial and AI-supported learning in action.
- **Collaborative Pilot Projects:** Where possible, MAE will partner with other New Hampshire schools to co-design and test modules (e.g., project-based entrepreneurship units, advisory structures, AI literacy lessons) and jointly publish results.

XIII.C: Ongoing Family and Stakeholder Communication

MAE will maintain regular, transparent, and two-way communication with families and stakeholders through recurring school updates, the family portal, student-led conferences, surveys, Board communications, targeted outreach to at-risk families, and emergency notifications. Primary communication channels and expectations will be described in the Community Handbook.

Section XIV: Assurances, Provisions, and Policies

The following assurances, provisions, and policies are adopted by the MAE Board of Trustees and will be codified in the charter contract, Board policies, and Community Handbook, as applicable.

XIV.A: Global Hold-Harmless Clause (RSA 194-B:3, II(x))

Montessori Academy for Entrepreneurs (MAE), its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the host school district, any other school district which sends its students to MAE, 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 attorney’s fees and legal costs, for any action or inaction of MAE, its Board, officers, employees, agents, representatives, contractors, guests, invitees, or pupils.

XIV.B: Severability Provision (RSA 194-B:3, II(y))

MAE assures that if any provision of its charter contract is found by a competent authority to be contrary to applicable law, rule, or regulation, that provision shall be deemed unenforceable without affecting the validity or enforceability of the remaining provisions. MAE will promptly comply with any amendments required to maintain full legal compliance.

XIV.C: Non-Discrimination Assurances (RSA 193-B:3, II(m))

MAE will comply with all applicable federal and state nondiscrimination laws, including Title VI, Title IX, Section 504, the ADA, and relevant New Hampshire law, and will maintain policies and procedures for the prompt response to complaints.

XIV.D: Insurance Coverage and Evidence (RSA 194-B:3, II(t))

MAE will maintain general liability, workers' compensation, property and casualty, directors and officers, and student accident insurance, and will provide proof of coverage to the New Hampshire Department of Education and State Board of Education prior to opening and thereafter as required.

XIV.E: Consultants and Service Providers (RSA 194-B:3, II(u))

MAE may retain qualified consultants for Montessori curriculum, special education, financial management, legal support, and other operational needs. All such consultants will meet applicable qualifications and will be overseen by the Board of Trustees and Head of School.

XIV.F: Optional Contracting with Host District and Other LEAs

MAE will maintain the right to independently provide all operational services, including transportation, athletics, maintenance, technology, and facility management.

MAE may negotiate optional service-sharing agreements with the Nashua School District or other LEAs when doing so improves student access, efficiency, or program quality without compromising MAE's mission or operational control. Any such agreements will be memorialized in Board-approved written contracts.

XIV.G: Required Policies Prior to Opening

Prior to opening, MAE will adopt and annually review Board-approved policies on records retention, mandatory reporting, sexual harassment, bullying, restraint and seclusion, school safety, daily physical activity, and other student-protection requirements imposed by law and rule.

XIV.H: Dissolution and Student Transition Plan

In the unlikely event that MAE ceases operations, the School will implement a formal dissolution and student-transition plan that addresses notice to families and staff, disposition of assets, transfer of student records, and coordination with the New Hampshire Department of Education and receiving schools, consistent with RSA 194-B and applicable nonprofit law.

XIV.I: Conversion School – Alternative Arrangements

MAE is not currently proposed as a conversion of an existing public school. However, if MAE were ever to engage in a charter conversion process, MAE would only do so in accordance with applicable law.

XIV.J: Sole Educational Provider Obligations

If MAE becomes the sole provider of public education at a specific grade level in any district, MAE will offer those educational services to **all resident pupils** of that grade level, ensuring equitable, non-discriminatory access without admissions barriers or selective criteria.

XIV.K: Outline of Proposed Accountability Plan

MAE will finalize and implement an Accountability Plan prior to opening that establishes organizational, programmatic, and educational goals, along with annual reporting measures and review timelines sufficient to evaluate charter performance and support renewal decisions.

XIV.L: Code of Conduct for New Hampshire Educators

MAE will adopt and implement the **Code of Conduct for New Hampshire Educators** as adopted by the New Hampshire Department of Education in administrative rule.

MAE understands that failure to adopt and implement the Code of Conduct could result in probation or revocation of the school's charter under RSA 194-B:16 and affirms its commitment to proactive compliance.

Section XV: Letters of Support

Montessori Academy for Entrepreneurs (MAE) recognizes that strong schools are built in partnership with the communities they serve. To that end, MAE is actively seeking signatures for our Open Letter of support as well as additional letters of support from a broad range of stakeholders, including families, students, educators, local businesses, nonprofit organizations, higher education partners, and civic leaders.

The Open Letter can be found in Appendix H. Current signatories as of this submission are:

Molly Jenkins – 229 Baboosic Lake Rd – Merrimack
Carrie Hyde – 36 Edgewater Drive – Hooksett
Jason Hyde – 36 Edgewater Drive – Hooksett
Rebecca Garnham – 35 Francestown Tpke – Mont Vernon
Jane Simek – 37 Sarah Drive – Merrimack
Jill Vanderburgh – 49 Mallard Point Rd – Merrimack
John Vanderburgh – 49 Mallard Point Rd – Merrimack
Annie Henry – 1472 Belmont St – Manchester
Kallie Pushee – 1472 Belmont St – Manchester
Adam Pushee 1472 Belmont St – Manchester
Dean Nicholaides – 92 Meadowcrest Dr – Bedford
Donna Nicholaides – 92 Meadowcrest Dr – Bedford
Danielle Paul – 49 Belknap Rd – Hudson
Stella Kritikou – 1 Clocktower Pl – Nashua

Additional signatures will be added as we receive them.

Section XVI: Opening Timeline

MAE's proposed opening is Fall 2027, with a deliberate and phased pre-opening process designed to ensure full compliance with state requirements and a smooth launch for students, families, and staff. The School's implementation timeline reflects its measured enrollment plan, under which MAE opens first with Grades 1–9 and then phases in the full high school program over the following years. This timeline may be updated as needed in collaboration with the New Hampshire Department of Education and the State Board of Education.

MAE has been awarded a federal Charter School Program (CSP) grant of approximately \$1.5 million, which will be fully expended during the pre-opening and initial implementation period (FY26–FY27). These funds will support one-time startup costs, including facility preparation, furniture and equipment, instructional materials, technology systems, transportation assets, and initial staffing. The CSP budget is included in Appendix E for reference and is separate from the School's ongoing operating budget.

2026 – Planning and Pre-Opening Launch

Spring–Summer 2026

- Continue charter application review and approval process with NHED and the State Board.

- Continue stakeholder engagement, community information sessions, and enrollment outreach.
- Continue Board development and committee formation, including Governance, Finance, and Academic/Equity committees.
- Begin initial CSP-funded planning activities, including vendor identification, procurement planning, and early operational setup.

Summer–Fall 2026

- Finalize and execute a lease for the initial facility at 410 Amherst Street, Suite 150, Nashua, or a comparable site if necessary.
- Initiate CSP-funded facility preparation, including code compliance work, modest tenant improvements, furnishings, and classroom setup.
- Begin procurement of instructional materials, Montessori materials, furniture, and technology systems using CSP funds.
- Launch the first full open-enrollment cycle and public lottery, if required, in accordance with state deadlines.

2026–2027 School Year – Full Pre-Opening Year

- Complete hiring of core leadership and opening instructional staff, including positions supported by CSP startup funding.
- Finalize curriculum materials, assessment systems, schedules, student-support systems, and operational procedures.
- Complete adoption of key Board policies and finalize the Community Handbook and Employee Handbook.
- Complete all required facility approvals, including fire, health, occupancy, and accessibility compliance.
- Complete CSP-funded purchases of technology infrastructure, classroom materials, and transportation assets (including student-transport vans as applicable).
- Conduct staff onboarding, training, and implementation planning in Montessori practice, structured literacy, entrepreneurship, advisory, and responsible AI use.
- Conduct family orientation, student onboarding, and final readiness checks for the School's opening.

Fall 2027 – Opening Year (SY 2027–2028)

- MAE opens to students in Grades 1–9 with a target enrollment of 54 students.
- Transition from CSP-funded startup phase to state-aid-supported operating model.
- Implement the School's Montessori elementary program, middle school entrepreneurial program, advisory structure, MTSS framework, and family communication systems.
- Monitor enrollment, attendance, budget performance, staffing effectiveness, and school culture indicators closely during the first year of operation.

Years 2–5 (SY 2028–2029 through SY 2031–2032)

MAE will add Grade 10, then Grade 11, then Grade 12 while growing enrollment to approximately 85, 107, 119, and 120 students, respectively. During these years the School will expand staffing, refine scheduling and support systems, deepen dual-enrollment, ELO, and capstone structures, and complete implementation of the full Grades 1–12 model.

Section XVII: Signature Page

The undersigned hereby certify that the information submitted in this charter application for Montessori Academy for Entrepreneurs is true and correct to the best of their knowledge and belief, and that the applicant is willing and able to comply with all applicable federal and state laws, rules, and regulations governing New Hampshire chartered public schools.

They further acknowledge that, if granted, the charter constitutes a contract with the State of New Hampshire and that the school will operate in accordance with the terms and conditions of the charter, as may be amended by mutual agreement and consistent with law.

Submitted by the Montessori Academy for Entrepreneurs Foundation

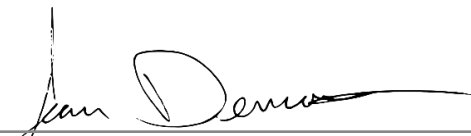
(a New Hampshire nonprofit corporation)



Name: Nathan Fellman

Title: Chair, Board of Directors, Montessori Academy for Entrepreneurs Foundation

Date: November 1, 2025



Name: Jean Demers

Title: Secretary, Board of Directors, Montessori Academy for Entrepreneurs Foundation

Date: November 1, 2025

If required by the New Hampshire Department of Education or State Board of Education, additional signature lines (e.g., for the proposed Head of School or other officers) may be added to this page in the final charter contract documents

Appendices

Appendix A – Measurable Goals and Objectives

Appendix B – Student Daily Schedules

Appendix C – Annual School Calendar

Appendix D – Emergency Operations Plan (EOP)

Appendix E – Detailed Budget & Budget Worksheets

Appendix F – Leadership Biographies

Appendix G – Evaluation Tools (Danielson Framework)

Appendix H – Open Letter of Support

Appendix I – Bylaws (Draft)

Appendix J – Annotated Bibliography

Appendix K – Community Handbook

Appendix A – Measurable Goals and Objectives

The Montessori Academy for Entrepreneurs (MAE) will use measurable goals to monitor academic progress, equity, school culture, and organizational health. These goals are consistent with the measurable goals described in Section III.G (Measurable Goals and Implementation Timeline), Section V (Education Plan), and MAE’s internal Continuous Improvement Plan, and align with MAE’s start-up grant goals.

Unless otherwise noted, “Year 1–3” refers to the first three years of operation (Fall 2027–Spring 2030).

Academic Growth & Achievement (Goal A)

Objective A1 – ELA & Math Growth

Demonstrate strong student growth in English Language Arts and Mathematics as systems and staff stabilize.

Measures:

- NH Statewide Assessment System (NH-SAS) scale score growth and/or state growth metrics.
- Interim benchmark assessments (e.g., NWEA MAP or equivalent) in ELA and Math (fall/winter/spring).

Annual Targets / Milestones:

- Year 1: ≥ 60% of tested students meet or exceed expected annual growth in ELA and Math.
- Year 2: ≥ 65% meet or exceed expected growth.
- Year 3: ≥ 70% meet or exceed expected growth, with no subgroup performing below 80% of the all-student growth rate.

Reporting: Results are disaggregated by subgroup (including students with disabilities, English learners, and economically disadvantaged students) and reported annually to the Board and NHED, with mid-year updates through MAE’s Continuous Improvement Plan.

Objective A2 – Academic Proficiency

Raise student proficiency in ELA and Math to meet or exceed state averages over the first charter term.

Measures:

- NH-SAS proficiency rates (percentage of students scoring proficient or above) in ELA and Math.

Annual Targets / Milestones:

- Year 1: Establish baseline proficiency for MAE; identify gaps by subgroup.
- Year 2: MAE’s all-student proficiency rate in ELA and Math is at least equal to the statewide average.
- Year 3: MAE’s all-student proficiency rate in ELA and Math exceeds the statewide average by at least 5 percentage points, with no subgroup more than 10 percentage points below the all-student rate.

Reporting: Included in annual accountability reporting, Continuous Improvement Plan, and family-facing school performance communications.

Objective A3 – Completion & Graduation Outcomes

Ensure students progress toward graduation prepared for college, career, and entrepreneurial pathways.

Measures:

- Credit/competency completion rates toward MAE’s graduation requirements, including required academic credits, service leadership expectations, capstone, and pathway completion.
- 4-year and 5-year graduation rates (once cohorts reach graduation age).

Annual Targets / Milestones:

- By end of Year 3: $\geq 90\%$ of students in good standing are on track to graduate in four years based on credit/competency completion.
- By first graduating cohort: $\geq 90\%$ 4-year graduation rate and $\geq 95\%$ 5-year graduation rate.

Reporting: Annual report to Board and NHED; summary shared with families in School Profile.

Entrepreneurial Competency & Real-World Application (Goal E)**Objective E1 – Student Entrepreneurial Projects (Middle & High)**

Build entrepreneurial skills through authentic projects and public exhibition for middle and high school students.

Measures:

- Completion of at least one entrepreneurial project per year (grades 7–10) with public presentation (e.g., pitch night, community showcase).
- Standards-aligned rubric ratings in areas such as opportunity recognition, planning, budgeting, ethical design, implementation, and reflection.

Annual Targets / Milestones:

- Year 1: $\geq 80\%$ of students in grades 7–10 complete one entrepreneurial project with a public presentation; $\geq 60\%$ score “Proficient” or higher on the MAE entrepreneurial rubric.
- Year 2 and beyond: 100% of students in grades 7–12 complete at least one entrepreneurial project annually; $\geq 70\%$ score “Proficient” or higher and $\geq 20\%$ score “Advanced.”

Reporting: Project completion and rubric results are documented in student portfolios and reported to the Board annually as part of program effectiveness reporting.

Equity & At-Risk Student Engagement (Goal R)**Objective R1 – Equitable Enrollment of Educationally Disadvantaged Students**

Ensure MAE equitably serves educationally disadvantaged students (including economically disadvantaged, students with disabilities, and English learners), consistent with MAE’s mission and at-risk philosophy.

Measures:

- Percentage of enrolled students who are educationally disadvantaged, compared to district and state averages.

Annual Targets / Milestones:

- By the end of Year 3: $\geq 49\%$ of MAE students are educationally disadvantaged (at least 5 percentage points above Nashua’s current rate of approximately 44%).

Reporting: Enrollment data disaggregated by subgroup and reported annually to the Board and NHED.

Objective R2 – Retention & Chronic Absenteeism (All Students and Subgroups)

Promote strong student engagement and persistence, especially for educationally disadvantaged students.

Measures:

- Annual student retention (percentage of students enrolled on the last day of the previous year who return the following year).
- Chronic absenteeism (percentage of students with $\geq 10\%$ days absent).

Annual Targets / Milestones:

- Retention: Subgroup retention rates are within 3 percentage points of the overall retention rate each year.
- Year 2: $\leq 15\%$ of students and each subgroup chronically absent.
- Year 3: $\leq 12\%$ of students and each subgroup chronically absent.

Reporting: Included in Board dashboards at least quarterly; corrective actions documented in the Continuous Improvement Plan.

Objective R3 – Subgroup Academic Growth

Ensure that educationally disadvantaged students make academic gains at least comparable to, and over time greater than, the all-student group.

Measures:

- NH-SAS and benchmark growth metrics, disaggregated by subgroup.

Annual Targets / Milestones:

- By Year 3: Growth rates in ELA and Math for educationally disadvantaged subgroups (FRL, SPED, ELL) meet or exceed the all-student growth rate specified in Goal A1.

Reporting: Annual academic report to Board and NHED with subgroup analysis; findings feed directly into MTSS and intervention planning.

Whole-Child Outcomes & School Culture (Goal W)

Objective W1 – Whole-Human Outcomes (“Safety, Security, Support, Society”)

Support MAE’s four whole-human outcomes—Safety, Security, Support, and Society—for all students.

Measures:

- Student and family climate surveys aligned to the four outcomes.
- Completion and defense of personalized “life design” artifacts (e.g., capstone reflections, post-secondary plans) addressing where students will live, how they will work, their support networks, and their contribution to society.

Annual Targets / Milestones:

- By Year 2: $\geq 80\%$ of students report “agree/strongly agree” on climate items related to feeling safe, supported, and known by adults at MAE.
- By first graduating cohort: 100% of graduates successfully complete a capstone that meets proficiency on a rubric aligned to the four whole-human outcomes.

Reporting: Survey results and capstone completion rates are reported annually to the Board and shared with families in aggregate form.

Objective W2 – Student Demonstration of Competencies (5 P’s)

Ensure students regularly demonstrate competencies through authentic performance tasks.

Measures:

- Number and quality of student demonstrations across MAE's "5 P's of Competency Demonstration" (Publications, Prototypes, Performances, Projects, Portfolios).

Annual Targets / Milestones:

- Year 1: All students complete at least two "P's" (e.g., one Project and one Performance) scored on MAE rubrics.
- Year 2 and beyond: All students complete at least three "P's" annually, with $\geq 70\%$ of rubric scores at "Proficient" or higher.

Reporting: Aggregated rubric data reported annually; exemplars shared (with consent) in MAE communications.

Organizational Capacity & Financial Health (Goal O)**Objective O1 – Financial Integrity**

Build and maintain a financially healthy and compliant organization.

Measures:

- Annual independent audit results.
- Days cash on hand and reserve percentage.

Annual Targets / Milestones:

- Clean annual audits with no material weaknesses; any minor findings are corrected within one fiscal year.
- By the end of Year 3: ≥ 45 days cash on hand and a 10% operating reserve.

Reporting: Quarterly financial reports to the Board; annual audit presentation; summary included in MAE's annual report.

Objective O2 – Human Capital & Governance

Sustain high-quality staffing and effective governance.

Measures:

- Annual staff retention (excluding planned expansions).
- Completion of required board training and on-time submission of all required state/federal reports.

Annual Targets / Milestones:

- Staff retention $\geq 85\%$ in Year 1 and $\geq 90\%$ by Year 3.
- 100% of Trustees complete annual training in charter law, ethics, and financial oversight; all required reports submitted on or before due dates.

Reporting: HR dashboard and governance compliance report reviewed by the Board at least annually.

Innovation & Dissemination of Best Practices (Goal I)**Objective I1 – Sharing MAE's Model**

Contribute to statewide improvement through transparent, human-centered AI practices and open sharing of MAE's Montessori-entrepreneurial model.

Measures:

- Number of practice briefs/case studies published.
- Number of statewide professional learning sessions delivered and educators reached.
- Number of family AI-literacy sessions and satisfaction ratings.

Annual Targets / Milestones:

- By Year 3, MAE publishes at least two open practice briefs/case studies to MAE and NHED platforms.
- By Year 3, MAE hosts or presents at least two statewide sessions reaching ≥ 50 New Hampshire educators.
- Each year, MAE runs at least two family AI-literacy sessions with $\geq 70\%$ of surveyed families reporting the sessions as "helpful" or "very helpful."

Reporting: Documented in MAE's Best Practices repository and annual report; shared with NHED as requested.

Implementation & Opening Timeline (Goal OT)

Objective OT1 – Initial Opening and Operation

Meet all critical milestones for a successful opening and early growth of MAE.

Measures:

- June 2026: Secure facilities and continue community enrollment and outreach in preparation for the first full admissions cycle.
- SY 2026–2027: Complete pre-opening work, including staff hiring, facility preparation, handbook and policy adoption, curriculum finalization, student recruitment, and implementation readiness.
- FY26–FY27: Fully expend the approximately \$1.5 million Charter School Program (CSP) grant on approved one-time startup and implementation costs, including facility preparation, materials, equipment, technology systems, transportation assets, and initial staffing.
- Fall 2027 (Year 1): Open MAE to students in Grades 1–9 with a target enrollment of 54 students.
- Year 2: Expand enrollment to approximately 85 students and add Grade 10.
- Year 3: Expand enrollment to approximately 107 students and add Grade 11.
- Year 4: Expand enrollment to approximately 119 students and add Grade 12.
- Year 5: Reach planned steady-state enrollment of approximately 120 students and operate the full Grades 1–12 model.

Reporting: Progress toward milestones is reviewed by the Board quarterly during the planning year and annually thereafter.

Appendix B – Student Daily Schedules

Elementary School Daily Schedule (Grades 1–6)

School Hours: 7:30 a.m. – 2:45 p.m.

Instructional Day: 8:00 a.m. – 2:30 p.m. (6.5 hours total)

Lunch (45 minutes)

Total instructional time: 5.75 hours (345 minutes)

Time	Activity	Instructional	Duration
7:30–8:00	Arrival & Settling	No	30 min
8:00–10:35	Montessori Work Cycle 1	Yes	155 min
10:35–10:55	Community Circle / Grace & Courtesy	Yes	20 min
10:55–11:40	Lunch & Recess	No	45 min
11:40–12:55	Work Cycle 2 – Humanities & Science	Yes	75 min
12:55–1:25	Specials (Art / Music / PE)	Yes	30 min
1:25–2:30	Applied Learning / Project Block	Yes	65 min
2:30–2:45	Dismissal	No	15 min

Instructional Time Summary (Elementary): Montessori Work Cycles – 230 min; Community Circle – 20 min; Specials – 30 min; Applied Learning Block – 65 min.

Elementary weekly rhythm: five daily Montessori work cycles, rotating specials, community meetings, and applied-learning blocks. Teachers may adjust exact specials and field-based learning placements by unit while preserving the daily instructional-hour framework.

Secondary School Daily Schedule (Grades 7–12)

School Hours: 7:45 a.m. – 3:00 p.m.

Instructional Day: 8:15 a.m. – 3:00 p.m. (6.75 hours total)

Lunch (36 minutes)

Passing time (9 minutes)

Total instructional time: 6.00 hours (360 minutes)

Time	Activity	Instructional	Duration
7:45–8:15	Arrival & Settling	No	30 min
8:15–8:55	Advisory (Socratic / SEL / Executive Function)	Yes	40 min
8:55–10:15	Block A	Yes	80 min
10:15–10:18	Passing	No	3 min
10:18–11:38	Block B	Yes	80 min
11:38–12:14	Lunch	No	36 min
12:14–12:17	Passing	No	3 min
12:17–1:37	Block C	Yes	80 min
1:37–1:40	Passing	No	3 min
1:40–3:00	Block D	Yes	80 min

Instructional Time Summary (Secondary): Advisory – 40 min; Instructional Blocks – 320 min; Total instructional time – 360 min (6.00 hours).

Secondary weekly rhythm: daily advisory, four long instructional blocks, protected project / exhibition time, and scheduled intervention, ELO, credit-recovery, or pathway-support opportunities within the weekly secondary program.

Appendix C – Annual School Calendar

Calendar Element	Proposed 2027–2028 Plan
Student instructional days	166
Teacher workshops / professional-development days	8
Reserved weather make-up days	10
First student day	September 1, 2027
Last student day (if no weather make-up days are used)	June 1, 2028

September 2027							October 2027							November 2027							December 2027						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
	30	31	1	2	3	4						1	2		20	21	22	23	24	25				1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				
21							20							19							13						
January 2028							February 2028							March 2028							April 2028						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
						1			1	2	3	4	5				1	2	3	4							1
2	3	4	5	6	7	8	6	7	8	9	10	11	12	5	6	7	8	9	10	11	2	3	4	5	6	7	8
9	10	11	12	13	14	15	13	14	15	16	17	18	19	12	13	14	15	16	17	18	9	10	11	12	13	14	15
16	17	18	19	20	21	22	20	21	22	23	24	25	26	19	20	21	22	23	24	25	16	17	18	19	20	21	22
23	24	25	26	27	28	29	27	28	29					26	27	28	29	30	31		23	24	25	26	27	28	29
30	31																				30						
20							16							21							13						
May 2028							June 2028							July 2028							August 2028						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6					1	2	3							1			1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31		
														30	31												
22							15							1							14						
166							10							3							8						
School Day							Weather Makeup							Quarter Mark							Teacher PD						
							2							1							30						
							Early Release							Graduation							Summer Programming**						
							**School Hours: 8:00AM-12:00PM														**School Hours: 10:00AM-2:00PM						

Appendix D – Emergency Operations Plan (EOP)

The MAE Board are committed to the safe operation of the school. After researching flexible Emergency Operations Plans that could be adjusted to fit a variety of school locations, our Safety Subcommittee has recommended adapting the Standard Response Protocol K12 2025 Operational Guidance V4.2 published by iloveguys.org and available for download at:

<https://iloveguys.org/downloads/SRP%20K12%202025%20Operational%20Guidance%20V4.2.pdf>



Appendix E – Budget Worksheets

Staffing Plan and Salary Build

FTE counts are editable. Salary totals are formula-driven from Assumptions. Administrative support excludes contracted accounting / audit, which are budgeted separately.

Role	Base Salary FY28	FY28 FTE	FY28 Total	FY29 FTE	FY29 Total	FY30 FTE	FY30 Total	FY31 FTE	FY31 Total	FY32 FTE	FY32 Total
Head of School	\$90,000	1.00	\$90,000	1.00	\$92,700	1.00	\$95,481	1.00	\$98,345	1.00	\$101,296
Lead Teacher – Primary	\$65,000	0.00	-		-	0.00	-	1.00	\$71,027	1.00	\$73,158
Lead Teacher – Secondary	\$65,000	0.00	-		-	1.00	\$68,959	1.00	\$71,027	1.00	\$73,158
Primary Guides / Teachers	\$55,000	1.00	\$55,000	2.00	\$113,300	2.00	\$116,699	2.00	\$120,200	2.00	\$123,806
Secondary Guides / Teachers	\$55,000	1.00	\$55,000	1.00	\$56,650	1.00	\$58,350	2.00	\$120,200	2.00	\$123,806
Classroom Assistants / Intervention	\$32,000	1.00	\$32,000	1.00	\$32,960	2.00	\$67,898	2.00	\$69,935	2.00	\$72,033
Administrative Support	\$40,000	1.00	\$40,000	1.00	\$41,200	1.00	\$42,436	1.00	\$43,709	1.00	\$45,020
Total Salary			\$272,000		\$336,810		\$449,822		\$594,443		\$612,277
Benefits & Payroll Burden			\$27,200		\$84,203		\$112,455		\$148,611		\$153,069
Total Personnel Cost			\$299,200		\$421,013		\$562,277		\$743,054		\$765,346
		5.00		6.00		8.00		10.00		10.00	

State Aid Detail (Direct Operating Revenue Assumption)

This sheet calculates direct state operating revenue using enrollment and current-law rate assumptions. SPED differential aid is not assumed as direct MAE revenue in this model.

	FY28	FY29	FY30	FY31	FY32
	27/28	28/29	29/30	30/31	31/32
Enrollment (ADM)	54	85	107	119	120
FRL Share	44.0%	44.0%	44.0%	44.0%	44.0%
FRL Eligible ADM	24	37	47	52	53
ELL Share	16.5%	16.5%	16.5%	16.5%	16.5%
ELL Eligible ADM	9	14	18	20	20
Base Adequacy Rate	\$4,438	\$4,527	\$4,617	\$4,710	\$4,804
Additional Charter Grant Rate	\$5,304	\$5,410	\$5,518	\$5,629	\$5,741
FRL Differential Rate	\$2,490	\$2,539	\$2,590	\$2,642	\$2,695
ELL Differential Rate	\$866	\$883	\$901	\$919	\$937
Revenue Build					
Base Adequacy Revenue	\$239,650	\$384,772	\$494,047	\$560,444	\$576,456
State Lease Assistance	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Additional Charter Grant Revenue	\$286,412	\$459,850	\$590,447	\$669,799	\$688,936
FRL Differential Revenue	\$59,153	\$94,973	\$121,945	\$138,334	\$142,286
ELL Differential Revenue	\$7,716	\$12,388	\$15,906	\$18,044	\$18,559
Total Direct State Operating Revenue	\$642,930	\$1,001,983	\$1,272,346	\$1,436,620	\$1,476,238

Note: This model excludes direct special-education differentiated aid because MAE assumes those funds remain with or are coordinated through the responsible resident district unless separately contracted.

MAE 5-Year Budget Assumptions (FY28–FY32)

Fiscal year basis = July 1 to June 30. This model begins in FY28; no CSP revenue and no CSP beginning balance are assumed in these years. Blue / yellow cells are intended user inputs.

	FY28	FY29	FY30	FY31	FY32
	27/28	28/29	29/30	30/31	31/32
Enrollment & State Funding Drivers					
Enrollment (ADM)	54	85	107	119	120
FRL / Economic Disadvantage Share	44.0%	44.0%	44.0%	44.0%	44.0%
ELL Share	16.5%	16.5%	16.5%	16.5%	16.5%
Annual State Funding Growth Assumption	2.0%				
Base Adequacy Rate (\$/ADM)	\$4,438	\$4,527	\$4,617	\$4,710	\$4,804
Additional Charter Grant (\$/ADM)	\$5,304	\$5,410	\$5,518	\$5,629	\$5,741
FRL Differentiated Aid (\$/eligible ADM)	\$2,490	\$2,539	\$2,590	\$2,642	\$2,695
ELL Differentiated Aid (\$/eligible ADM)	\$866	\$883	\$901	\$919	\$937
SPED Differential Aid Included?	None; assumed to remain with responsible resident district unless directly awarded/contracted.				

Supplemental Revenue Assumptions					
<i>Planned fundraising goals; not included in final budget</i>					
Private / Foundation Support	\$170,000	\$100,000	\$100,000	\$100,000	\$100,000
Annual Fund & Community Events	\$60,000	\$75,000	\$85,000	\$95,000	\$110,000
Sponsorships / Partnerships	\$40,000	\$50,000	\$60,000	\$70,000	\$80,000
Charitable Gaming Revenue	\$25,000	\$30,000	\$35,000	\$40,000	\$45,000
Other Grants / Interest / Misc.	\$5,000	\$5,000	\$7,500	\$10,000	\$12,500
Federal Formula Grants (Title / IDEA)	-	-	-	-	-

Salary & Burden Assumptions	
Operating Expense Inflation	3.0%
Rent Escalation	3.0%

Payroll/Benefits (no health)	10%
Payroll/Benefits (with health)	25%
Salary Inflation	3.0%

Operating Cost Assumptions by Year					
Montessori Materials	-	-	\$10,000	\$10,300	\$10,609
Core Curriculum / Library Resources	-	\$10,000	\$10,300	\$10,609	\$10,927
Entrepreneurship & Project Supplies	-	\$10,000	\$10,300	\$10,609	\$10,927
Professional Development	-	\$12,000	\$12,360	\$12,731	\$13,113
Instructional Coaching / Mentoring	-	\$5,000	\$5,150	\$5,305	\$5,464
SIS / LMS / Education Software	-	\$15,000	\$15,450	\$15,914	\$16,391
Devices / Classroom Technology Refresh	-	\$5,000	\$5,150	\$5,305	\$5,464
Network / Internet / Security	-	\$10,000	\$10,300	\$10,609	\$10,927
Special Education / Related Services (school-incurred)	-	-	-	-	-
ELL / Intervention / Translation	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
Counseling / Advisory / Guidance	\$8,000	\$8,240	\$8,487	\$8,742	\$9,004
Health Services / Medical Supplies	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
Food Service / Emergency Meals	\$4,000	\$4,120	\$4,244	\$4,371	\$4,502
Legal Services	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Accounting / Bookkeeping / Payroll	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
Independent Audit / Tax Filing	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879
Board D&O Insurance / Board Training	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939
Office Communications / General Supplies	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
Recruitment / Outreach / Enrollment	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
Family Engagement / Events Expense	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753
Rent / Lease	\$168,000	\$173,040	\$178,231	\$183,578	\$189,085
Utilities	\$16,000	\$16,480	\$16,974	\$17,484	\$18,008
Custodial / Cleaning	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Repairs & Maintenance			\$5,000	\$5,150	\$5,305
Property / Liability Insurance	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Furniture Refresh / Replacement Reserve	-	-	-	-	\$10,000

Vehicle Fuel & Operations

\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
-	-	-	-	\$8,000
\$5,000	\$5,150	\$5,305	\$5,464	\$5,628

Vehicle Maintenance

Vehicle Insurance

New Hampshire Charter School Program		
CSP Grant Budget Form (Budget Summary)		
Montessori Academy for Entrepreneurs Chartered Public School		
Object Code	Total Per Object Code	% of Grant Request
100 Personal Services - Salaries	\$585,000.00	38%
200 Personal Services - Employee Benefits	\$0.00	0%
300 Purchased Professional and Technical Services	\$100,000.00	6%
400 Purchased Property Services	\$0.00	0%
500 Other Purchased Services	\$50,000.00	3%
600 Supplies	\$130,000.00	8%
700 Property	\$695,000.00	45%
800 Other Objects	\$0.00	0%
900 Other Use of Funds	\$0.00	0%
Total Grant Requested	\$1,560,000.00	
\$ Per Student Analysis	\$12,000.00	
FOR DEPARTMENT USE ONLY. This sheet is locked and populates from data input on the detail sheet.		

Appendix F – Leadership Biographies

This governance structure will establish a strong foundation for accountability and innovation. With a mission-driven Board of Trustees, a skilled leadership team, and transparent practices, MAE will ensure that decision-making remains student-centered and that the educational vision is realized with both rigor and integrity. MAE's governance will balance autonomy and accountability through a School Board that sets policy and provides oversight and a Head of School (HOS) who manages operations and instruction. The Board retains ultimate authority and evaluates the HOS annually.

Founders

Jean Demers

"Jeano" to most adults—or Mr. D or Papa Jean, depending on the kid—has spent the past eighteen years working in New Hampshire schools, and that's his third career. Before his first role as an educator in Bedford back in 2008 (Career #3), Jeano sold his construction company (Career #2) after getting bored and jumping ship from General Electric (Career #1). And that was all after he left school at 16, married his sweetheart at 18 and had his first kid before 20. Now, Jeano's excited to embark on a fourth career: School Founder.

Nathan Fellman

"Nate" to most adults—or Mr. Fellman or Professor X, depending on the kid—is a veteran educator with over 20 years of experience in teaching and school administration. Most recently he founded The Harkness House (2021), an independent secondary school that focuses on the Socratic seminar method of instruction. Nate is a born student, a lifelong book-in-school learner who is currently a candidate for PhD in Education Leadership and Policy Studies at UNH. Having suffered a serious cancer diagnosis in December 2023, Nate's excited to be fully recovered and back in the education game but able to take a smaller role in the founding of this new educational endeavor.

Marianne O'Loan

"Mo" to most adults—or Dr. Mo or Ms. O, depending on the kid—is a retired middle school science teacher who has a PhD in fun. Okay, half of that is not true, but it would be if degrees in fun were a thing. Mo is a hands-on science geek's Science Geek. She's gotten down in the mud with sixth graders and summited mountains with 8th graders. Better than that, she planned those field experiences for her students. Mo is the absolute Queen of hands-on fieldwork, and she's excited to put those skills to work with future students at MAE.

Family Founders: Danielle Paul (Hudson), Carrie and Jason Hyde (Hooksett), John and Jill Vanderburg (Merrimack), Nathan and Jessica Fellman (Bedford), John Cassidy (Bedford), Umesh and Pushpa Rao (Bedford)

Trustees

John Cassidy

VP, N. American Sales

John is a Vice President for Sterilite Corporation. He brings a wealth of knowledge and experience in sales, business, and entrepreneurship. He is excited to have an impact on the future of education in his role at the MAE school.

Lori Dumaine

Teacher and Administrator

Lori has been an educator in both traditional public and private schools in New Hampshire. She brings a wealth of knowledge and experience in Humanities education, mindfulness, wellness, and nonprofit leadership.

Jessica Fellman, Interim Secretary/Treasurer

Critical Care Nurse Practitioner

Jess is an Advanced Practice Nurse Practitioner (APRN) working in the ICU at Catholic Medical Center. She brings a wealth of knowledge and experience in the sciences, adult education, critical care, and addiction treatment.

Eric Fellman, Trustee

Retired

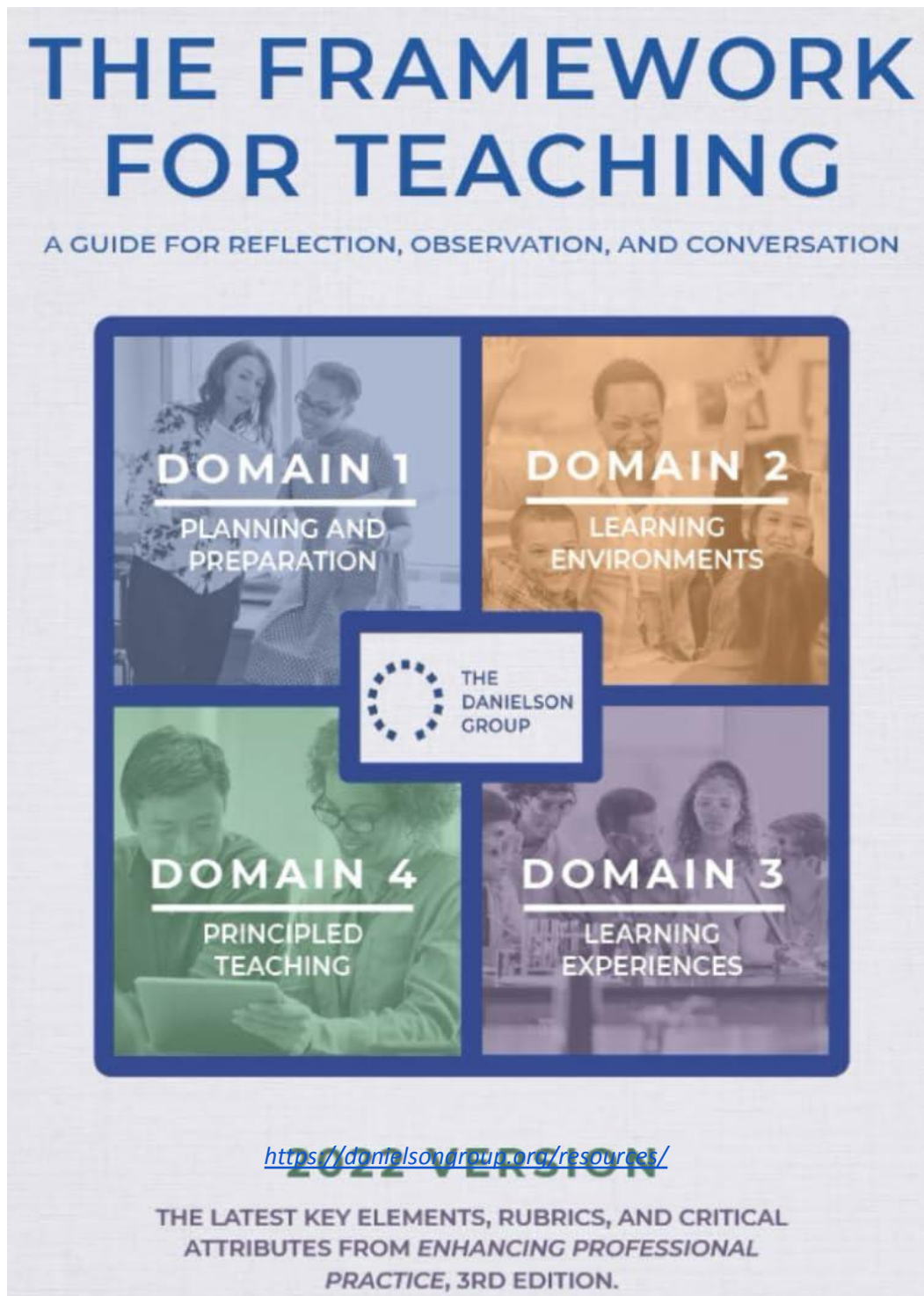
Eric is a retired corporate leader, small business owner, and minister. He brings a wealth of knowledge and experience in corporate management, entrepreneurship, religion, and spirituality.

Umesh Rao, Trustee

CTO, Spargus Holdings

Umesh is the Chief Technology Officer at Sparus Holdings. He brings a wealth of knowledge and experience in corporate structure, technology at scale, corporate leadership, and change management.

Appendix G – Evaluation Tools (Danielson Framework)



Appendix H – Open Letter of Support

To the New Hampshire State Board of Education, local leaders, and members of the North Nashua community:

We, the undersigned business leaders, educators, parents, students, and community members, write in strong support of the approval and opening of the Montessori Academy for Entrepreneurs (MAE) in North Nashua.

Our community is home to talented young people, hard-working families, and a strong local business base. Yet too many students still feel unseen, unchallenged, or unprepared for a future that is changing faster than our traditional systems can keep up with. MAE is designed to meet that reality head-on.

MAE will be:

- **A public option with a different design.** MAE is a New Hampshire public charter school that will provide a tuition-free, competency-based education, open to all students through the state’s charter process. It will operate with public accountability and transparent governance while offering a small, student-centered model that is difficult to build inside large systems.
- **A Montessori-inspired, real-world school.** MAE blends Montessori principles—hands-on learning, student agency, mixed-age collaboration—with a clear focus on entrepreneurship, personal finance, and real-world problem-solving. Students won’t just learn *about* work and citizenship; they will practice them through projects, internships, and partnerships with local organizations.
- **A place where every student is known.** MAE will maintain intentionally small learning communities, prioritizing relationships, mental health, and social-emotional growth. The goal is simple: no student falls through the cracks. Students who thrive in traditional schools and those who feel “out of step” both deserve environments where they can be challenged, supported, and seen.
- **A partner to local businesses and nonprofits.** MAE’s model depends on community partnerships—mentors, project hosts, internship sites, guest speakers, and collaborators. This is not a school that closes its doors and operates in isolation; it is a school that measures its success in how well its students can contribute to North Nashua and the wider region.
- **A laboratory for the future of learning.** MAE will make thoughtful use of modern tools, including AI, to support students in personalized learning, organization, and project work—under adult guidance and with appropriate safeguards. Rather than pretending these tools do not exist, MAE aims to teach students how to use them responsibly, creatively, and ethically.

Approving MAE will not solve every challenge in education. But it will give families one more high-quality public option, especially for students who need a different environment to thrive. It will give local employers a school that is intentionally preparing young people with the skills, habits, and mindset required to start businesses, join existing ones, and strengthen our local economy. And it will give New Hampshire another example of how public education can evolve without abandoning core values like responsibility, hard work, and community.

We support MAE not in opposition to existing schools, but in support of *students*. Different students need different settings. MAE adds one more path for New Hampshire families to choose from—one that is small by design, entrepreneurial at its core, and deeply rooted in North Nashua.

For these reasons, we respectfully urge you to approve the Montessori Academy for Entrepreneurs (MAE) in North Nashua and to support its launch as a valuable addition to the educational landscape of our city and our state.

Sincerely,

SIGNATORIES

Appendix I – Bylaws (Draft)

Article I. Name and Legal Status

Section 1.1 Name. The name of the corporation is **Montessori Academy for Entrepreneurs Foundation** (hereafter the “School”). The governing body of the School is its School Board (hereafter the “Board” or “School Board”). The School is established as a chartered public school under the laws of New Hampshire.

Section 1.2 Legal Status. The School Board shall operate as a New Hampshire nonprofit corporation in accordance with RSA 292 and applicable laws. The School is a public chartered school pursuant to RSA 194-B, and it shall operate in accordance with its charter as approved by the New Hampshire State Board of Education. Upon issuance of the charter and formation of the corporation, the Board of Trustees has full authority to govern the School in compliance with state and federal law.

Article II. Purpose and Nonprofit Status

Section 2.1 Purpose. The Corporation is organized exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Its primary purpose is to establish and operate the School, providing a high-quality public education to students in accordance with the School’s mission and charter. The Board shall ensure that the School’s operations and programs remain consistent with the mission, charter, and the requirements of New Hampshire charter school law.

Section 2.2 Nonprofit Status and Private Benefit. The Corporation is a public charity and shall not be operated for profit. No part of the net earnings or assets of the Corporation shall inure to the benefit of, or be distributed to, any private individual or member of the Board, except that the Corporation is authorized to pay reasonable compensation for services and to make payments in furtherance of its charitable purposes. The Corporation may solicit and receive grants and donations to support the School, but all funds and assets shall be used solely to advance the School’s public educational purposes.

Article III. Membership

The Corporation shall have no members. All corporate powers of the Corporation are vested in the Board of Trustees, which shall function as the governing body. Any action that would otherwise require approval by members under New Hampshire law shall only require approval of the Board. The Board may from time to time establish advisory groups or committees as needed, but such groups shall not have the powers of corporate members.

Article IV. Authority and Duties of the Board of Trustees

Section 4.1 General Authority. The business, affairs, and property of the School shall be managed and controlled by the Board of Trustees. The Board shall have **general supervisory control and authority over the operations of the chartered public school**, consistent with RSA 194-B:5,I. In carrying out its oversight, the Board may exercise all powers of the corporation as set forth in law, the charter contract, and these Bylaws. The Board is entrusted by the State Board of Education to ensure the School’s mission is fulfilled and to advance the interests of the students, families, and the broader school community.

Section 4.2 Duties and Responsibilities. In addition to any duties imposed by law or the School’s charter, the Board of Trustees has the following specific responsibilities in governing the School:

- **Mission and Charter Compliance:** Uphold the mission and vision of the School and ensure that the School operates in accordance with its charter and applicable laws.
- **Strategic Oversight:** Establish and periodically review the strategic goals and objectives of the School. Approve policies that guide School administration and programs.

- **Supervision of School Leader:** Select, appoint, and evaluate the School's lead administrator (e.g. Head of School or Director). The Board shall provide support to and oversight of the School leader, and may remove or replace the School leader if necessary.
- **Financial Oversight:** Approve an annual budget prior to the start of each fiscal year and oversee the School's financial health. Monitor financial reports, ensure that proper accounting practices are followed, and **ensure the School undergoes an annual independent financial audit as required by RSA 194-B:1**. The Board is responsible for safeguarding the School's assets and expending funds in alignment with grant requirements (including any Charter School Program grants) and state reporting requirements.
- **Academic Accountability:** Monitor the School's academic performance and student achievement. The Board shall ensure that academic goals outlined in the charter and required by the New Hampshire Department of Education are being met, and take corrective actions if the School falls short of performance targets.
- **Compliance and Reporting:** Ensure the School's compliance with all applicable federal and state laws and regulations, including but not limited to open meetings and public records laws, anti-discrimination laws, and health and safety regulations. The Board shall submit required reports to state authorities, including an annual report and any quarterly or annual progress reports mandated by RSA 194-B:10 or the charter contract.
- **Board Development:** Regularly recruit and orient new Trustees to maintain a skilled and diverse Board. Evaluate the Board's own performance and provide ongoing training to Trustees (for example, training in governance best practices, financial oversight, and the responsibilities of charter school boards).
- **Community Engagement:** Serve as ambassadors of the School in the community. The Board shall facilitate communication with parents, the public, and other stakeholders, and consider input from families and the community in major decisions.
- **Other Duties:** Exercise such other powers and perform such other duties as are consistent with the charter, these Bylaws, and applicable law, including the authority to enter into contracts, secure insurance, raise funds, and take all necessary actions to ensure the successful operation of the School.

This list of duties is not exhaustive. The Board retains ultimate responsibility for the governance of the School and may delegate operational duties to the School's administrators and staff, while maintaining oversight.

Article V. Board Composition and Qualifications

Section 5.1 Number of Trustees. The Board of Trustees shall consist of no fewer than **five (5)** and no more than **nine (9)** voting members. Within this range, the exact number of Trustees may be fixed or adjusted from time to time by majority vote of the Board, provided it never falls below the minimum required by these Bylaws or applicable law. The composition of the Board shall at all times comply with **RSA 194-B:5, II**, which requires that **no fewer than 25% of the Board (or at least 2 members, whichever is greater) be parents of pupils attending the School**. In accordance with this law, at least two Trustees shall be parent/guardian representatives of currently enrolled students at all times. If the percentage of parent members on the Board falls below 25% or fewer than two such parent members remain due to resignation or other cause, the Board shall make diligent efforts to appoint or elect additional qualified parent(s) to restore compliance with this requirement without undue delay.

Section 5.2 Qualifications and Diversity. Each Trustee shall be an individual at least 18 years of age who brings skills, experience, or perspective beneficial to the governance of the School. The Board will strive

to include members with diverse expertise in education, finance, law, governance, and the needs of the community. **In compliance with RSA 292:6-a, the Board will at all times maintain at least 5 voting members with no more than one half of the Board may being comprised of persons from the same immediate family or related by blood or marriage.** Trustees must be committed to the School's mission and willing to fulfill their fiduciary duties of care, loyalty, and obedience to the organization.

Section 5.3 Parent Trustees. Parent Trustees are those Board members who are parents or legal guardians of current students at the School. Parent Trustees have the same rights and responsibilities as other Trustees. The Board may establish in policy a process for identifying or nominating parent representatives (for example, through elections or recommendations from the parent community), but all Parent Trustees, like any Trustee, must be approved by the Board. Parent Trustees who no longer have a child enrolled in the School may serve out the remainder of their term at the Board's discretion, but if a Parent Trustee's student graduates or leaves the School, the Board shall consider whether to ask for that Trustee's resignation or to allow them to complete the term, ensuring that the Board maintains the required minimum of current parent members.

Section 5.4 Restrictions on Trustees. To avoid conflicts of interest and maintain clear separation between governance and management: (a) **No employee of the School shall serve as a voting Trustee** of the Board. In particular, no person employed as staff or faculty of the School (nor any spouse, child, or household member of a staff member) may serve on the Board of Trustees, in order to preserve the Board's independent oversight (consistent with the intent of RSA 194-B:5, II). (The School's lead administrator and other employees may attend Board meetings in a non-voting, advisory capacity as needed. **Additionally, no employee of the School shall serve as the Chairperson of the Board,** and no Trustee may be a voting member of the Board of another public school district or charter school if such dual service would violate RSA 194-B:5.II's limits on overlapping board membership. Specifically, no more than 25% of the Trustees may simultaneously serve on a public school board, and no more than 25% of a district school board's members may simultaneously serve as Trustees of this School. (b) Individuals who have been convicted of a felony or any offense involving financial misconduct or moral turpitude are disqualified from serving as Trustees. (c) All Trustees must comply with the conflict of interest provisions in these Bylaws and applicable law. Each Trustee shall annually disclose any potential conflicts of interest and sign any conflict of interest statement or policy adopted by the Board.

Section 5.5 Ex-Officio and Honorary Trustees. The Board may invite certain individuals to serve as ex-officio (non-voting) members or as honorary advisors to the Board, such as the School's lead administrator (Executive Director/Principal), or representatives of partner organizations. Such individuals may participate in discussions but shall not have voting rights and are not counted towards the Board's minimum or maximum size requirements. The Board shall not designate any voting "ex-officio" Trustees by virtue of holding another office; all voting Trustees must be elected or appointed in accordance with Article VI below.

Article VI. Election, Terms, Vacancies, and Removal of Trustees

Section 6.1 Election and Appointment of Trustees. The initial Board of Trustees (often called "Founding Board") shall consist of those individuals named in the charter application or Articles of Agreement of the Corporation. Thereafter, **Trustees shall be elected by majority vote of the Board** then in office at a duly called meeting. The Governance Committee (see Article VIII) or a nominating task force shall present candidates for consideration to fill open Board positions. All Trustee candidates must be vetted for qualifications and willingness to serve. Whenever a new Trustee is elected, that individual shall immediately assume office upon election (or at a date specified by the Board) and shall serve in accordance with the terms outlined in these Bylaws. Elections of Trustees should be scheduled so as to maintain a full complement of Board members and to stagger terms as described below.

Section 6.2 Term of Office. Trustees shall serve **terms of three (3) years** from the time of their election, unless a shorter term is specified at the time of election to implement staggered terms. The Board may stagger the terms of its Trustees so that approximately one-third (1/3) of trustee positions are up for election each year, providing continuity. Initially, some Trustees may be elected to one-year or two-year terms (as determined by lot or by agreement) in order to create this staggered rotation. Thereafter, standard terms will be three years. A Trustee may be re-elected for additional term(s); however, it is recommended as a best practice that no Trustee serve more than two consecutive full terms (approximately 6 years) to allow for fresh perspectives, unless the Board determines that an exception is in the School's best interest. Terms shall be calculated on a fiscal year basis unless otherwise designated; when a Trustee is elected mid-year to fill a vacancy, that term may be defined to conclude at the end of the current fiscal year or the next annual meeting cycle, and subsequent reappointment for a full term is permissible.

Section 6.3 Term Commencement and Annual Meeting. The term of a newly elected Trustee shall normally commence immediately upon election, except that if Trustees are elected at an Annual Meeting (see Article IX for meetings), the Board may specify that new terms officially begin at the start of the upcoming fiscal year (July 1). Each year, the Board shall hold an Annual Meeting (typically at the first regular meeting of the Board after July 1, the start of the fiscal year) for the purpose of seating newly elected Trustees, electing Board officers, and conducting any other business required by these Bylaws or desired for organizational planning. At the Annual Meeting, all re-elected or newly elected Trustees shall be recognized and begin their service (if they have not already begun), and officer elections shall be conducted as described in Article VII. A Trustee whose term has expired may continue to serve until a successor is elected and qualified, so long as that continuation does not result in the Board falling out of compliance with composition requirements (e.g., the parent member requirement or size limits).

Section 6.4 Vacancies. A vacancy on the Board occurs when a Trustee resigns, is removed, or can no longer serve (due to death, incapacity, loss of eligibility, or other reason), or when a new Board position is created by expansion of the Board size. The Board may continue to act despite any vacancy so long as the number of remaining Trustees is not less than the legal minimum. **Any vacancy may be filled by an affirmative vote of the majority of the remaining Trustees** at any regular or special meeting, even if the remaining Trustees are less than a quorum. The Governance Committee should recommend suitable candidates to fill vacancies as soon as practicable. A Trustee elected to fill a vacancy shall serve for the remainder of the unexpired term of the seat being filled. Service for a partial term shall not count toward term limits (if any) for that Trustee. If a vacancy results in the Board having fewer than two parent members, or fewer than the minimum number of Trustees required, the Board shall give priority to filling such vacancy to restore compliance with Article V and state law

Section 6.5 Resignation. A Trustee may resign at any time by delivering written notice to the Board Chair (or if the resigning Trustee is the Chair, then to the Secretary or Vice Chair). The resignation shall be effective upon receipt by the Chair or designated officer, or at such later date as may be specified in the notice. The Board is not required to accept a resignation for it to take effect. The Secretary shall record the resignation in the Board's records and notify the Board of the vacancy. Trustees who anticipate inability to continue serving (due to relocation, schedule conflicts, etc.) are encouraged to provide as much advance notice as possible to facilitate orderly succession.

Section 6.6 Removal of Trustees. The Board of Trustees may remove a Trustee for cause or whenever the Board determines that removal is in the best interest of the School. Grounds for removal may include, but are not limited to: failure to attend Board meetings on a regular basis, serious or repeated violation of the Board's conflict of interest policy, conduct injurious to the School or contrary to its mission, incapacity or unwillingness to fulfill duties, or any circumstance that renders the Trustee unable to serve effectively. **Removal shall require an affirmative vote of at least two-thirds (2/3) of the remaining voting Trustees** then in office (excluding the Trustee in question) at a duly noticed meeting of the Board.

The Trustee subject to removal shall be given notice of the proposed removal and an opportunity to address the Board prior to the removal vote, but shall not be present during deliberation or vote on their removal. A removed Trustee's position shall be deemed vacant as of the effective date of the removal vote or such date as specified in the removal resolution, and the vacancy may be filled pursuant to Section 6.4. In lieu of removal, the Board may request a Trustee's resignation for the causes stated above, and if the Trustee agrees to resign, no removal vote is needed.

Article VII. Officers of the Board

Section 7.1 Officers and Election. The Board's officers shall consist of, at a minimum, a **Chair**, a **Vice Chair**, a **Secretary**, and a **Treasurer**, and such other officers as the Board may deem necessary. Officers shall be elected by the Board from among the sitting Trustees. The election of officers shall occur at the Annual Meeting of the Board (see Article IX) or at another meeting designated for officer elections each year. Officers serve one-year terms in their capacities as officers, commencing upon election (typically at the Annual Meeting) and ending at the next Annual Meeting, or until their successors are duly elected and qualified. An individual may serve multiple consecutive terms as an officer if re-elected each year, but in the interest of distributing leadership, it is generally recommended that the Chair not serve more than a certain number of consecutive terms (e.g., no more than 3 years as Chair, unless the Board votes otherwise). Officer positions shall be filled by distinct individuals; no one person shall hold two officer positions at the same time, except in the case of temporary acting appointments to fill a vacancy. Immediately following officer elections, the newly elected officers shall assume their duties.

Section 7.2 Removal or Vacancies of Officers. Any officer may be removed from their officer role, with or without cause, by a two-thirds (2/3) vote of the Board at any duly warned meeting. An officer who is removed as an officer may continue to serve as a Trustee (unless separately removed as a Trustee under Section 6.6). If an officer position becomes vacant due to removal, resignation, incapacity, or any other reason, the Board shall elect a replacement officer to serve for the remainder of the term. Such election may occur at the same meeting where the vacancy is acknowledged or at a subsequent meeting, as the Board deems appropriate. In the interim, the Board or Chair may designate another Trustee to perform the duties of the vacant office on a temporary basis (for example, the Vice Chair acting as Chair).

Section 7.3 Duties of Officers. The duties of the Officers are as follows:

- **Chairperson (Chair):** The Chair shall preside at all meetings of the Board of Trustees and shall ensure that the Board's directives and policies are carried out. The Chair, as the chief governance officer, sets the agenda for Board meetings (in consultation with the School's leader and other Trustees), facilitates orderly and focused discussion, and performs or delegates other duties as directed by the Board. The Chair may sign contracts, instruments, or correspondences on behalf of the Board as authorized, and serves as the primary liaison between the Board and the School's administration. The Chair also leads the Board in its oversight of the School's management and in self-governance matters such as Board evaluations and development. (*Per RSA 292:6-a, the Chair shall not be an employee of the School*).
- **Vice Chair:** The Vice Chair shall perform the duties of the Chair in the event of the Chair's absence, inability, or recusal. The Vice Chair assists the Chair as requested and may be assigned specific responsibilities such as coordinating Board committees or leading special projects. If the Chair position becomes vacant, the Vice Chair shall serve as Acting Chair until the Board elects a new Chair.
- **Secretary:** The Secretary is responsible for ensuring that accurate minutes of all Board meetings are recorded and maintained, and that all notices and filings are duly given as required by law and these Bylaws. The Secretary shall keep or cause to be kept the official records of the corporation, including minutes, agendas, corporate documents, Board roster and contact

information, committee reports, and any other records required to be kept by law. The Secretary attests to official documents of the Corporation and may certify resolutions or Board actions when needed. The Secretary also oversees the School's compliance with public records requests and Right-to-Know Law (RSA 91-A) requirements regarding meeting documentation.

- **Treasurer:** The Treasurer shall oversee the financial affairs of the School and the Board's financial oversight responsibilities. The Treasurer works with the School's business administrator or finance staff to review periodic financial reports, budget-to-actual comparisons, and to ensure that sound fiscal policies are in place. The Treasurer chairs the Finance Committee (see Article VIII) and leads the Board's review of the annual budget, audit reports, and financial statements. The Treasurer is not expected to manage day-to-day finances (which is the responsibility of administration), but is responsible for informing the Board of the School's financial status and for helping the Board to understand financial information to make informed decisions. The Treasurer may also be authorized to sign financial documents or co-sign checks as required by Board policy or resolution, and shall ensure that all required financial reports are submitted to state authorities (pursuant to RSA 194-B:10 and other laws).

Section 7.4 Additional Officers. The Board may create additional officer positions (such as Assistant Secretary, Assistant Treasurer, etc.) or ad-hoc roles if needed for effective governance. Such positions shall have duties as defined by the Board and shall be filled in the same manner as other officers. Any assistant officer shall assist the primary officer and may act in their stead when the primary officer is unavailable. All officers, whether primary or additional, must be Trustees (voting members of the Board), with the exception that the Board may appoint an external financial advisor as an **Assistant Treasurer (non-Trustee)** for specialized support, provided that this individual does not have voting rights on the Board.

Section 7.5 Delegation of Duties. Officers may delegate portions of their duties to School staff or other Trustees as appropriate (for example, the Secretary may delegate the minute-taking function to a hired recording secretary or the School's administrative staff), but the officer remains responsible for the oversight and accuracy of the delegated tasks. Officers shall perform all duties incident to their offices and such other duties as may be assigned by the Board, consistent with these Bylaws.

Article VIII. Committees

Section 8.1 Establishment of Committees. The Board of Trustees may establish such committees as it deems necessary to effectively govern the School. Committees may be **standing (permanent)** committees or **ad hoc (temporary)** committees formed for a specific purpose. By resolution adopted by a majority of the Trustees present at a meeting where a quorum is present, the Board may create committees and appoint members thereto. Each committee shall consist of at least **one (1)** Trustee, and in most cases two or more Trustees, and may include non-Board members (such as parents, community members, or School staff) in an advisory capacity, except where prohibited by law or these Bylaws. However, each committee that has any authority to make decisions on behalf of the Board must consist solely of Trustees. The Board shall clearly define the **charge** (purpose and authority) of each committee, including whether the committee has decision-making authority or is advisory only. Unless explicitly delegated by the Board, committees shall **not have authority to take final action on behalf of the Board**; rather, they shall report findings and recommendations to the full Board.

Section 8.2 Standing Committees. The Board shall maintain at least the following two standing committees, which are required as a matter of Board policy and best practice:

- **Governance Committee:** This committee is responsible for matters pertaining to Board recruitment, nominations, orientation, training, and self-evaluation. The Governance Committee develops and recommends updates to Board policies and Bylaws, ensures that the Board is

adhering to best practices in nonprofit governance, and plans for Board officer succession. It leads the search for new Trustee candidates, reviews qualifications, and recommends nominees to the Board for election. The Governance Committee may also periodically assess Board performance and coordinate any necessary Board training or retreats.

- **Finance Committee:** This committee is responsible for financial oversight on behalf of the Board. Chaired by the Treasurer, the Finance Committee works with the School's administration to develop the annual budget for Board approval and monitors financial performance. The committee reviews periodic financial statements, budget variances, and cash flow, and reports significant findings or concerns to the Board. It also oversees the selection of an independent auditor and reviews the annual audit reports and any corrective action plans. The Finance Committee ensures that adequate financial controls are in place and that the School is in compliance with financial reporting requirements.

The Board may rename these committees or combine their functions as needed, but the core oversight areas of governance and finance shall always be addressed through a committee structure. The Board may also establish other standing committees such as an **Academic Excellence Committee**, **Development (Fundraising) Committee**, **Facilities Committee**, or others as it deems beneficial for governance.

Section 8.3 Committee Operations. Each committee shall have a chair, who must be a Trustee and who is appointed by the Board Chair or by vote of the Board. The committee chair is responsible for convening meetings of the committee, setting agendas, and reporting back to the Board on the committee's work. Committees shall meet as needed to accomplish their responsibilities, and they may meet via the same means as the full Board (including remote participation as allowed by Article IX). A majority of the members of a committee shall constitute a quorum for that committee's meetings, unless the Board specifies a different quorum for a large committee. Committees should keep summary notes or minutes of their meetings and submit any recommendations in writing to the Board for inclusion in the Board packet. All committees of the Board are subject to the New Hampshire Right-to-Know Law (RSA 91-A) to the extent that they are carrying out Board-assigned duties; therefore, committee meetings should be noticed and open to the public if the committee is acting on behalf of the Board or advising the Board on matters of policy or expenditure. Committees may, however, meet in non-public session for purposes allowed by RSA 91-A:3 similar to the full Board (for example, to discuss confidential personnel or legal matters, if within the committee's charge).

Section 8.4 Ad Hoc Committees and Task Forces. The Board may create ad hoc committees or task forces for specific, time-limited purposes—such as a search committee for a new School leader, a charter renewal preparation committee, or a committee to organize a special event. The resolution establishing an ad hoc committee should specify its purpose and duration. Ad hoc committees automatically dissolve once their assigned task is completed or upon the timeline specified by the Board, unless extended by the Board. Ad hoc committees operate under the same general rules as standing committees.

Section 8.5 Committee Authority. No committee (standing or ad hoc) shall have the power to amend the charter, adopt or amend Bylaws, hire or fire the School's lead administrator (except to assist the Board in a search process), approve or revoke the budget, or take any action that is specifically reserved to the full Board by law or regulation. Committees may be granted authority to act on certain matters between Board meetings (for example, an Executive Committee, if one is established, could be empowered to make emergency decisions), but any such delegation of authority must be explicitly stated in the Board resolution establishing the committee or in a Board-approved committee charter. Even when decision-making authority is delegated, the committee must report any action taken to the full Board by

the next Board meeting. The Board retains the right to rescind or override committee decisions, except where legally binding third-party rights have intervened.

Article IX. Meetings of the Board of Trustees

Section 9.1 Open Meeting Law Compliance. The Board of Trustees is a “public body” under New Hampshire’s Right-to-Know Law, RSA 91-A. **All meetings and proceedings of the Board shall be conducted in compliance with RSA 91-A**, which generally requires that Board meetings be open to the public and duly noticed, except for specific non-public sessions as allowed by law. A “meeting” is defined as any quorum of Board members convening to discuss or decide on Board matters (whether in person, by phone, or electronically), and such meetings must be properly noticed and minutes recorded. Board members shall not conduct deliberations or decisions through email or other un-noticed communications in circumvention of RSA 91-A. The Board may go into non-public session only for the reasons enumerated in RSA 91-A:3, II (such as discussing individual student matters, personnel issues, confidential legal advice, etc.), and any motions to enter non-public session must cite the specific statutory reason and require a recorded roll call vote. Minutes of public meetings shall be promptly prepared and made available for public inspection within the timeframe required by law (typically 5 business days), and minutes of non-public sessions shall be kept and disclosed in accordance with RSA 91-A:3.

Section 9.2 Regular Meetings. The Board shall hold regular meetings at a frequency necessary to effectively govern the School, **at least quarterly and at least monthly** during the school year months of September through May, unless otherwise determined by the Board. The schedule of regular meetings (date, time, and place) shall be established annually at the Annual Meeting or at the start of each fiscal year, and public notice of the schedule shall be posted as required by law. Meetings shall generally be held at the School’s facility or another public location convenient to the community, but the Board may adjust the location from time to time, including virtual meeting spaces as permitted, to encourage parent and public attendance. Each regular meeting agenda should include standard items such as approval of prior minutes, reports from the School leader and committees, financial reports, and time for public comment (in accordance with any Board-adopted public comment policy). The **Annual Meeting** of the Board shall be a designated regular meeting, typically the first meeting of the Board after July 1 each year, at which the Board conducts annual business such as officer elections (Article VII), committee appointments, and review of plans for the upcoming year.

Section 9.3 Special Meetings. Special meetings of the Board may be called as needed to address urgent or specific matters that arise between regular meetings. A special meeting may be called by the Board Chair, or by any **three (3)** Trustees (or 20% of the Board, whichever is greater), by delivering a request stating the purpose of the meeting to the Chair and Secretary. The Secretary (or Chair) shall ensure that notice of the special meeting is properly posted and communicated to all Trustees in accordance with Section 9.4. Special meetings should be used only when necessary (for example, to approve a time-sensitive contract, to address an emergency situation, or to discuss a matter that cannot wait until the next regular meeting). The notice for a special meeting must include the specific purpose or agenda item(s) to be addressed, and discussion at the meeting should stay focused on those noticed agenda items. Minutes of special meetings shall be recorded and approved similarly to regular meeting minutes. Special meetings are subject to the same Open Meeting Law requirements as regular meetings, including allowance for public observation and minutes availability.

Section 9.4 Notice of Meetings. Advance notice of all Board meetings shall be given in accordance with RSA 91-A and any additional Board policies. For **regular meetings**, a schedule should be posted in advance (such as an annual calendar on the School’s website), and at minimum, notice with the agenda shall be posted in at least two public places (one of which may be the School’s website) at least 24 hours (excluding Sundays and legal holidays) before the meeting, as required by RSA 91-A:2. For **special**

meetings, notice shall be posted as early as possible and at least 24 hours in advance (unless an emergency meeting is justified under RSA 91-A:2, II). In addition to public posting, the Secretary or designee shall provide notice to each Trustee by e-mail, phone, or other agreed-upon communication method, specifying the date, time, place (or login information for remote meetings), and agenda for the meeting. Individual notice to Trustees should be given at least 48 hours before regular meetings, and as far in advance as practicable for special meetings. **Emergency meetings** (meetings called on very short notice due to an immediate crisis or imperative issue) may be held without the 24-hour notice if “immediate action is deemed necessary” (per RSA 91-A:2, II), but the Board must still give notice to the extent practical and must limit business to the emergency at hand. The minutes of any emergency meeting shall clearly state the reason the meeting was deemed an emergency.

Section 9.5 Quorum and Voting. A **quorum** for conducting any business at a Board meeting shall consist of a **majority of the number of Trustees currently in office** (not simply a majority of the minimum or a fixed number, but a majority of the actual filled seats at the time). For example, if the Board currently has 9 members, a quorum is 5 Trustees. If vacancies exist such that the Board has, say, 7 of 9 positions filled, a quorum is 4 (a majority of 7). A quorum must be established at the beginning of each meeting. If a quorum is not present, the Trustees attending may adjourn the meeting to another time or conduct discussion, but no formal Board actions can be taken. Once a quorum is established, it remains in effect for the meeting unless the number of Trustees drops below the quorum (for instance, due to recusals or departures, in which case business should pause until a quorum is re-established or the meeting is adjourned).

For **voting** on any motion or resolution, the affirmative vote of a majority of Trustees **present** at a meeting at which a quorum is present shall be the act of the Board, except where a larger vote is required by law or by these Bylaws. Each Trustee has one vote, and **no proxy voting** is permitted (Trustees must be present in person or via authorized remote connection to vote). In accordance with RSA 91-A, all votes in a meeting where any member is participating remotely must be taken by **roll call**, with each Trustee’s vote recorded. The Board may adopt additional rules of order for conducting meetings, but in the absence of a controlling bylaw or policy, meetings shall be governed by general parliamentary procedure principles (such as **Robert’s Rules of Order**) in a flexible, non-adversarial manner.

Certain significant actions may require a supermajority vote as specified in these Bylaws or by statute – for example, amending the Bylaws (Article XIII), removing a Trustee (Section 6.6), or dissolving the corporation (Article XIV) have higher voting thresholds. When a higher threshold is not specified, the default is majority vote. If only a quorum (minimum number) of Trustees is present, a majority of that quorum can still decide most matters; however, the Board strives to achieve broad consensus on important decisions whenever possible.

Section 9.6 Remote Participation in Meetings. **Remote participation is permitted** to enable Trustees to take part in meetings when they cannot be physically present. A Trustee may attend and vote at a Board meeting by telephone or by electronic video or audio conferencing means, subject to the following conditions which ensure compliance with RSA 91-A:

- The remote Trustee must be able to **hear** all other participants and be **heard** by all other participants during the meeting. Ideally, video conferencing is used so that the Trustee can also see and be seen, but audio-only teleconference is acceptable if video is not available.
- The Trustee (or Chair) must **announce at the start of the meeting** the reason why in-person attendance is not reasonably practicable for that Trustee (for example, due to illness, travel, scheduling conflict, or weather). The Chair will announce which Trustees are participating remotely and confirm that all members can hear each other. This information shall be recorded in the minutes.

- At least a **quorum of the Board must be physically present** at the noticed meeting location, unless an emergency order or state law allows fully virtual meetings. (If a state of emergency is declared that allows public bodies to meet entirely remotely, the Board will follow any additional procedures required by such emergency laws or orders.)
- All parts of the meeting must be audible or otherwise discernible to the public attending the meeting. If a member is attending remotely, the Board will provide public access to the conversation (e.g., using a speakerphone or conference system at the physical location). Members of the public attending remotely (if the Board chooses to allow that) should also be able to hear the proceedings.
- **All votes** during a meeting with any remote participants shall be taken by **roll call vote**, with each Trustee asked to state their vote aloud for the minutes.
- The meeting minutes will reflect which members were in person and which were remote, and will record all votes by name.
- If at any time the remote connection fails and a remote Trustee is no longer able to participate, the meeting may continue without them (if a quorum of physically present members still exists), but any critical votes should be postponed if the remote participant was needed for a quorum or if their absence compromises the discussion. The Chair should note the disconnection on record.

By adopting these procedures, the Board makes **remote participation a standard practice** to accommodate Trustees, provided the integrity of the meeting (public access and effective communication) is maintained. The Board acknowledges that under normal circumstances, a physical quorum is expected unless an emergency permits otherwise. Trustees participating remotely are deemed present for quorum and voting, as long as the above conditions are met. The Board may further detail remote participation protocols by policy in compliance with RSA 91-A.

Section 9.7 Public Input and Attendance. All regular Board meetings are open to the public. Members of the public are welcome to attend and observe the proceedings (whether in person or via any remote access provided). The Board may provide a period for public comment during meetings, as a courtesy and to receive community input, in accordance with any guidelines (such as time limits or signup procedures) established by the Board. The Chair has the authority to maintain order and decorum during meetings and may take necessary steps to ensure the meeting is not disrupted. Non-public sessions will be handled as per RSA 91-A:3, and the Board will enter non-public session by a recorded roll call vote stating the exemption. No decisions will be made in non-public except as allowed by law, and the Board will return to public session to vote on outcomes as required.

Section 9.8 Meeting Records. The Secretary (or designee) shall keep written minutes of all Board meetings. At minimum, minutes shall include the names of Board members in attendance (in person or remotely), others participating (e.g., guests, presenters), a summary of the topics discussed, any decisions made or actions taken (motions made and seconded, who voted for/against or if unanimous), and record of roll call votes when applicable). Draft minutes shall be made available for public inspection within 5 business days of the meeting (excluding exempt details from non-public sessions that are sealed). The Board will formally approve the minutes (with any corrections) at a subsequent meeting, and once approved, the official minutes will be retained in the corporate records and posted or provided as required. The Secretary will also ensure that required public notices, agendas, and documents distributed in meetings are archived according to public record requirements. The Board acknowledges that its records (with few exceptions for confidential matters) are subject to public disclosure under Right-to-Know law.

Article X. Conflict of Interest

Section 10.1 General Duty. Trustees serve in a fiduciary capacity and must act in the best interests of the School and the public purpose it serves, above any personal interest or gain. The Board shall adopt a detailed Conflict of Interest policy consistent with RSA 7:19-a (governing conflicts in charitable trusts) and other applicable regulations. In general, no Trustee shall derive any personal profit or gain, directly or indirectly, by reason of his or her service on the Board. Trustees shall disclose to the Board any personal, familial, or business relationships that could be seen as influencing their decisions for the School. This includes any potential transaction between the School and a Trustee or their family/business, and any situation where a Trustee's loyalty might be divided.

Section 10.2 Specific Restrictions and Disclosures. No Trustee may be an employee of or have a financial interest in a for-profit entity that contracts with the School for goods or services, unless the Trustee discloses the relationship and recuses from all discussions and votes regarding that entity. In accordance with RSA 194-B:5, VII, if any Trustee also serves as an employee, agent, or board member of a for-profit contractor doing business with the School, they **must publicly disclose** that fact to the Board and **shall not participate in or attempt to influence any Board decision involving that contractor**. Any contract or transaction made in violation of this rule is voidable, and the Trustee involved may be held personally liable for any losses to the School. Furthermore, a Trustee shall not use their position to obtain School employment for themselves, family, or friends. A Trustee shall not solicit or accept gifts or favors from any person or entity that could compromise their objectivity in Board matters.

Section 10.3 Recusal and Abstention. Whenever a matter comes before the Board in which a Trustee has an actual, perceived, or potential conflict of interest, that Trustee must disclose the conflict to the Board prior to any discussion of the matter. The Trustee with the conflict shall **recuse** himself/herself by leaving the table (or leaving the call if participating remotely) during the Board's discussion and abstaining from any vote on the matter. The minutes will reflect the disclosure and recusal. If the Board is unsure whether a conflict exists, it may vote to determine if the Trustee should be recused (the interested Trustee should abstain from this vote). In cases where a Trustee's conflict is ongoing or fundamental (for example, an ongoing business relationship), the Board will evaluate whether the Trustee can continue to serve or should resign to avoid recurring conflicts.

Section 10.4 Annual Disclosure and Policy Acknowledgement. Each Trustee shall annually (typically at the Annual Meeting or at the start of each fiscal year) sign a conflict of interest disclosure statement prepared by the Governance Committee, which asks Trustees to list all organizations, businesses, or relationships that could present a conflict. Trustees shall also acknowledge in writing that they have read and understood the Board's Conflict of Interest policy and agree to comply with it. These disclosures shall be reviewed by the Governance Committee or Chair and kept on file. If a new situation arises mid-year that could pose a conflict, the Trustee must promptly update their disclosure and inform the Board.

Section 10.5 Voidability and Enforcement. Any transaction or action taken by the Board in violation of the conflict of interest rules may be voided or reconsidered for approval, in accordance with guidance from the New Hampshire Charitable Trusts Unit or Department of Education. The Board may discipline a Trustee for serious violations of the conflict of interest policy, up to and including removal from the Board (pursuant to Article VI). The intent of this Article is to assure the highest integrity in Board decisions, to maintain public trust, and to comply with **state laws governing charter school ethics**.

Article XI. Fiscal Year

The fiscal year of the School and Corporation shall begin on **July 1** of each calendar year and end on **June 30** of the following calendar year. The Board shall use this fiscal year for budgeting, accounting, financial reporting, and audit purposes. In alignment with this fiscal year, the Board shall approve an annual operating budget before each July 1, and shall ensure that any required financial reports (including annual audits and financial filings) are completed in a timely manner after June 30 each year. The fiscal

year may be changed only by amendment of these Bylaws and with any required approvals (e.g., notification to the state or authorizer if applicable).

Article XII. Indemnification and Insurance

Section 12.1 Indemnification of Trustees and Officers. To the fullest extent **permitted by New Hampshire law** (including RSA 292 and any other applicable statutes), the Corporation shall indemnify each of its Trustees and officers, as well as former Trustees and officers, against **liability** and expenses (including reasonable attorney's fees, judgments, fines, and amounts paid in settlement) actually and necessarily incurred by them in connection with any threatened, pending, or completed legal action, suit, or proceeding (civil, criminal, administrative, or investigative) to which they are or may be made a party by reason of their position with the School, **provided** that the individual acted in good faith and in a manner they reasonably believed to be in (or not opposed to) the best interests of the School, and, in the case of any criminal proceeding, had no reasonable cause to believe their conduct was unlawful. The Board shall determine, through a majority vote of disinterested Trustees or through independent legal counsel, whether the standard of conduct for indemnification has been met in each case. No indemnification shall be provided for acts or omissions adjudicated to be grossly negligent, willful or intentional misconduct, or in knowing violation of the law.

Section 12.2 Advance of Expenses. The Corporation may advance expenses (for example, attorney's fees) to a Trustee or officer in defending a claim, on condition that the individual provides a written undertaking to repay such advances if it is ultimately determined that he or she is not entitled to indemnification for those expenses. The Board must approve any advancement of expenses, finding it appropriate under the circumstances and permissible by law.

Section 12.3 Insurance. The Board shall authorize the purchase of Directors and Officers (D&O) liability insurance, as well as general liability, property, workers' compensation, and any other insurance policies needed to protect the School, the Trustees, officers, and employees from claims arising from the School's operations. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee, or agent of the School against any liability asserted against them in any such capacity, whether or not the School would have the power to indemnify them under statute. The availability of insurance coverage shall not diminish the right to indemnification stated in this Article; conversely, the right to indemnification is not affected by the existence or lack of insurance coverage.

Section 12.4 Indemnification Not Exclusive. The provisions of this Article are not exclusive of any other rights to which a Trustee or officer may be entitled under any statute, agreement, vote of the Board, or otherwise. If any part of this Article XII is found, by a court of competent jurisdiction, to be invalid or unenforceable, the remainder of this Article shall not be affected and shall remain in full force. The indemnification provided herein shall inure to the benefit of the heirs, executors, and administrators of Trustees and officers entitled to indemnification.

Article XIII. Amendments

These Bylaws may be **amended or repealed, or new Bylaws adopted, by a two-thirds (2/3) majority vote** of the Board of Trustees then in office, at any regular meeting or special meeting called for that purpose. Notice of the proposed amendment (including the text or a summary of the changes) must be given to each Trustee at least **seven (7) days** prior to the meeting at which the vote on amendment is to be taken, and such notice shall be posted publicly in accordance with RSA 91-A if the meeting is public. Amendments to the Bylaws shall become effective immediately upon approval unless otherwise stipulated by the Board or by law.

Any amendment that materially affects the School's charter (for example, changes to the governance structure required by the charter or changes requiring State Board of Education approval under RSA 194-B) shall not be implemented until any necessary charter amendment or authorizer approval is also obtained. The Board shall ensure that its Bylaws remain consistent with New Hampshire law and the

terms of the School's charter and Charter School Program (CSP) grant requirements. If a provision of these Bylaws is found to be in conflict with applicable law or the charter, the law/charter shall govern and the Bylaws should be amended to resolve the inconsistency. All Trustees shall be provided with updated copies of the Bylaws whenever they are revised.

Article XIV. Dissolution

Section 14.1 Dissolution Procedure. In the event that the School's charter is revoked, non-renewed, surrendered, or the Board otherwise determines that the School should cease operations and dissolve the corporation, the Board of Trustees shall follow the dissolution plan set forth in the School's charter and the requirements of New Hampshire law. A voluntary dissolution of the Corporation (outside of charter revocation/closure) requires a resolution adopted by at least two-thirds (2/3) of the Trustees and compliance with the procedures of RSA 292:10-a (including filing articles of dissolution with the Secretary of State). The Board shall notify the New Hampshire Department of Education and the charter authorizer (State Board of Education) of its intent to dissolve and will coordinate with them on an orderly closure process, including transitioning students to other schools and managing records.

Section 14.2 Distribution of Assets. Upon dissolution of the School and Corporation, the Board, after paying or making provision for the payment of all liabilities and obligations of the School, shall dispose of all of the remaining assets of the School exclusively for the purposes of the School or distribute them to one or more organizations organized and operated exclusively for charitable or educational purposes that qualify as exempt under Section 501(c)(3) of the Internal Revenue Code, or to an agency of the government (such as the New Hampshire Department of Education or a local school district), as needed to ensure the assets are used for the public good. In no event shall any assets be distributed to any Trustee, officer, or private individual. The charter contract or application's dissolution clause may specify the recipients of certain assets; for example, assets purchased with public grant funds may revert to the State. **If any asset disposition is not clearly provided for, then pursuant to RSA 194-B:16 any remaining asset shall revert to the school district in which the chartered public school is located** (or to the State treasury if required by law). The Board shall work with legal counsel and the Charitable Trusts Unit of the NH Attorney General's Office, as necessary, to ensure proper distribution of assets in compliance with RSA 292 and RSA 194-B. A final dissolution report, including a plan for asset distribution and final financial accounting, shall be filed with the appropriate authorities as required.

Section 14.3 Winding Up and Records. During the dissolution process, the Board is responsible for ensuring that all student records are transferred in accordance with state guidelines, all employees receive final pay and benefits due, contractors are notified, and any restricted funds are handled according to their restrictions. The Board will also arrange for a final independent audit of the School's finances if required. All corporate records of the dissolved School shall be retained or turned over to the proper authority (such as the Department of Education or another custodian) as directed. The Board shall cooperate with any state oversight to complete the closure.

Adopted by the Board of Trustees on _____ (Date).

(Signatures of Board Secretary or Chair, if required for corporate records)

Appendix J – Annotated Bibliography

This appendix presents key research and policy sources that inform the design of the Montessori Academy for Entrepreneurs (MAE). Entries are grouped by theme and formatted in APA style, followed by a brief annotation describing major findings and the relevance to MAE's educational model (Montessori pedagogy, small class sizes, project-based and entrepreneurial learning, competency-based progression, and the strategic use of technology and AI).

Montessori Education & Whole Child Learning

Lillard, A. S., & Else-Quest, N. (2006). Evaluating Montessori education. *Science*, 313(5795), 1893–1894. <https://doi.org/10.1126/science.1132362>

This lottery-based study compared children randomly assigned to a public Montessori school with peers in other programs. Montessori students demonstrated higher academic achievement and social skills, with especially strong effects for low-income children. The findings support MAE's emphasis on high-fidelity public Montessori implementation as an equity strategy.

Lillard, A. S., Heise, M. J., Richey, E. M., Tong, X., Hart, A., & Bray, P. M. (2017). Montessori preschool elevates and equalizes child outcomes: A longitudinal study. *Frontiers in Psychology*, 8, 1783. <https://doi.org/10.3389/fpsyg.2017.01783>

Following children from preschool into elementary grades, this longitudinal study found that children attending high-fidelity Montessori programs showed stronger academic, social, and executive-function outcomes than peers, with reduced income-based gaps. The results justify MAE's investment in trained Montessori guides, prepared environments, and multi-year continuity for students.

Lillard, A. S. (2017). *Montessori: The science behind the genius* (3rd ed.). Oxford University Press.

This book synthesizes decades of research on Montessori methods, highlighting how features such as self-directed work, carefully sequenced materials, mixed-age groupings, and embedded executive-function practice align with contemporary cognitive science. MAE draws on this research base in structuring elementary and secondary learning environments.

Marshall, C. (2017). Montessori education: A review of the evidence base. *npj Science of Learning*, 2(1), 11. <https://doi.org/10.1038/s41539-017-0012-7>

Marshall reviews empirical evaluations of Montessori programs and related design elements (e.g., hands-on materials, phonics-based literacy, uninterrupted work periods). The review concludes that well-implemented Montessori programs can foster both academic and socio-emotional gains, reinforcing MAE's focus on fidelity to core Montessori principles.

Class Size, Personalization, and Equity

Krueger, A. B. (1999). Experimental estimates of education production functions. *Quarterly Journal of Economics*, 114(2), 497–532. <https://doi.org/10.1162/003355399556052>

Using data from Tennessee’s Project STAR class-size experiment, Krueger finds that students in small classes (13–17 students) gained roughly four percentile points in the first year, with cumulative benefits over time and especially large effects for low-income and Black students. These findings support MAE’s commitment to small classes as a core equity and effectiveness strategy.

Finn, J. D., & Achilles, C. M. (1999). Tennessee’s class size study: Findings, implications, and misconceptions. *Educational Evaluation and Policy Analysis*, 21(2), 97–109.

Finn and Achilles synthesize evidence from Project STAR, emphasizing that sustained small classes in early grades produce lasting gains in achievement, behavior, and graduation rates. Their analysis informs MAE’s design choice to keep ratios low in the lower grades and to maintain strong advisory structures as students move into secondary school.

Project- and Problem-Based Learning (PBL) and Deeper Learning

Thomas, J. W. (2000). A review of research on project-based learning. Autodesk Foundation.

Thomas reviews empirical and quasi-experimental studies of project-based learning and identifies conditions under which PBL improves content mastery, problem-solving, and motivation. His synthesis supports MAE’s use of long-term, interdisciplinary projects and exhibitions as vehicles for rigorous standards-aligned learning.

Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. *Interdisciplinary Journal of Problem-Based Learning*, 3(1), 44–58. <https://doi.org/10.7771/1541-5015.1046>

Drawing on multiple meta-analyses, this paper finds that PBL tends to outperform traditional instruction on long-term retention, skill development, and satisfaction, even when short-term factual recall is similar or lower. These findings support MAE’s emphasis on entrepreneurial projects and real-world problem solving over rote coverage.

Merritt, J., Lee, M. Y., Rillero, P., & Kinach, B. M. (2017). Problem-based learning in K–8 mathematics and science education: A literature review. *Interdisciplinary Journal of Problem-Based Learning*, 11(2), Article 3. <https://doi.org/10.7771/1541-5015.167>

This systematic review of experimental PBL studies in K–8 math and science classrooms finds positive effects on knowledge retention, conceptual understanding, and attitudes toward STEM. The review highlights the importance of well-structured problems and teacher facilitation, both of which are core features of MAE’s STEM and maker-centered work.

Entrepreneurship Education and Career Readiness

Lackéus, M. (2015). Entrepreneurship in education: What, why, when, how. OECD Local Economic and Employment Development (LEED) Papers, 2015/06. <https://doi.org/10.1787/cccac96a-en>

This OECD paper argues that entrepreneurship education can simultaneously support economic

outcomes and student engagement, particularly when it emphasizes value creation, real clients, and iterative experimentation. MAE's entrepreneurship strand—student-run ventures, community problem solving, and real audiences—draws directly on these design principles.

Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>

Reviewing 159 empirical studies, this paper concludes that well-designed entrepreneurship education can increase students' entrepreneurial intentions, attitudes, perceived behavioral control, and in some cases venture creation. It underscores the importance of experiential, project-based pedagogy—an approach mirrored in MAE's middle and high school incubator model.

Martin, B. C., McNally, J. J., & Kay, M. J. (2013). Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes. *Journal of Business Venturing*, 28(2), 211–224. <https://doi.org/10.1016/j.jbusvent.2012.03.002>

This meta-analysis finds that entrepreneurship education has positive average effects on knowledge, skills, and entrepreneurial intentions, with stronger outcomes for programs that integrate active, hands-on learning. The findings inform MAE's focus on authentic venture projects, mentorship, and reflection rather than purely didactic business courses.

Martínez-Gregorio, S., Badenes-Ribera, L., & Oliver, A. (2021). Effect of entrepreneurship education on entrepreneurship intention and related outcomes: A meta-analysis. *International Journal of Management Education*, 19(3), 100545. <https://doi.org/10.1016/j.ijme.2021.100545>

Across a large set of studies, this meta-analysis shows that entrepreneurship education modestly but reliably increases entrepreneurial intentions, attitudes, and self-efficacy. The moderating analyses suggest that learning designs which emphasize autonomy, creativity, and real-world problem solving—features built into MAE's program—yield stronger effects.

Competency-Based and Mastery-Based Learning

Levine, E., & Patrick, S. (2019). What is competency-based education? An updated definition. Aurora Institute.

This definition paper articulates seven core elements of K–12 competency-based education, including students progressing on demonstrated mastery, strong student agency, and embedded equity strategies. MAE's competency-based progression, performance tasks, and flexible pathways are aligned with this national field consensus.

Technology, Artificial Intelligence, and Personalized Learning

Kulik, J. A., & Fletcher, J. D. (2016). Effectiveness of intelligent tutoring systems: A meta-analytic review. *Review of Educational Research*, 86(1), 42–78. <https://doi.org/10.3102/0034654315581420>

Synthesizing 50 controlled evaluations, this meta-analysis finds that intelligent tutoring systems produce average learning gains of roughly two-thirds of a standard deviation over conventional instruction, particularly when tightly aligned to course objectives. These findings support MAE's careful use of adaptive tools and analytics to supplement, not replace, human-guided Montessori and project-based learning.

Ma, W., Adesope, O. O., Nesbit, J. C., & Liu, Q. (2014). Intelligent tutoring systems and learning outcomes: A meta-analysis. *Journal of Educational Psychology*, 106(4), 901–918.
<https://doi.org/10.1037/a0037123>

This meta-analysis reports moderate positive effects of intelligent tutoring systems across subjects and age ranges, with ITS outperforming many other forms of computer-assisted instruction. The study reinforces MAE's plan to use evidence-based digital tools for targeted practice in literacy and math within a broader human-centered model.

Miao, F., Holmes, W., Huang, R., & Zhang, H. (2021). AI and education: Guidance for policy-makers. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000376709>

UNESCO's guidance outlines opportunities and risks of AI in education, emphasizing equity, transparency, and human-centered pedagogy. The report informs MAE's commitment to using AI tools ethically—supporting personalization, feedback, and data-informed decision-making while protecting student privacy and avoiding algorithmic bias.

General Evidence on Effective Instruction and School Design

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Hattie's synthesis of over 800 meta-analyses highlights high-impact practices such as clear learning intentions, formative assessment, timely feedback, and strong teacher–student relationships. These principles underpin MAE's design, including small classes, extended advisory, frequent formative checks for understanding, and visible learning targets.

Montessori Academy for Entrepreneurs Community Handbook 2027–2028

Find your direction.

410 Amherst Street, Suite 150
Nashua, NH 03063
603-316-6444

INTRODUCTION

Vision, Mission & Values

MAE exists to scale education down to the student so students can scale themselves up to their futures.

Montessori Academy for Entrepreneurs (MAE) is a tuition-free New Hampshire chartered public school serving students in Grades 1 through 12. MAE combines Montessori principles in the elementary years with entrepreneurial, project-based learning in the secondary years, all within a human-centered approach to technology and school design. This Community Handbook is MAE's student- and family-facing handbook. It is paired with an Employee Handbook for staff and with Board policies that govern where a more formal policy statement is required.

Our vision is of a future in which our graduates possess the confidence, skills, and practical tools to launch ventures, pursue their passions, and contribute meaningfully to their communities.

Our mission is to empower students to become ethical leaders, independent thinkers, and resilient problem-solvers in the world they will inherit.

Our values are Caritas - Veritas - Actio.

Lead with Care (Caristas) for one another and for the communities we serve.

Seek Truth (Veristas) through inquiry, evidence, reflection, and intellectual humility.

Take Action (Actio) by creating, serving, and making other positive contributions to the community.

Our vision, mission, and core values are not decorative. They shape how we design classrooms, how we respond to conflict, how we use technology, and how we partner with families.

MAE Beliefs

MAE is built on a small set of convictions that guide both daily practice and long-range school design.

- We believe education is a creative task, and students are not passive recipients of learning but essential creators within it.
- We believe curiosity, independence, and responsibility can be taught together. Freedom without structure is not the goal; meaningful autonomy within clear expectations is.
- We believe learning is both collaborative and deeply personal. Students do not all learn at the same pace or in the same way, and good schools make room for that reality.
- We believe failure is often necessary, always temporary, and frequently instructive. At MAE, mistakes are treated as opportunities for revision, reflection, and growth.
- We believe families are co-educators. Strong student outcomes depend on strong school-home relationships rooted in honesty, consistency, and mutual respect.
- We believe technology should amplify human judgment and creativity rather than replace them. Our AI-forward stance exists because we are human-centered, not in spite of it.

Strategic Model

MAE is intentionally organized around four developmental units. This structure reflects the school's belief that learning should be both developmentally appropriate and future-facing. The school's elementary years emphasize prepared environments, long work cycles, hands-on materials, and foundational academic mastery. The middle and high school years build from that foundation through discussion, project work, public performance, advising, entrepreneurial thinking, and postsecondary pathways.

Unit Level	Grade Levels	Primary Focus	Distinctive Features
Montesori 1	1-3	Foundational literacy, numeracy, curiosity, and independence	Prepared environment, extended work cycles, hands-on materials, teacher observation
Montesori 2	4-6	Advanced elementary mastery and growing autonomy	Multi-age learning, explicit core instruction, applied learning, low-screen environment
MAE Middle	7-9	Core academics, entrepreneurship, and advisory	Longer blocks, venture studios, public exhibitions, student teams, increasing responsibility
MAE High	10-12	Pathways, dual enrollment, ELOs, capstone	College-ready, career-ready, and entrepreneurial graduation pathways

At every level, MAE aims to give students meaningful autonomy within clear structures. We believe children learn best when they can connect academic work to authentic problems, real audiences, and concrete outcomes. MAE's technology philosophy is equally deliberate. In the elementary years, technology is primarily adult-facing and used to support observation, documentation, accessibility, and communication. In the secondary years, students gradually learn to use approved digital tools, including certain AI supports, as thought partners, tutors, and productivity tools under explicit adult guidance and with strong ethical guardrails.

Policy and Practices

This handbook provides the core expectations, practices, and procedures for students and families in the MAE community. It should be read together with Board policies, annual calendars, the Program of Studies, technology agreements, and any grade-band-specific guidance published by the school. This handbook is reviewed annually and may be revised by the Board of Trustees or school leadership as law, operations, or school practice evolve. Where this handbook summarizes a Board policy, the formal Board policy governs.

Enrollment in MAE indicates that families have received this handbook and agree to support its expectations in partnership with the school. MAE is committed to transparency, accessibility, and plain-language communication. Families are encouraged to ask questions whenever a school practice, process, or policy is unclear.

ACADEMICS

Academic Program at MAE

The academic program at MAE is intentionally structured. In Grades 1 through 6, students learn in Montessori-rooted, multi-age environments that combine prepared materials, explicit instruction, and extended work cycles. In Grades 7 through 12, students complete standards-aligned academic coursework while increasingly engaging in public exhibitions, venture work, advisory, internships, extended learning opportunities, and, when appropriate, dual enrollment. Families should expect a school that is both rigorous and flexible: rigorous in academic expectations, and flexible in pacing, supports, and the ways students demonstrate what they know.

Montessori 1 & 2

In Grades 1 through 6, students learn in two multi-age Montessori groupings: Montessori 1 (generally Grades 1-3) and Montessori 2 (generally Grades 4-6). Classrooms are designed as calm, orderly, material-rich environments that support concentration, independence, movement, collaboration, and purposeful choice. Elementary students receive explicit literacy and mathematics instruction aligned to New Hampshire standards and the science of reading, while science, social studies, nature study, and applied learning often occur through integrated projects and field-based inquiry. Families should expect a predominantly hands-on learning environment that treats curiosity as a strength rather than a distraction. Students are expected to build habits of grace and courtesy, organization, reflection, and responsibility. Technology in the elementary grades remains limited, purposeful, and mostly adult-facing. Screens do not drive the day; relationships, materials, and focused work do.

- Prepared environments with Montessori materials and space for whole-group, small-group, and individual work
- Extended work cycles that allow students to stay with meaningful academic tasks rather than constantly switching contexts
- Explicit literacy and mathematics instruction aligned to New Hampshire standards and the science of reading
- Integrated science, social studies, nature study, and applied learning experiences
- Limited, purposeful student-facing technology; primary technology use in Grades 1-6 is mostly adult-facing and support-oriented

Competency & Progress Reporting

MAE uses competency-aligned progress reporting rather than relying only on traditional averages or a single test score. Families should expect both narrative feedback and standards- or competency-aligned reporting. The school uses a 0–4 performance scale to communicate where a student is relative to the level of proficiency expected for the course or learning target.

Score	Meaning at MAE	Approximate Analog
4	Clearly exceeds most or all competency standards, both independently and consistently.	A+
3.5–3	Meets all, or nearly all, competency standards and is on track for success at the next level.	A/B
2.5–2	Approaching or meeting proficiency. A score of 2 is the minimum level treated as proficient for credit-awarding purposes in the high school years.	C
1	More practice, intervention, or revision is needed.	Not yet proficient; below passing
0	Insufficient evidence has been provided at the expected level.	Incomplete evidence

At MAE, proficiency matters more than speed. Students do not all arrive at mastery at the same time, and the school’s reporting system is designed to show growth without disguising whether a student is actually ready for the next level of work.

Promotion & Transition

Because MAE uses multi-age developmental groupings rather than a conventional one-grade-per-classroom model, advancement is more flexible and less high-stakes in most years, while still allowing the school to identify students by grade for assessment and reporting purposes.

Promotion decisions consider classroom performance, competency evidence, teacher observation, benchmark data, attendance, and student readiness for the next phase of work. Students who consistently earn level 4 scores considered for early promotion after all data including substantial guardian input has been reviewed. Early promotion decisions for advanced students remains the final purview of the parent/guardian.

Transition years receive extra attention: Grade 3 to Grade 4, Grade 6 to Grade 7, and Grade 9 to Grade 10 are especially important checkpoints. If a student needs additional support, MAE will work with the family to develop a plan that may include intervention, targeted reinforcement, summer work, schedule adjustment, or a revised pacing plan.

MAE Middle

Grades 7 through 9 make up MAE Middle. Students receive direct instruction in English language arts, mathematics, science, and social studies, while also participating in interdisciplinary entrepreneurial work that gives academic learning an applied context. Advisory becomes a formal structure in these years and supports academic monitoring, executive functioning, attendance, belonging, and family communication.

- Longer instructional blocks that allow students to think, discuss, revise, and create
- Venture studios and project blocks where students identify problems, design solutions, and present work publicly

- Socratic and discussion-based learning that develops argument, ethics, reflection, and civic reasoning
- Explicit instruction in responsibility, self-management, collaboration, and digital citizenship

MAE Middle is where many students first experience the school's entrepreneurial strand in a public way. We want students to see that ideas can become plans, plans can become work, and work can become contribution. Families should expect increasing accountability as students move through these years, but always within a structure of close advising and support.

MAE High School

MAE High includes Grades 10 through 12 and is designed to keep doors open rather than close them. Students pursue individualized programs that may include in-house seminars, dual enrollment, internships, service learning, extended learning opportunities (ELOs), entrepreneurial ventures, and pathway-specific capstone work. MAE will award a regular high school diploma to students who complete at least 20 credits and demonstrate competency in required areas consistent with New Hampshire law and MAE's Program of Studies.

Graduation pathways are designed around three broad destinations: College-Ready, Career-Ready, and Entrepreneurial. All MAE graduates complete a capstone project and public defense. High school credit is awarded only for proficient work as defined by MAE's competency model, and families should expect annual transcript review, pathway planning, and postsecondary advising.

Graduation Requirement Snapshot	Credits
Arts education	0.5
Digital literacy	0.5
English (including writing)	3.5
Mathematics	3.0
Science	2.0
History / government / civics / economics / geography	4.0
Health & wellness / PE	1.5
Electives and pathway credits	5.0

Families should read this handbook together with the MAE Program of Studies for full course, credit, and graduation details.

Extended Learning, Pathways & Workload

MAE believes students should have opportunities to learn both inside and beyond the building. Depending on grade band and readiness, students may engage in approved independent study, arts or athletic placements, internships, service learning, college coursework, career exploration, or other extended learning opportunities.

Students are expected to be prepared and to engage as active participants in their learning each day. Teachers may assign work that requires time and engagement beyond scheduled class periods. The purpose of this work is to help students practice, prepare, revise, and deepen learning rather than

simply accumulate points. If a family finds the academic workload unmanageable over a significant period of time, they should reach out promptly so the school can help adjust supports, routines, or expectations as needed.

Academic honesty matters at MAE. Students are expected to submit honest work of their own and to use outside help, sources, and digital tools—including artificial intelligence tools—only as authorized by the teacher or supervising adult. Academic dishonesty, plagiarism, falsification, unauthorized collaboration, or misrepresentation of AI-generated work may result in reassessment, loss of credit, disciplinary consequences, or both.

Students with Disabilities & Student Support

MAE is fully committed to ensuring that students with disabilities receive a free appropriate public education in the least restrictive environment. As a New Hampshire chartered public school, MAE will cooperate fully with each student's resident district in the provision of special education and related services, while MAE itself is responsible for Section 504 accommodations and school-based implementation supports.

MAE will participate in IEP meetings, provide relevant student data, and collaborate with resident districts on service delivery and transportation when required by an IEP. Section 504 referrals, plans, and implementation are coordinated by MAE. Students who are educationally disadvantaged, multilingual, homeless, foster-involved, migrant, refugee, or otherwise at risk will be supported through individualized planning, MTSS, advisory, and family partnership.

COMMUNICATION

Philosophy of Communication

MAE views families as co-educators, not consumers. Good school communication is regular, accessible, respectful, and two-way. When questions arise, the school encourages families to begin with the adult closest to the situation whenever possible, while also making it easy to elevate questions when additional support is needed.

- Multi-modal communication through email, phone, text, printed materials when needed, and the family portal
- Plain-language explanations of school practices, including Montessori methods, entrepreneurial learning, student supports, and technology use
- Multilingual and interpretation support when feasible
- Regular opportunities for feedback through surveys, family meetings, advisory communication, and public forums

Enrollment & Lottery

MAE is an open-enrollment public charter school. Admission is open to New Hampshire residents in the grades served by the school. Consistent with RSA 194-B:2 and RSA 194-B:9, MAE does not charge application fees or tuition and does not use interviews, essays, entrance exams, prior academic records, disability status, English proficiency, discipline history, or parent volunteer commitments as conditions of admission. The school publishes its application timeline, eligibility rules, and lottery procedures

before each enrollment season. If applications exceed available seats, MAE conducts a public random lottery in accordance with law and any Board-approved preferences then in effect.

Information sessions, open houses, tours, and Q&A events are open to all families and are purely informational. Participation in an event does not influence enrollment decisions.

Family Council and Community Voice

Student voice and family voice are part of MAE's design, not an afterthought. The school will use classroom meetings, advisory structures, exhibitions, community forums, and a family advisory process to gather input on school life and school improvement. MAE anticipates maintaining a family-facing advisory structure, whether titled Family Council, Community Senate, or another similar name, to support ongoing dialogue between families and school leadership.

Students may help review portions of the handbook and school routines in age-appropriate ways. Families may be invited to forums, listening sessions, surveys, and strategic feedback cycles. The Board of Trustees posts agendas and minutes publicly as required by New Hampshire's Right-to-Know Law (RSA 91-A).

Conferences, Exhibitions & Advising

MAE will schedule conferences at least twice each year, and families may request additional conferences whenever questions or concerns arise. The school favors student-led and student-involved conferences whenever appropriate, especially in the middle and high school years, because reflection and ownership are central to the MAE model. Families may also be invited to exhibitions, capstone defenses, pitch events, and public showcases of student work.

Each student also belongs to an advisory or mentoring structure through which a consistent adult helps monitor growth, goals, and communication. Families should expect to hear from advisors not only when something is wrong, but also when a pattern of growth, concern, or celebration deserves attention.

Student Records & Family Portal

MAE will maintain a secure, FERPA-compliant student information system (SIS) that supports attendance, records, progress reporting, interventions, and family access. Families will receive log-in information and instructions for the family portal after enrollment. Parents, guardians, and eligible students may request access to student records as permitted by law.

The school uses role-based access, data-retention practices, encryption, and vendor agreements to safeguard student information. Student records are transferred, maintained, or destroyed in accordance with law and Board policy. In the event the school ever closes, records will be transferred in accordance with applicable law and state requirements.

Emergency Communications

In emergencies or time-sensitive situations, MAE will use a multi-channel notification system that may include email, text message, phone call, website updates, and portal announcements. It is essential that families keep their contact information current at all times. Emergency notices may address weather

closures, delayed openings, safety alerts, transportation changes, or urgent school updates. The school will communicate as early as practical and will follow the Emergency Operations Plan for crisis-response messaging.

Questions, Concerns & Grievances

Most school concerns can and should be resolved at the lowest responsible level. MAE therefore encourages families and students to begin with the staff member, advisor, or teacher most directly connected to the situation whenever appropriate. If a concern is not resolved informally, a written complaint may be directed to the Head of School. The school will acknowledge and respond within reasonable timelines consistent with the grievance policy.

If a family is not satisfied with the result of a school-level response, a written appeal may be submitted to the Board Chair or Board designee. MAE prohibits retaliation against any person who raises a concern in good faith. Concerns involving Section 504, Title IX, IDEA, suspected abuse or neglect, or possible criminal conduct will also be handled consistent with the specialized legal procedures that govern those matters.

SCHOOL SCHEDULE AND ATTENDANCE

School Day

MAE's school day differs slightly between the elementary and secondary units in order to respect developmental needs and instructional design. Daily schedules may be adjusted modestly from year to year, but the core design principles remain the same: long work cycles for elementary students, advisory and longer blocks for secondary students, and regular movement, reflection, and applied learning for all.

Elementary daily schedule (Grades 1–6)

Time	Activity	Instructional	Minutes
7:30–8:00	Arrival and settling	No	30
8:00–10:35	Montessori work cycle 1	Yes	155
10:35–10:55	Community circle / grace and courtesy	Yes	20
10:55–11:40	Lunch and recess	No	45
11:40–12:55	Work cycle 2 – humanities and science	Yes	75
12:55–1:25	Specials (art / music / PE)	Yes	30
1:25–2:30	Applied learning / project block	Yes	65

2:30–2:45	Dismissal	No	15
-----------	-----------	----	----

Secondary daily schedule (Grades 7–12)

Time	Activity	Instructional	Minutes
7:45–8:15	Arrival and settling	No	30
8:15–8:45	Advisory (Socratic / SEL / executive function)	Yes	30
8:45–10:05	Block A	Yes	80
10:08–11:28	Block B	Yes	80
11:28–12:14	Lunch	No	46
12:17–1:37	Block C	Yes	80
1:40–3:00	Block D	Yes	80

School Calendar

MAE will publish an annual school calendar before the start of each school year. The calendar will include student instructional days, holidays and breaks, family conference dates, professional development days, and weather make-up procedures. The calendar will comply with New Hampshire instructional-hour requirements, including Ed 306.15, which requires at least 945 instructional hours in Grades 1–6 and at least 990 instructional hours in Grades 7–12. Lunch and passing time are not counted as instructional time, while advisory may count in the secondary grades as allowed by rule.

Attendance Expectations

Attendance matters at MAE because learning is relational and cumulative. Students are expected to arrive on time, attend all required parts of their academic program, and remain engaged in both on-campus and school-approved off-site learning. Families should notify the school as early as possible when a student will be absent, late, or dismissed early. Absences may be excused for illness, medical appointments, family emergency, religious observance, college visits, required outside programming, homelessness-related disruption, or other reasons approved by the school.

Students are expected to complete missed work within a reasonable timeline determined by the teacher or advisor. MAE will not penalize a student for missing a class or required event because of a school scheduling conflict created by the school or by an approved school placement, consistent with Ed 306.04. The school will monitor attendance patterns and may initiate support meetings when attendance begins to affect learning, belonging, or promotion. Students absent from the school day may not participate in after-school events that day unless the absence is approved for a qualifying reason.

Delayed Openings and School Closings

If weather or other circumstances require a delayed opening, early dismissal, or school closure, MAE will communicate the schedule change as early as possible through its emergency communication

system. When feasible and permitted by law, the school may use a delayed-opening or remote-learning approach that reduces disruption to core instruction. Families should avoid relying on a single communication channel during severe weather or emergency situations. Students enrolled in partner-college or external programs should follow MAE guidance about how those commitments are handled during altered schedules.

TRANSPORTATION

Transportation at MAE

MAE recognizes that transportation is not an add-on; it is often the precondition to equitable access. Consistent with RSA 194-B:2, V, resident pupils of the district in which MAE is physically located will receive transportation on the same terms and conditions as pupils attending non-chartered public schools in that district and using the same regular bus schedules and routes. For nonresident pupils, MAE will make reasonable provision from the school's own resources to reduce transportation barriers, particularly for educationally disadvantaged students for whom transportation would otherwise limit access or attendance.

Depending on year, resources, and final route design, MAE may use a combination of family transportation, coordinated carpools, centralized pick-up/drop-off locations, optional shared-service agreements with LEAs, and school-owned regional shuttle or van service. Transportation supports are prioritized first for students whose attendance would otherwise be jeopardized by geography, disability-related need, homelessness, or family circumstance.

Driving to School

MAE's working opening site is 410 Amherst Street, Suite 150, Nashua, NH 03063. High school students who are legally licensed and have family permission on file may request permission to drive to school and to approved school-related off-site placements. Student drivers must follow campus traffic directions, park only in approved locations, and understand that the privilege to drive may be suspended for safety reasons.

Arrival and Dismissal

Arrival and dismissal procedures are designed around student safety, traffic flow, and the practical layout of the school site. Families should follow the current year's posted traffic map and any staff directions at all times. If the school opens at a different site in the future, MAE will publish updated site-specific procedures before the start of school.

- Use designated traffic patterns and drop-off / pick-up points only.
- Do not pass stopped vehicles in the active drop-off lane unless directed by staff.
- Students should exit promptly and safely once the vehicle is stopped in an approved area.
- Families who need extended conversation or assistance should park in an approved space rather than stop in the traffic lane.
- Students should report to designated dismissal areas and wait for family pick-up, bus loading, or approved independent departure.

SCHOOL SERVICES & RESOURCES

Food Services

MAE will make at least one meal available during school hours to every student under its jurisdiction, consistent with RSA 189:11-a and Ed 306.10. The exact meal-service model may vary during start-up years and may include catered meals, school-arranged bagged meals, or another approved service model published annually before the start of school. Families may also send food from home when consistent with classroom safety, allergy procedures, and school rules.

Students who qualify under federal income guidelines will be provided meals without cost or at a reduced cost as required by law. Families should communicate food allergies and medically necessary dietary restrictions during enrollment and whenever they change. MAE will work to ensure that no student goes through the school day without food and will maintain adequate time for students to consume meals.

Guidance, Advisory & Counseling

MAE builds academic, social, and emotional support into the structure of the school itself. Advisory is a central support system, not an add-on. Each student has an anchor adult who helps monitor progress, support goal-setting, maintain family communication, and coordinate interventions when needed. Elementary support emphasizes belonging, independence, routines, and family partnership. Secondary support includes advisory, pathway planning, transcript review, postsecondary transition support, and coordination of outside opportunities. When a student needs more intensive support, MAE will coordinate with resident districts, outside providers, and family partners as appropriate and legally permitted.

Health Services & Medications

The health and safety of students are prerequisites for learning. Families must provide current health, emergency, and immunization records, or valid exemptions, as required by law. MAE will maintain emergency response procedures, basic first-aid readiness, and medication protocols consistent with law and school policy. The school will provide qualified personnel to carry out appropriate school health-related activities and will ensure that at least one adult with current first-aid and CPR certification is available whenever a nurse or licensed practical nurse is not present.

Prescription and over-the-counter medications must be provided and administered in accordance with school procedures unless a student's medical plan authorizes approved self-carry items such as inhalers, epinephrine, or diabetes supplies. Students who are exempt from required immunizations may be excluded during a communicable-disease outbreak when required by law. Families must update the school promptly regarding emergency contacts, health conditions, and changes in medication or care instructions.

Media and Information Services

MAE's media and information resources are designed to support reading, inquiry, research, and thoughtful use of technology. The school will maintain a lending collection of books and materials, classroom reference resources, shared devices as needed, and staff support for research and information literacy. Students are expected to care for books, devices, and shared materials

responsibly. Families may be charged for lost or damaged materials when replacement is necessary. Media and information services at MAE include both traditional literacy resources and digital-learning supports aligned to the school's responsible-use expectations.

COMMUNITY STANDARDS OF CONDUCT

The Two Rights

MAE's conduct expectations can be reduced to two fundamental rights that belong to every community member:

1. Everyone has the right to be safe and secure in their person and property.
2. Everyone has the right to freely access their education.

These rights are consistent with MAE's values of Caritas, Veritas, and Actio. Care requires safety. Truth requires honesty. Action requires a community where people can learn and work without intimidation or disorder.

Responsibilities from Rights

Because every student holds these two rights, every member of the MAE community carries parallel responsibilities. Students, staff, visitors, and volunteers may not physically, verbally, digitally, or socially violate the safety of another person or intentionally disrupt another student's access to learning.

- Students are expected to treat peers, staff, and visitors with dignity and respect.
- Students are expected to follow classroom routines, safety directions, and adult instructions.
- Students are expected to speak honestly, repair harm when they cause it, and participate in restorative processes when required.
- Students participating in school-approved off-site learning represent MAE and are expected to follow both school rules and host-site expectations.

Safety, Privacy & Visitors

The safety of students is MAE's first operational responsibility. Students and families should expect clear routines for arrival, dismissal, movement, supervision, visitors, emergency drills, and response procedures. Students must follow all safety directions promptly, including directions related to fire drills, lockdowns, medical emergencies, laboratories, tools, transportation, and off-site learning placements.

Student privacy matters at MAE. Families should expect the school to protect personally identifiable information, maintain secure records, and use approved systems and tools for student communication and data management. Students are likewise expected to respect the privacy and dignity of others. No student may photograph, record, post, or distribute another student's image, voice, or private information in violation of school expectations or applicable law. Students must not access, share, or misuse confidential school records, passwords, or another person's digital account. Any classroom capture or AI-supported documentation practice requiring family consent will be handled with explicit notice and consent procedures.

All visitors must follow school visitor procedures. Visitors may be required to sign in, present identification, wear a visitor badge, remain in approved areas, and follow staff directions. Families are welcome partners at MAE, but instructional continuity and student safety require that visits be planned and structured.

Background Checks for Staff and Volunteers

MAE conducts criminal-history and related background checks for employees and for covered volunteers, student teachers, and contractors whose work places them directly with students, consistent with RSA 189:13-a and school policy. The school also provides required training related to abuse prevention, harassment, warning signs, and mandatory reporting.

Mandatory Reporting of Child Abuse and Neglect

MAE staff are mandatory reporters under New Hampshire law. Suspected abuse or neglect must be reported as required by RSA 169-C:29–31. Nothing in school procedure, family preference, or internal investigation may delay a legally required report. The school will cooperate with lawful investigations and take necessary action to protect students.

Bullying, Harassment & Retaliation

MAE prohibits bullying, cyberbullying, harassment, retaliation, intimidation, and discriminatory conduct. Students are protected regardless of status under law. Reports may be made to any staff member, who must forward them appropriately. The school will investigate promptly, communicate with affected families consistent with privacy requirements, and respond through safety planning, restorative action where appropriate, discipline when warranted, and strategies designed to reduce the likelihood of recurrence. MAE's Board-adopted bullying policy aligns with RSA 193-F and related rules.

General Standards of Conduct and Dress

MAE does not intend to govern every student choice by rule. Instead, the school sets a high bar for judgment, honesty, and community-minded behavior. Conduct that threatens safety, undermines dignity, damages property, involves harassment or bullying, or substantially interferes with learning may result in restorative consequences, disciplinary action, or both.

Dress and appearance must be consistent with a safe, non-disruptive learning environment. The school does not maintain a uniform, but clothing or symbols that promote violence, substances, obscenity, harassment, or discriminatory hostility are prohibited. Footwear and attire must also be appropriate for movement, outdoor learning, labs, makerspace activity, and general safety.

Restorative Discipline, Suspension & Expulsion

MAE's philosophy of discipline is grounded in dignity, developmental appropriateness, restorative practice, and clear adult responsibility. The school seeks to resolve most behavior concerns through prevention, relationship, reflection, restitution, and skill-building rather than exclusion alone. When formal discipline is necessary, MAE will provide age-appropriate due process and clear communication to students and families.

Tier	Typical Behaviors	Common Responses
1	Isolated classroom disruption, mild disrespect, off-task behavior, minor misuse of technology	Redirection, reflection, restorative conversation, family contact, teacher-managed consequence
2	Repeated disruption, more serious disrespect, conflict escalation, repeated misuse after intervention	Administrator conference, behavior plan, temporary loss of privilege with adequate due process, re-entry meeting, targeted support
3	Violence, bullying/harassment, serious threats, theft/vandalism, substance violations, major safety concerns	Formal investigation, formal due process, suspension, safety plan, re-entry conditions, possible expulsion proceedings

Under RSA 193:13, the Head of School or designee may suspend a student for up to 10 consecutive school days for qualifying conduct. Longer suspensions or expulsions require additional process, including written notice, an opportunity to be heard, and appeal rights. Students suspended from school will be provided educational assignments during the suspension period, and alternative educational services will be provided whenever required by law. Students with disabilities receive any additional procedural protections required by IDEA, Section 504, and state law. The school will not use informal removal practices to evade legal protections or due process.

TECHNOLOGY

Responsible Use

Technology at MAE is a tool, not a governing philosophy. Students are expected to use school and personal technology in ways that support learning, protect privacy, respect others, and reflect sound judgment. All students must follow school rules, teacher directions, and any approved-use agreements when using digital devices, networks, platforms, and accounts.

- Use technology for educational purposes and within the scope permitted by the teacher, advisor, or school.
- Protect passwords, accounts, devices, and personally identifiable information.
- Do not use school technology to bully, harass, cheat, threaten, or access prohibited material.
- Students may lose technology privileges when they misuse school systems or personal devices at school.

Personal Devices

MAE recognizes that students and families may rely on personal devices for communication, organization, transportation, and approved academic uses. At the same time, unmanaged device use

can undermine concentration, privacy, and the social life of the classroom. Teachers and school leaders may set device rules by grade band, classroom, and context.

Elementary classrooms are expected to remain predominantly low-screen and adult-guided. In middle and high school, personal devices may be permitted, restricted, or collected depending on the learning task and the judgment of staff. Students may not record others or use devices in private or sensitive settings.

AI at MAE

MAE will use artificial intelligence in ways that are educationally purposeful, developmentally appropriate, transparent, privacy-conscious, and subordinate to human judgment. AI may support planning, translation, accessibility, feedback, tutoring, project management, and data organization, but it will not replace teachers, advisors, authentic assessment, or original student thinking. No high-stakes decision about a student may be made by AI alone; human educators remain responsible for interpretation and judgment.

Unit	Grades	AI Support ¹¹			
		Passive ¹²	Active ¹³	Agentic ¹⁴	Rationale
M1	1-3	Y	X	X	Students engage in their intrinsic curiosity and develop their unique creative expressions. AI tools at this level are only used in observation, collecting contextual information about how each student learns best, what their unique interests are, and how their talents are developing. This also allows us to provide substantive narrative feedback to parents without overburdening staff.
M2	4-6	Y	-	X	AI supports are still primarily used by adults only. Some tutoring (interactive) support is provided as needed to address specific learning needs, but the focus through M2 remains on developing human capacity without artificial support.
MM	7-9	Y	Y	-	AI supports extend to full tutoring capabilities, augmenting and supporting live, human classroom instruction. Agentic capabilities may be introduced for task-specific applications (e.g. managing calendars and

¹¹ These terms, identifications, and developmental benchmarks are fluid and adaptable to new changes in technology, particularly the multiple current technologies of artificial intelligence (e.g. large-language models, generative AI, etc...) and any future advancements that the Board deems appropriate for educational purposes

¹² Passive AI support refers to adult-facing tools and supports that are used by adult guides and teachers only and that the students do not directly interact with/experience

¹³ Active AI support refers to student-facing instructional support tools or “chatbot tutors.” Active AI support is designed to supplement and never supplant classroom, human-to-human learning.

¹⁴ Agentic AI refers to AI that can take action on behalf of a human in the digital world (e.g. not just to search for a community college class but also register for that class as well).

					due dates), but the primary focus is utilizing AI to advance and enrich specific learning opportunities through supportive tutoring.
M H	10-12	Y	Y	Y	AI supports are fully agentic, with students actively developing AI assistants to support their educational and entrepreneurial endeavors.

Students must disclose AI assistance whenever a teacher, advisor, or school rule requires disclosure. Submitting AI-generated work as one's own, or using AI to circumvent learning expectations, is academic dishonesty. Families will be informed about approved AI uses, privacy practices, and any opt-in or opt-out choices related to non-routine AI tools or classroom capture. Student data may not be shared with unapproved public AI tools. Approved tools must satisfy school privacy, security, and vendor-review expectations.

Student AI use promise

- I will use AI only when the teacher or school allows it.
- I will not let AI do my thinking for me.
- I will be honest about when AI helped me.
- I will respect privacy, copyright, and the safety of others while using AI tools.

APPENDIX

The summaries below describe core Board-policy expectations that shape this handbook. They are included here for family reference. Full policies, once adopted or revised, govern in the event of any conflict with summary language in this handbook.

Records Retention

MAE maintains required student and school records in accordance with FERPA, RSA 189:29-a, Board policy, and applicable retention schedules. Permanent records are preserved as required; non-permanent records are destroyed securely and on schedule. Families may request access to student records as permitted by law.

Bullying and Cyberbullying

MAE prohibits bullying, cyberbullying, harassment, retaliation, and intimidation. Reports are taken seriously, investigated promptly, and addressed through safety planning, restorative response where appropriate, discipline when warranted, and communication with affected families consistent with privacy requirements. The full policy aligns with RSA 193-F.

Grievance Procedure

Students, families, and staff may raise concerns first with the relevant staff member, then with the Head of School, and then through a written appeal to the Board Chair or Board designee if necessary. MAE will acknowledge and respond to complaints within reasonable timelines and consistent with legal requirements. For concerns involving Section 504, Title IX, IDEA, abuse or neglect, or criminal conduct, the school will also follow the specialized procedures required by law.

Religious Freedom and Expression

As a nonsectarian public school, MAE neither advances nor inhibits religion. Students retain the right to individual religious expression and observance consistent with law and the orderly operation of the school. The school will avoid discrimination on the basis of religion and will consider reasonable accommodations when appropriate.

Nondiscrimination and Civil Rights

MAE is committed to an inclusive learning environment and does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, disability, age, socioeconomic status, or any other protected status in admission, participation, employment, or school programming. This commitment is informed by Title VI, Title IX, Section 504, the ADA, and applicable New Hampshire law. Unless the Board publishes a different annual designation, the Head of School serves as the school's initial point of contact for complaints under Title IX and Section 504.

Sexual Harassment / Title IX

MAE prohibits sexual harassment, sex-based discrimination, sexual misconduct, and retaliation. The school will respond promptly to reports, provide supportive measures as appropriate, and follow applicable investigation and reporting requirements. Families may report concerns to the Head of School or, if the concern involves the Head of School, to the Board Chair or Board designee.

Seclusion and Restraint

MAE will comply with New Hampshire law governing restraint and seclusion, including RSA 126-U. The school does not use seclusion or restraint except as legally permitted in emergency circumstances involving imminent danger. Any use must be documented, reported, and reviewed as required by law and policy.

Family Acknowledgment

We acknowledge that we have received the Montessori Academy for Entrepreneurs Community Handbook and understand that it describes the school's current expectations, procedures, and policies for students and families. We understand that the handbook may be revised by the school as needed and that formal Board policies govern where applicable.

Student name: _____

Parent/guardian name: _____

Signature: _____

Date: _____

