

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr

CFDA # 84.282B

PR/Award # U282B140043

Grants.gov Tracking#: GRANT11701284

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/11/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="N/A"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="46-1548530"/>	* c. Organizational DUNS: <input type="text" value="0788619760000"/>
--	---

d. Address:

* Street1:	<input type="text" value="639 Pennsylvania Road"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Arden"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="28704-8712"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Michelle"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Vruwink"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Executive Director"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="828 490 1661"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Charter School

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The Franklin School of Innovation CSP Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="593,242.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="593,242.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Michelle Vruwink</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>The Franklin School of Innovation, Inc</p>	<p>DATE SUBMITTED</p> <p>07/11/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: The Franklin School of Innovation, Inc.
* Street 1: 639 Pennsylvania Road Street 2:
* City: Arden State: NC: North Carolina Zip: 28704
Congressional District, if known: NC-010

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282
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8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name N/A Middle Name
* Last Name N/A Suffix
* Street 1 Street 2
* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name N/A Middle Name
* Last Name N/A Suffix
* Street 1 Street 2
* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Michelle Vruwink
* Name: Prefix * First Name Michelle Middle Name
* Last Name Vruwink Suffix
Title: Executive Director Telephone No.: 828 490 1661 Date: 07/11/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B140043

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

FSI GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

FSI CSP GEPA Statement

The Franklin School of Innovation proposes to maintain compliance with GEPA as follows:

1. FSI desires to create a school that is diversified by socioeconomic status, race and ethnicity, and educational exceptionalities. We see this diversity among our students, staff, and parents as an asset, something that reflects the world and broadens our worldview. To ensure that all students are given an equal opportunity to attend FSI, we will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, nor will FSI limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. As a public charter school, no tuition will be charged. All eligible students who submit a timely application will be admitted.
2. To ensure equitable access to and participation in the federally assisted program, FSI will make written marketing and communication materials available in English and Spanish to support the growing population of English Language Learners in the Buncombe County Region. In selecting the school's location, careful consideration was given to accessibility for economically-disadvantaged and minority students. Outreach and marketing activities are conducted throughout the service region with attention paid to avenues utilized by economically-disadvantaged and minority students.
3. Staffing and services will be provided to ensure that all students receive a free and appropriate public education, with services designed to meet their individual needs. Students with disabilities under section 504 or IDEA will be provided with reasonable academic accommodations. The school building will comply with ADA. Curriculum materials designed to comply with the principles of Universal Design for Learning will be made available to give all individuals equal opportunities to learn.
4. FSI will use local and national channels for recruitment to encourage applicants from

underrepresented populations, including Teach for America, which has a strong record of recruiting minority teachers. Should the North Carolina Teaching Fellows program, a program that traditionally supported minority teaching candidates, FSI will seek to recruit through this channel. FSI is an equal opportunity employer.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input type="text" value="The Franklin School of Innovation, Inc"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Michelle"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Vruwink"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director"/>	
* SIGNATURE: <input type="text" value="Michelle Vruwink"/>	* DATE: <input type="text" value="07/11/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

The mission of The Franklin School of Innovation (FSI) is to prepare the next generation of leaders, capable of solving problems and participating effectively and ethically as local and global citizens. Through challenging academics, real-world learning, and community engagement, our students discover their potential, develop persistence, and recognize the value of others. Our graduates are ready for the future they will create.

FSI opens in August 2014, serving students in the Buncombe County region. It is open to any student eligible for admission to a NC public school, including students with learning disabilities, limited English proficiency, and students who come from poor families and communities. Currently, over 55% of students in Buncombe County qualify for free and reduced lunch, a number which has steadily increased since 2006, and more than one in five people struggle to afford food in the Asheville/Buncombe County region. The percent of children living in poverty, currently at 27%, exceeds both the state and national averages. BCS is the state's 11th largest school system out of 115, and serves approximately 25,500 students. It is the largest district in Western North Carolina, with 42 schools spread over 660 square miles. Although there are several elementary and middle school level charter schools in the area, FSI will be the first charter high school. The only charter high school in the seven counties bordering Buncombe County, located in Rutherfordton, is an hour's drive away.

While the local education agency (LEA) serving Buncombe County provides an adequate education for some students, persistent achievement gaps exist. According to the N.C. Department of Instruction, nearly 90% of non-economically disadvantaged students are proficient on end of year exams, compared to 72% of economically disadvantaged students. The achievement gaps for English Language Learners and students with disabilities are even greater. Almost 81% of non-ELL students graduate from high school, yet only 41% of ELL students earn their diplomas. The percentage of students without disabilities who graduate is 82.1 as compared to 61.9 for those with disabilities.

FSI is implementing the school-wide Expeditionary Learning (EL) model to improve academic achievement and increase graduation and college enrollment rates for the students it serves.

The EL model has demonstrated success in closing the achievement gap for students receiving free and reduced lunch, English Language Learners, Hispanic and African American students, and students who have Individual Education Plans (IEPs). EL is a research-based model that combines high standards for students with instructional practices that emphasize student inquiry, critical thinking, collaboration, and craftsmanship. In addition, specific components of our program are designed to accelerate learning for all students, with particular benefit to economically disadvantaged students. The national network of EL schools and professional colleagues includes more than 150 schools, 4,000 teachers, and 45,000 students.

FSI is seeking funds from the CSP grant to cover planning and start-up costs associated with designing and implementing the school. Grant funds will also be used to conduct outreach and marketing efforts to inform the community about FSI, including translation of marketing materials into Spanish, with the objective of recruiting a diverse student population; support curriculum design and professional learning activities (including on-site coaching from our EL School Designer); purchase equipment and supplies necessary to carry out the educational program; outfit labs for science, technology, and arts labs to support an experiential, hands-on learning model; supply technology devices to economically-disadvantaged students; develop a school library; support tutoring and other enrichments to allow all students to learn at high levels; allow the Project Director and staff to attend the CSP Project Director's meetings; and contract services for translation.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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The Franklin School of Innovation

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1. Absolute and Competitive Preference Priorities

Absolute Priority

Improving Achievement and High School Graduation Rates [High-Poverty].

The Franklin School of Innovation (FSI) will improve academic achievement, high school graduation rates, and college enrollment rates in a high-poverty school by implementing a comprehensive education program following the Expeditionary Learning model for school transformation, which promotes student achievement through rigorous academics, character development, and high-quality student work.

Expeditionary Learning has twenty years of experience creating classrooms where teachers can fulfill their highest aspirations and where students can achieve more than they think possible. The EL approach builds teachers capacity to ignite each student's motivation, persistence, and compassion so that they become active contributors to building a better world and succeed in school, college, career, and life.

The Expeditionary Learning model is characterized by:

- Active instructional and student-engaged assessment practices that build academic skills and students' ownership of their learning
- Rigorous academic projects connected to real-world issues that meet Common Core and other state standards
- A culture of learning that builds persistence, collaboration, critical thinking, problem solving, communication, and independence in every student

Within the context of EL, specific components of our program are designed to accelerate learning for all students, with particular benefit for economically disadvantaged students. These include a daily advisory period (Crew), a balanced valuation of qualitative and quantitative measures of student achievement including authentic student products, and teaching and assessing non-cognitive traits (habits of scholarship), which have been shown to be equally or more important than cognitive skills in

determining academic and employment outcomes (Heckman et al., 2006). Every student will develop a Personal Learning Plan, incorporating academic and post-secondary goals. Moreover, FSI will offer staffed after-school study hall at least one day per week during which students can receive additional tutoring or complete school assignments in a supported environment free of charge. All students will participate in “Literacy Lab,” a graded course that addresses the Common Core literacy standards across all core subjects. Finally, specific time is set aside for “Intensives” which are week-long intensive learning experiences on compelling topics for both remediation and enrichment.

EL schools consistently outperform district averages on state tests, with particular success among black and Latino students, and show strongest gains when implemented at the middle and high school levels. In EL high schools, 100% college acceptance is the standard, and research shows teachers are closing critical achievement gaps for English language learners and for Hispanic, African-American, special education, and low-income students (Ira Nichols-Barrer and Joshua Haimson, Impacts of Five Expeditionary Learning Middle Schools on Academic Achievement, Mathematica Policy Research Institute, 2013). During a visit to an EL school in Washington, D.C., President Obama said the school was “innovative” and an “example of how all our schools should be.” He further commented that, “We are very proud of this school, and are interested in duplicating its success across the country” (Financial Content, 2009). FSI selected EL to support our implementation based on its proven track record with diverse populations, the emphasis on high standards and inquiry-based instruction, its focus on culture and character, and its history with the Asheville region. We believe our program will achieve the ultimate priority of the CSP.

FSI will serve the Buncombe County region, which encompasses the City of Asheville. Most recent figures (2013) show that 55.4% of students in Buncombe County qualified for free and reduced lunch, a 12.4% increase since 2006. The Glass Foundation has purchased 13 acres in the Enka community on behalf of FSI to serve as the school’s permanent location. This location was selected for its accessibility, the high percent of economically disadvantaged students (60 – 74% of students in the target

region qualify for free or reduced meals) and the low academic achievement of schools in this region compared to other parts of the Asheville area.

At Enka Middle School, just under 35% of students overall passed the North Carolina reading and math tests, compared to 39% for the district. Approximately 25% of economically disadvantaged students and less than 5% of students with disabilities passed both tests. In keeping with the historical trend, Enka High School in 2012-13 failed to achieve expected growth, receiving a designation of “no recognition” (www.ncreportcards.org)

Under the CSP grant, FSI seeks to implement a community marketing strategy to ensure enrollment of students from the high poverty areas of Buncombe County. Through our educational model and targeted placement and outreach, we believe our program will achieve the ultimate goal of the CSP.

Competitive Preference Priority 1(b): Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students with disabilities.

Competitive Preference Priority 1(c): Accelerating learning and helping to improve high school graduation rates and college enrollment rates for English Learners.

FSI is committed to accelerating learning and improving graduation rates for students with disabilities and English Language Learners. With an intentional focus on raising expectations for all learners, FSI has attracted a student population that includes a significant number (over 15%, with over 25% in our 9th grade cohort) of students with disabilities, and we anticipate an additional number from private or homeschooled settings whose disabilities have not been formally identified. As noted previously, students with disabilities in surrounding schools significantly under-perform their counterparts on state tests.

While the overall percent of English Learners in Buncombe County is about 8%, this population is growing and is more concentrated in the region where FSI is located. We have implemented efforts to recruit ELL students, but it will require ongoing commitment and strategic relationship development to

realize this goal. If awarded, CSP funds will be used to expand relationship-building and outreach efforts to the Latino community. We are committed to addressing the educational needs for ELL students who significantly lag behind White students. About one-third of English Language Learners in middle and high school are proficient on the state end of course exams, compared to over 80% of White students.

FSI will accelerate learning and improve high school graduation and college enrollment rates for students with disabilities and English Language Learners through our education program and implementation of the EL model. EL schools have had success in accelerating student achievement for students with disabilities and English Language Learners (UMass Donahue Institute, 2011). Research also shows that teachers in EL schools are more confident in their ability to teach students of different ability levels (Academy for Educational Development, 1999). Finally, studies have demonstrated “that students who experienced higher levels of authentic instruction and assessment showed higher achievement than students who experienced lower levels of authentic instruction and assessment” (Newmann, King, & Carmichael, 2007). These results included higher achievement on standardized tests (Newmann et al., 2001).

FSI’s mission includes helping students “discover their potential, develop persistence, and recognize the value of others.” This statement addresses the school’s intent to help all students, including those from disadvantaged backgrounds. By ensuring that all students at FSI have access to rigorous curriculum and high expectations, as well as appropriately differentiated instruction, and that students’ social and emotional needs are met as well as their academic needs, FSI’s program will accelerate learning for students with disabilities and English learners.

FSI’s personalized learning model and focus on character traits such as persistence, leadership, citizenship, and collaboration will encourage students to become metacognitive leaders of their own learning. Students who are able to describe how they learn best are better able to transfer concepts and skills to new situations. We will follow the principles of Least Restrictive Environment and Universal Design for Learning. To the extent possible, all students will complete the same curriculum and meet or

exceed the same learning targets, with modifications provided based on specific student needs, to achieve the most rigorous outcome possible. Students with disabilities will learn self-sufficiency and advocacy skills, while all students will develop empathy and an appreciation of the diversity of learners in our school. College preparation will be an expectation for all students, and our faculty will work to find options that meet each student's needs. Embedded, data-based professional learning will support teachers in learning strategies to engage and challenge all learners, while a team of Exceptional Children (Special Education) teachers will provide tailored learning plans and accommodations as needed. FSI will assess the need for English Language teachers and has hired three bilingual teachers.

Invitational Priority: Promoting diversity

FSI has taken measures to promote student diversity by drawing students from the entire service region, specifically seeking a diversified student body through a combination of thoughtful site selection (the FSI location is easily accessible to all populations) and a widespread community outreach and marketing campaign to maximize awareness of the school. Since October 2014, FSI has held 20 Community Information Meetings in locations throughout Buncombe County, participated in 4 community festivals, distributed information at community locations, and co-hosted several educational events. The school has partnered with a local nonprofit that seeks to place disadvantaged students in “best fit” schools. Further, FSI seeks to avoid the informal segregation that occurs within LEA schools, where White and socioeconomically advantaged students have significantly higher rates of participation in gifted programs and advanced placement courses. All students at FSI will complete a college preparatory curriculum, be eligible to participate in Honors or AP courses, complete internships, and articulate post-secondary goals in their Personal Learning Plans.

In addition, service learning is an integral component of our school design. Service learning not only helps bridge the gap between “school learning” and real-world application, but is associated with improved academic performance for economically disadvantaged students and has been shown to reduce

the achievement gap between higher and lower income students (Scales, Roehlkepartain, et. al., 2006). Equally important, service learning has been shown to improve students' attitudes towards others, and to have a positive effect on growth in moral and ego development (Hamilton & Fenzel, 1988). Students who engaged in service-learning were more likely to treat one another kindly, showed greater empathy and cognitive complexity than did comparison groups, reported greater acceptance of cultural diversity and greater awareness of cultural differences, and became more comfortable communicating with ethnically diverse groups (Billig, 2000). Through service learning, students will learn to collaborate within a diverse grouping of students, engage in activities of real value to the community, develop real world professional skills that will benefit them in the workplace, and serve as ambassadors, increasing community awareness and encouraging further student diversity.

2. Selection Criteria

1. Quality of the Proposed Curriculum and Instructional Practices

FSI will offer a comprehensive middle and high school educational program. In August 2014, we will open with 300 students in grades 6 - 9, adding a grade each year until we reach full enrollment of 736 students in grades 6 - 12. Based on the region's demographics, our marketing and outreach campaign, and the experience of existing K-8 charter schools in our region, we expect a student population with over 50% qualified for free or reduced meals, over 15% eligible for special education services, and diversity of race and ethnicity that mirrors our region. Preliminary enrollment information supports these expectations.

FSI is enrolling students primarily from the Buncombe County and Asheville City LEAs, offering the first charter high school in the region. The three existing K-8 charter schools offer limited enrollment in the middle grades, serving 300 students, or about 4% of area students in grades 6-8. All three existing charter schools hold an annual lottery, with waiting lists far exceeding capacity.

Educational Program

FSI's educational program incorporates rigorous academics aligned with Common Core and North Carolina Essential Standards. Innovation is nurtured through Expeditionary Learning instructional methods and teaching strategies that create purpose and promote engagement, inquiry, creative and critical thinking skills, perseverance toward quality, and reflection. US Secretary of Education Arne Duncan, visiting an EL school in Portland, ME, stated "Expeditionary Learning...this is how kids want to learn." FSI selected EL to support our implementation based on its proven track record with diverse populations, the emphasis on high standards and inquiry-based instruction, its focus on culture and character, and its history with the Asheville region. EL, which emerged from a collaboration between Outward Bound and the Harvard Graduate School of Education, has a unique connection to our community. Outward Bound's regional headquarters is based here and produces many locally trained expert educators. EL also partners with Asheville-based K-8 Evergreen Community Charter School, which has achieved Honor School of Excellence, the state's highest level of recognition, since 2010.

FSI students will apply their learning of standards-based content and skills to real-world problems by learning from experts outside the school and partnering with community organizations to conduct research, service, or projects. Students are encouraged to give and receive descriptive feedback, learn from failure, and persevere until they succeed. This authentic problem-solving approach to real-world challenges ensures that FSI students learn the values, ethics, and skills that will help them grow into the leaders of tomorrow.

Excellent teachers and administrators are central to our vision. Strong teaching, by teachers connected and committed to students, families, and one another, is key to our success. FSI is committed to deep, continuous, and embedded professional learning by teachers and staff, and to the creation of sustainable careers. Over the summer, both the Executive Director and Director of Curriculum and Coaching have participated in EL leadership and coaching institutes. Our EL school designer, Anne Vilen, has met with school leaders and teachers to assist with curriculum mapping and the design and

implementation of school structures, such as Crew, to support a culture of academic achievement and engagement. All school faculty and staff will complete a two-week Summer Institute as the initial component of our professional learning program. Our partnership with Expeditionary Learning gives us access to on-site coaching and professional development, but a more robust contract made available through the CSP grant would create additional opportunities for our teachers to learn through intensive national institutes and visits to exemplary EL schools across the nation. Grant funds would support both travel costs and registration for these professional learning experiences.

Our subject-level and grade-level teacher teams have begun collaborating on curriculum mapping and multi-disciplinary curriculum offerings, including a Literacy Lab focused on Common Core literacy targets across the curriculum. This “Lit Lab”, co-designed and taught by teachers of all subjects and grades, will support differentiation up and down grade levels to meet individual student needs with the goal of literacy skills mastery for all students. Another example of our instructional program and collaboration is our “Environmental Earth Science: The Art of Science and the Science of Art” course, designed to meet standards in both Environmental Science and Art and team-taught by faculty in both disciplines.

Community engagement is at the heart of FSI, allowing students to participate meaningfully in their community, and providing authentic audiences, motivation, and relevance to student academic efforts. Toward this end, we are developing strong partnerships with organizations in our region.

Examples include:

- Ongoing collaboration with Warren Wilson College for joint service learning projects, advisement on curriculum design, and participation of college students to support FSI’s programming;
- A relationship with neighboring AB Tech Community College campus which permits shared resources for facilities;
- Collaboration with the Bionetwork (www.ncbionetwork.org), the Western Region

Education Service Alliance (www.wresa.org), and the NC Science House for professional learning and access to supplies and laboratory opportunities for our science team;

- FSI is using the North Carolina Digital Textbook, developed by Learn NC (www.learnnc.org) for 8th grade history; Learn NC's Executive Director Andy Mink is providing on-site professional development to support this use.

Program Components

The Expeditionary Learning Model prescribes and measures three dimensions of student achievement: mastery of skills and content, character, and high quality student work. Further, the model reaches beyond curriculum and instruction to address leadership, school culture, and assessment. The following components form the core of our educational program and are designed to support all three aspects of achievement for all students. They foster creativity and innovation, and develop the characteristics and attributes our students need to become lifelong learners, leaders, and exemplary global citizens:

- ***Learning Expeditions***: The signature curricular structure of EL schools, learning expeditions are long-term in-depth studies that involve students in original research, critical thinking, and problem solving. Expeditions are often multi-disciplinary and are directly tied to curriculum standards, with explicit focus on development of literacy as well as persistence, leadership, and collaboration. Learning expeditions incorporate powerful elements of the EL model, such as guiding questions, kickoff experiences, fieldwork, experts, and service learning and culminate in student products of value to an external audience. While time is specifically allocated to interdisciplinary expeditions, teachers may also incorporate expeditions within daily instruction.
- ***Crew***: All students participate in weekly peer advisories called Crew which strengthen relationships between peers and with adults, as well as provide a structure for students to develop and reflect on habits of scholarship, create Personal Learning Plans, analyze their own performance data, and prepare to present their learning through student-led conferences and

portfolios. According to a large body of research, students, especially those who are educationally disadvantaged, perform better academically and are more likely to graduate when they feel that they are a part of a welcoming and caring environment (Arnové & Strout 1980; Hatzichristou, Lambropoulou, & Lykitsakou 2004; Schorr 1997). Crew is used to create such an environment as well as to build persistence and other positive character traits in students; and to organize work for portfolios, exhibits, and conferences. In daily Crew classes, students practice and reflect upon their growth in the traits of FSI scholars: 1) Be Curious and Inquisitive; 2) Work Ethically; 3) Work Collaboratively; 4) Exhibit Leadership; 5) Be Persistent; and 6) Take Action.

- ***Personal Learning Plans (PLPs)***: Every student, in conjunction with an advisor and parents, develops an individual plan that identifies the academic strengths and areas of focus, multiple intelligences, interests and abilities, and strategies that will enhance improve academic and non-academic growth and development. Specific goals for academic achievement, personal expectations, and college and career readiness are established and reviewed. Achievement on standardized and other assessments is documented. By the end of 10th grade, all students have a PLP that covers both high school and post-secondary plans. PLPs help students become self-directed learners, taking personal responsibility for their goals and achievements.
- ***8th and 10th Grade Portfolios***: The portfolio is a collection of student work that demonstrates mastery of academic standards as well as development of habits of scholarship and student self-assessment. Its purpose is to document growth in student's learning; how his/her range of knowledge and skills has developed; and the effort he/she has made to achieve worthwhile goals, taking into account reflection and revision of work. Portfolios help students articulate both what and how they have learned and to demonstrate growth over time. Passage Portfolios incorporate progress reports, student resumes, student reflections, examples of high quality student work, assessment of student leadership and problem-solving skills and growth in persistence, and progress toward the traits of FSI scholars. Portfolios are presented to audiences of faculty,

parents, and community members.

- ***Intensives:*** These week-long mini-courses are integrated in our calendar to provide specific time for remediation and enrichment, and are an important structure to ensure that all FSI students meet or exceed State student performance standards. Students below proficiency participate in tutoring and independent work to gain critical skills and knowledge, while students at grade level select from a range of short learning immersions. We will work with local organizations, parents, and community members to provide a range of interesting topics such as entrepreneurship, engineering, design, financial literacy, the arts, and Outward Bound. This component of our program will be developed over time, and will be specifically supported with the CSP grant funds.
- ***Junior Internship:*** All 11th grade students complete an internship or a mentored study, which incorporates a student-selected compelling topic, strong reading and writing components, fieldwork, and a final product that demonstrates deepened understanding of the content studied and skills learned. While the primary purpose is to prepare students for future success in career pursuits, the benefits extend to academic endeavors, citizenship efforts, and more. The internship bridges the gap between school and community, and academic studies and their real world application. Students begin the planning process in 10th grade Crew, completing interest inventories, skill analyses, and research. Students are supported in identifying and securing a site, solidifying a mentor, planning and documenting their time on site, and writing an essay about their experience.
- ***Senior Capstone:*** Seniors present a Capstone Project to a panel of students, staff, and community member to demonstrate that they have developed the skills needed to become leaders, problem-solvers, and effective and ethical global citizens.
- ***Service Learning:*** Service learning is integrated through a team-based, problem-solving approach, based on National Youth Leadership Council standards. Selected projects provide true

benefit and are explicitly tied to academic skills and standards. Service learning is a critical component of our mission of preparing students to be effective and ethical leaders, and recognizing themselves as active players in the world.

Curriculum

Middle school students study the four core subjects of English Language Arts, Math, Science, and Social Studies, and participate in daily Crew classes. Enrichments include physical education, the arts and music, and languages. Between two and four long-term learning expeditions are incorporated into the schedule. Intensives take place outside the standard schedule and offer further opportunities for exploration, enrichment, and remediation. The middle school curriculum is designed to ensure that all students are prepared to follow a college-preparatory high school curriculum. In math, the goal is to prepare students for Integrated Math I by 8th grade, while accommodating a more accelerated or supported schedule.

In high school, FSI's curriculum is aligned to the Common Core and state standards. We have worked closely with our EL School Designer, Anne Vilen, to map a cohesive scope and sequence in each subject area that aligns with content area standards and state and national assessments. Ms. Vilen supported teachers and leaders in aligning a standards-based curriculum with EL instructional practices for Evergreen Community Charter School and was pivotal in helping the school achieve accelerated student learning. Our teachers have access to exemplary lesson plans and other models at EL Commons, a digital document bank provided by Expeditionary Learning, as well as to the newly designed EngageNY website, with extensive EL-based Common Core-aligned curriculum and assessment resources. This rich resource includes materials planned and developed according to the principles of Universal Design for Learning (UDL), for use with all students including English Language Learners, students with disabilities, accelerated learners, and students below grade level. If awarded, CSP grant funds will support our teacher's access to the EL Commons and the purchase of EngageNY curriculum modules, which will be used in middle school ELA courses.

Our high school graduation requirements exceed the North Carolina course of study requirements. High school students complete a minimum of four credits each of English Language Arts, science, math (including at least one course beyond Integrated Math III), and social studies, two credits of foreign language, and one credit of physical education/health. Crew classes are required. With the exception of math, students generally follow the same course progression in each subject to allow for collaboration and integration across subject areas, as well as to ensure that all students undertake a rigorous college-preparatory course of study. Our emphasis on college-preparatory coursework for all students is designed to ameliorate the tendency for disadvantaged students to enroll in less-rigorous courses, a pattern evidenced in the achievement gaps and course/program enrollment differentials in our local schools. This tendency is especially concerning given that the quality and intensity of high school coursework are important determinants of success in college—more important than class rank or scores on college admissions tests (Adelman, 1998).

Students will select from electives including music, arts, physical education, engineering, and technology. The Junior internship, intensives, and Senior Capstone Project allow for individualization and differentiation of instruction, while Honors and AP level courses allow students to seek greater challenge.

FSI's academically rigorous college-preparatory program, combined with inquiry-based instructional strategies, is specifically designed to fulfill our mission of preparing the next generation of leaders by assuring that every student has mastered the requisite content and developed the necessary skills and attributes. Alignment with Common Core and NC Essential State Standards ensures students are prepared for testing under the NC Accountability Model.

In all grades, core subjects are taught both in discrete classes as well as integrated into multidisciplinary learning expeditions. In **Mathematics**, students and teachers use diagrams, manipulatives, and models to support different learning styles. Students learn to use technology tools to support and enhance problem-solving skills and conceptual understanding. Teachers incorporate class discussion and analysis of problem-solving approaches, and ask students to create as well as solve math

problems. Students may work in groups, assisting others with specific concepts, developing alternative problem-solving approaches, and critiquing reasoning and approaches. In high school, FSI is implementing an integrated math curriculum that results in student mastery of the Common Core math practices.

FSI teaches **Science** as inquiry, in accordance with the NC Essential Standards and the National Research Council, and adheres to the Council's essential features of classroom inquiry:

- Learners are engaged by scientifically-oriented questions.
- Learners give priority to evidence in responding to questions.
- Learners formulate explanations from evidence.
- Learners evaluate their explanations in light of alternative explanations, particularly those reflecting scientific knowledge.
- Learners communicate and justify their proposed explanations.

FSI teachers place a strong emphasis on the connections among science, math, engineering, and technology through the promotion of skills in questioning; developing and using models; planning and carrying out experiments; collecting, analyzing, and interpreting data; and using evidence to support arguments. Instruction is aligned to the state standards and the Next Generation Science Standards. Literacy is supported through the use of high quality primary and secondary source text materials. Writing and communication skills are strengthened as students practice the formal style and objective tone required in technical and scientific writing. Students engage in active practice of science through experiments and labs, and the collection, analysis, and presentation of data and results. Teachers seek opportunities for students to interact with professional scientists and engineers. When practical, students engage in research that will contribute to a larger goal, such as analysis of local water or air quality.

Discrete instruction in **reading, writing, and literacy**, and Common Core standards, is provided in **ELA** classes, and incorporated across the curriculum, with particular focus through our Literacy Lab.

Teachers in all disciplines explicitly teach and support students in the development of critical thinking skills, reading, writing, speaking, and listening. In Literacy Lab, students practice deep reading from a variety of types of text, including science articles, historical primary sources, math word problems, historical and current literature. Teachers develop students' reading skills and their abilities to comprehend, interpret, and analyze a wide variety of texts for personal, literary, informational, and critical purposes.

All students learn to craft coherent, creative, well-structured, and sophisticated writing, gaining adequate mastery of a range of skills and writing applications over time. Because writing is a skill that can be learned, students write often and the school itself is a writing community. In each subject, they practice and produce writing in the genres of that discipline, such as scientific logs for biology or journals explaining mathematical thinking. In all subjects, they produce informative and critical writing products. Teachers are skilled writers who provide explicit instruction in writing and offer frequent feedback and coaching. Teachers often write with their students, and students and teachers share their writing and publish it.

FSI's mission of preparing students capable of solving problems and participating as local and global citizens is perfectly aligned with the NC Standards primary purposes for teaching **Social Studies**: to develop young people who are knowledgeable, critical, and capable of making informed decisions about the world and their place in it; and to prepare young people to participate actively and responsibly in a culturally diverse, democratic, and increasingly interdependent world. At FSI, social studies often serves as the core of multidisciplinary expeditions. Priority is placed on students' understanding of enduring concepts so that they can apply that understanding to today's world. Teachers place the study of significant events within the broader historical context.

Instructional Methods

FSI's instructional methods challenge students to think critically and take active roles in their classrooms and communities. Teachers design every lesson with purpose, clearly defined learning targets,

specific strategies to engage students and build curiosity, and clear expectations for how student mastery will be assessed. Within this framework teachers employ a wide variety of instructional methods to ensure that all students are challenged and supported, as outlined in the EL core practice of delivering effective lessons:

- Creating purpose: teachers share learning targets with students, connect new ideas with prior knowledge, and describe the next steps in learning.
- Building curiosity: teachers pose questions that elicit multiple responses and perspectives from students, and use compelling images or text to spark student interest.
- Maintaining focus: Teachers and students develop and practice routines that maximize student ownership and responsibility for learning. Teachers create structures for participation and individual accountability, and help establish classroom norms and habits of scholarship.
- Using protocols: Teachers use protocols – or formats for discussion – to provide equity of voice and ensure that all students think critically and participate fully.
- Supporting all students: Teachers pre-assess and/or ask students to self-assess against learning targets to provide all students with tasks that move them toward proficiency, and scaffold instruction to support a variety of learners.
- Using models: Teachers use practices such as demonstrations, think-alouds, and role plays to show what the learning target looks like. Exemplars of professional work and high quality student work are used to construct criteria and rubrics.
- Representing thinking: Teachers and students represent thinking using formats such as graphic organizers, journals, and data charts.
- Reflecting: Students identify the thinking and problem-solving strategies they use, and are asked to reflect on how their thinking has changed over time, and to set goals for future learning.
- Ongoing assessment: Teachers regularly check for understanding during and at the end of

lessons, and confer with students frequently to monitor understanding.

- Structuring revision and critique: Students produce multiple drafts of work that is intended for public audiences, and assess their work against models, criteria lists, or rubrics. Students practice and learn to provide and receive specific and constructive feedback and critique.

Assessment

The purpose of assessment is to provide students, teachers, and families with accurate, timely, and detailed information on student learning, to inform future instruction and to measure progress and achievement. FSI's approach to assessment includes:

- School-developed /selected baseline assessments of reading, writing, and numeracy skills
- Participation in NC READY accountability model, including End of Class/End of Grade tests; ACT Explore for 8th graders, ACT PLAN for 10th graders, and ACT for 11th graders
- A range of teacher-designed formative and summative assessments

Student assessment methods are varied in order to best align with instructional approaches and individual learning activities in a given area. Teachers develop and explain standards-based rubrics and use many methods of internal assessments such as quizzes, presentations, papers, projects, homework, and exams. Students also use rubrics and other measures to assess their own work. Students develop portfolios that show what they have been thinking about, working on, and learning. Portfolio development engages students in metacognitive thinking about their own learning and progress, while conferences and progress reports engage parents in the assessment process.

2. Educationally Disadvantaged Students

FSI considers educationally disadvantaged students to include students with disabilities, English Language Learners, and at risk students. At FSI, we believe all students can and must learn to their potential, and have designed our educational program to address achievement gaps evident in our local schools. We have hired educators who share this belief and are committed to the goal of all students

graduating ready for college and careers. We set high bars for success and will expose students to rigorous, meaningful content and cultivate critical thinking and problem solving. Our faculty includes teachers with credentials for working with Exceptional Children (EC) and students who may face language barriers. All teachers will differentiate instruction, meeting students where they are and pushing them to reach their goals and FSI standards. Our program is designed to provide the support students need while ensuring that all students are challenged to solve problems and think critically.

When students struggle with chronic absences, low grades, disruptive or noncompliant behavior, or when they present symptoms of unusual emotional difficulties, our teachers will first reach out to families and consult with colleagues who can help them. If greater interventions are needed, then teachers follow a structured process to refer students for intervention based on a review of all available information. FSI utilizes the “Responsiveness to Instruction”, or RTI model, as a means for early identification of students not performing at expected levels. A Care Team composed of general education teachers, administrators, and specialists will be formed. When a student is known to be struggling to meet academic, social or behavioral expectations, all existing data on the student is compiled and submitted to Care Team. Data will include classroom performance, social, educational and academic history, vision and hearing screening, work samples, assessments, observations, parent input and any evaluations provided by the family. The Care Team reviews documentation and develops a plan to support the student. The plan will include evidence-based interventions of moderate intensity, continued general education differentiation, and modifications if deemed necessary. Progress monitoring measures will be designed and goals for outcomes developed. The Care Team meets regularly to review progress and modify the plan according to outcomes. If goals are not being met after the highest level of intensive interventions, referral for further assessment will be considered.

FSI’s program is designed to ensure all students equitable access to academic programs. Based on preliminary enrollment information, we expect between 40 – 50 students will qualify for special education services, supported by a team of three Exceptional Children-certified teachers. We follow the

concept of Least Restrictive Environment, ensuring that all students gain the benefit of the inclusion of children with disabilities in the regular classroom. More information on our Exceptional Children program is provided in Section 3.J of this application.

Should a student require support as an English Language Learners, a personal education plan will be developed with the goal of a supported English language immersion approach. ELL students receive the same academic instruction as other students, delivered in English with modifications made to the level of English as needed. Additional support and instruction can be provided through tutoring. As Spanish is the primary language for our local ELL population, FSI has hired bilingual English/Spanish teachers who can provide tutoring. As the school develops, we will explore use of peer mentors/tutors from upper grades, parent tutors, or tutors from area colleges to ensure that all students receive the support they need to meet or exceed established academic standards. Additional language services will be based on student need and may include universal training in the Sheltered Instruction Observation Protocol (SIOP).

FSI's program incorporates several additional components designed to ensure that all students meet academic standards. The teaching team for each grade level meets at least quarterly to identify students at risk of failing two or more courses. Teachers and Crew advisors work with the students and parents to develop clear conditions and expectations that will lead to promotion to the next grade. These are then incorporated in the student's Personal Learning Plan. This may include participation in tutoring, in-depth remediation, and/or a behavior contract. Progress is monitored through the Personal Learning Plan review process as well as the quarterly review of grades. FSI offers staffed after-school study hall at least one day per week in which any student can receive additional tutoring or complete school assignments in a supported environment. Should FSI be funded through this CSP grant, increasing the availability of after-school study hall and tutoring will be a priority, as grant funds could be used to offset some of the start-up expenses included in our charter budget. Literacy Lab, required for all students, provides further opportunity for differentiation, both remediation and enrichment based on individual student needs. Finally, when fully implemented, the bi-yearly Intensives will provide additional support.

Students who have not mastered essential learning standards will participate in Support Intensives, with in-depth and personalized remediation to help them develop proficiency in the identified learning standards. CSP grant funding would support implementation of Intensives.

3. Quality of Strategy for Assessing Achievement of Objectives

FSI's overall objectives are to improve academic achievement, high school graduation rate, and college preparation for all students. Toward that end, FSI has established four student academic achievement goals to reflect its mission and targets under the NC READY accountability system. For these measures, Buncombe County district standards (where comparable standards exist) are used as the baseline measure. The Board will also establish annual Key Performance Indicators (KPIs) that gauge progress toward achieving our mission, including the development of leadership, problem-solving skills and persistence. In these efforts, we build upon and add to the growing body of research in the area of non-cognitive skills and their importance to the long-term success of students (Farkas, 2003; Heckman & Rubenstein, 2001).

Comprehensive KPI review is a component of the board's annual governance and strategic planning procedures, and will drive revisions to school policies, program, and budget. Data for KPIs will be drawn from core program activities, including NC READY assessments, 8th and 10th Grade Portfolios, Personal Learning Plans, and parent and student assessments and surveys. For many of these measures, Year 1 data will provide a baseline as local district schools do not report comparable measures. Where possible, district standards are used as the baseline. FSI will utilize research-based rubrics where such rubrics exist, including those developed around the "Four Cs" of education (Partnership for 21st Century Skills). Table 1 summarizes our preliminary Academic Goals while Table 2 summarizes preliminary KPIs. The Executive Director, together with the Director of Curriculum and Coaching and the FSI teaching faculty, are responsible for measuring and assessing progress toward the Academic Goals and KPIs, with quarterly reports provided to the Board of Directors.

FSI will also collaborate with EL to monitor teacher development and response to professional learning, as well as progress toward the goal of credentialing as an EL school. The EL work plan (included as an attachment to this application), aligned with the NC Teachers' Evaluation Instrument sets forth specific and measurable learning targets for teachers and leaders that provide the focus of professional development and instructional coaching each year. Progress toward these goals is measured through evidence of student performance as well as teacher performance. Throughout the year, teachers and leaders collect and analyze evidence including student work, interim and summative assessment data, teacher observation notes, parent and student survey and focus group information. Based on a comprehensive review of this evidence, teachers, administrators, and the EL School Designer participate in an implementation review in which they score themselves and the school as a whole on the frequency and effectiveness of their practice. With the goal of achieving full implementation of these practices over the course of four years, FSI will meet or exceed its first-year goal of a score of 47. In subsequent years, the benchmark for the implementation review score increases; the final benchmark of 99 is required for credentialing in the EL model.

FSI will administer all state assessments in accordance with North Carolina requirements. Results will be used as one of many measures to gauge success, inform teacher and leader evaluations, and direct plans for the school. Data will be shared transparently with students, parents, and community, and reported to the Board of Directors and State Board of Education.

Teacher-developed assessments in Math, Language Arts, and Science are used to identify student-specific strengths and weaknesses, and will be taken into consideration in the development of student Personal Learning Plans. FSI incorporates authentic assessments such as portfolios and use of rubrics to allow for greater student involvement in and accountability for their own learning. Both standardized and authentic assessment strategies are used to monitor, adjust, evaluate, and modify instructional strategies at the individual student level and school-wide. In both cases, content areas or subtests in which students perform below target will be identified. FSI faculty and administration will then prioritize among these

Table 1. Student Academic Goals

<i>Goal</i>	<i>Performance Measure</i>
<p>1. Academic Performance</p>	<p>Percent of FSI students proficient on the NC READY Accountability Measures.</p> <p>Target for Year 1: 2% above district standards. Growth will occur in the aggregate and for statistically significant subgroups. <i>Note that in Year 1, preliminary enrollment information shows 25% of our 9th grade students have IEPs.</i></p> <p>Baseline measure is established by comparison to district-wide scores</p> <p><u>District middle schools:</u> 51% proficient in Reading; 49% proficient in Math; 57% proficient in 8th grade Science</p> <p><u>District high schools:</u> 53% proficient in English II; 42% proficient in Math I; 43% proficient in Biology</p> <p>NC READY Accountability Measures include the following:</p> <ul style="list-style-type: none"> • Percent of students proficient on End of Grade ELA and Math tests in grades 6 – 8 (<i>addresses the Secretary’s performance indicator for charter school students achieving at or above proficient level</i>) • Percent of students proficient on End of Grade Science tests in grade 8 • Percent of students proficient on End of Course Integrated Math I, Biology, and English II assessments
<p>2. Academic Growth</p>	<p>The “Expected Growth” standard set by NC Department of Public Instruction.</p> <p>Target: Meet or exceed the state standard.</p>

3. High School Graduation	Effective FSI Year 4 (2017-18); Baseline measure established by district cohort graduation rate; currently 80%. FSI target: 90%
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4. Demonstrated College and Career Readiness	<p>FSI Year 2 (School Year 2016-17): All sophomores enrolled in their 2nd year at FSI will articulate post-secondary goals in Personal Learning Plans.</p> <p>FSI Year 3: 80% of juniors who have been enrolled 2 years at FSI will visit at least 1 college or university.</p> <p>FSI Year 4: 80% of graduating seniors who have been enrolled 3 years at FSI will be accepted at a 2 or 4-year college or university. This target will grow by 5% for Year 5.</p> <p>FSI Year 5 and beyond: FSI will seek to track students' persistence in college.</p>
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Table 2. Key Performance Indicators (KPI)

<i>Measure</i>	<i>Target</i>
KPI 1 - Leadership: Percent of students demonstrating growth in leadership inventory score.	70%. As part of their Personal Learning Plan development, FSI students will complete a validated leadership assessment tool (e.g. Student Leadership Practices Inventory 360, Kouzes and Posner [2006]). Scores from self-assessment and peers will be reviewed to develop a composite score and tracked over time to identify growth.

Measure	Target
KPI 2 - Problem Solving: Percent of 8 th and 10 th grade portfolios that demonstrate proficient problem solving.	70%. FSI will use research-based rubrics to assess problem-solving and critical-thinking skills demonstrated in 8 th and 10 th grade passage portfolios.
KPI 3 – Citizenship: Percent of students who participate in service learning projects.	100%. All students will participate in service learning projects and associated reflection activities.
KPI 4 – Persistence: Percent of students demonstrating growth in persistence.	80%. FSI will use research-based rubrics to assess growth in persistence at set points, such as the 8 th and 10 th grade passage portfolios. Students will also complete self-assessments (e.g., Short Grit Scale, Duckworth and Quinn [2009]) as part of their Personal Learning Plan development.
KPI 5 - Future Ready Academics: Percent of 8 th , 10 th , and 11 th grade students demonstrating proficiency and college-readiness.	<ul style="list-style-type: none"> - Percent of 8th grade students with scores of proficient or higher on all three end-of-grade ELA, Mathematics and Science. Year 1 goal: 2% above district standard - Percent of 10th grade students with portfolio review scores of proficient or distinguished. >80%. - Percent of 11th graders who were enrolled for at least 3 years with composite ACT scores > 22. (target tied to score predictive of success in college, and exceeds state average ACT composite score by 4 points) 70%

Measure	Target
<p>KPI 6 - Academic Rigor:</p> <p>Percent of students demonstrating proficiency in academically rigorous settings.</p>	<ul style="list-style-type: none"> - Percent of 8th grade students passing Integrated Math I. 40%. (this is an ambitious goal; < 20% of 8th grade students at the neighboring Enka Middle took the Math I exam; of these 54% passed) - Percent of all students passing Integrated Math III before graduating. 95%. (no baseline available) - Percent of students completing at least one Honors or AP course before graduating. 50%.
<p>KPI 7 - Community Engagement: Student participation in service and parental perception of community engagement</p>	<ul style="list-style-type: none"> - Percent of students participating in service learning projects. 100%. - Percent of parents indicating school/community engagement at a level of Excellent on parent surveys. 85%.
<p>KPI 8 - Real World Learning:</p> <p>Percent of graduates who complete internships.</p>	<p>Target: 100%.</p>
<p>KPI 9 – Serving High Poverty Students: percent of enrolled students eligible for free or reduced price lunch</p>	<p>Target: 55% (district average).</p>

areas, selecting a workable number of content areas to serve as the focus for intervention. The available data will be used to identify new or different resource materials, methods of instruction, reinforcement, and/or assessment needed to address the gaps. The success of the intervention will be monitored through classroom assessments and on future test scores. Results of school-wide evaluations and assessments will be provided to the Board to inform its oversight of school achievement. A continual cycle of school improvement efforts will be embedded in the evaluation of assessment data. Results will also be reported to the State and to FSI families and the community.

Project-Specific Performance Measures will include each achievement measure, KPI, and teacher professional development measure described in Table 1 and Table 2 and the preceding narrative, together with the associated targets established therein. Student measures will be disaggregated by poverty status and race in order to address the grant priorities for serving the academic needs of minority students and students from high poverty households. Data collection associated with the Project-Specific Performance Measures is built into the school plan and will occur throughout the year as a normal part of board governance and under the direction of the Executive Director as described throughout this proposal. Performance Measures will be reported to discussed by the board, the school community and parents prior to submitting them to the U.S. Department of Education.

In her former position as co-founder and Director of an education research and evaluation firm, FSI's Executive Director has prior experience with collection and reporting of performance data, including conducting external evaluations and providing performance reports for federal and state programs that include projects funded by the US Department of Education and the National Science Foundation. Additionally, FSI will receive support from Expeditionary Learning, a nationally recognized education organization and recipient of a \$12 million US Department of Education Investing in Innovation Grant. EL will provide institutional expertise to support FSI in the collection and reporting of data for this project.

4. Extent of Community Support and Parent and Community Involvement

Active engagement of the community is part of FSI's vision and the EL model. Parents and community members have been directly involved in FSI's design from the beginning. Prior to submitting a charter application, FSI founders surveyed the public to determine how well their academic needs were being met by the local schools. Survey results demonstrated strong interest in a school that better addressed students' social and emotional needs and personal development and provided more personalized learning. Results also showed interest in project-based learning, a rigorous college-preparatory curriculum, and an emphasis on integrated, multi-disciplinary learning. Respondents sought meaningful opportunities for parent and community involvement, and a smaller school with stronger teacher/student connections. Survey results informed the preliminary outline for the school, and parents, teachers, and community members were invited to participate in monthly planning meetings. Expeditionary Learning was selected in this process as the school's educational model due to its alignment with the demonstrated interests of the community.

Parents and community members have continued to be involved throughout the school's implementation. Between October 2013 and July 2014, FSI sponsored 20 community information meetings. Community volunteers helped organize and carry out these meetings, conducted outreach activities, and participated in operational planning for the school. Community and parent volunteers participated as panelists for FSI's teacher selection process. Several working groups, including technology, landscaping, and furniture and fixtures, have made recommendations adopted by the Board of Directors. Over the summer, another working group has organized a series of school social events.

Going forward, parents and community members will continue to be active partners in all aspects of the school's implementation and operations, including: serving as members of the Board or on a Board committee; engaging with teachers and students as community experts; participating in field work, internships, service learning, and other community-based projects; serving as audience members for

student projects and Portfolio Passages; leading or assisting with Intensives; assisting with extracurricular activities; and attending school celebrations, outreach activities, and fundraising events.

FSI will partner with parents to ensure academic success. Parents and/or guardians will participate in the development of their student's Personal Learning Plans and in scheduled conferences. For middle school students, a fall conference will establish good communication between home and school, identify changes in behavior or academic achievement, and discuss expectations, goals, and classroom/school policies for the current year. For all students, a spring student-led conference will engage students in reflecting upon and communicating their learning and progress. Parents will serve as audience members for Passage Portfolios, Senior Capstone Projects, and other student presentations.

Deep and meaningful parent and community engagement is central to our efforts to assure academic success for economically disadvantaged students, students with disabilities, and English language learners. The positive impact of parental involvement with schools has been well-documented, and is of even higher value for students facing challenges (Nettles, 1991; Cabrera & La Nasa, 2001; Hill & Taylor, 2004). The Board, Executive Director, and all school staff are responsible for engaging parents and community members. Particular attention will be paid to ensuring that all parents feel welcome at FSI. Potential barriers to participation will be proactively addressed through common sense approaches including providing marketing and information materials in multiple languages; holding informational meetings at accessible locations throughout the region; scheduling meetings at times when working parents can attend; and providing opportunities for meaningful involvement. Board meetings are public and are held in the evening. Results of annual parent and student satisfaction surveys will be integrated as a component of the Board's annual evaluation of the school and of the Executive Director.

FSI will continue its focus on community outreach, both to inform the general community about the school and to provide an equal opportunity to all students to attend FSI. While social media marketing has been effective, an over-reliance on this form may exclude students with limited access to technology. CSP grant funds would permit a more extensive and broad-reaching marketing campaign that

incorporates an expanded use of print and radio advertisement, as well as frequent community information meetings in locations throughout the region.

As a community-centered school, FSI is establishing partnerships that will be essential to our success, and will continue this process. Examples of community support and involvement include a partnership with the local Glass Foundation, which purchased 13 acres of land in our target region to serve as our permanent home. Asheville-based Warren Wilson College, which integrates EL and service learning into several of its courses, has been an ongoing partner. The college's Education Department Chair and Dean of Service have actively contributed to school design; Alisa Hove, Professor of Biology, is planning collaborative projects with our science team, and provided assistance with this grant application. Students from the education department developed service-learning curriculum for use in the school, and plans are underway for joint service projects and other collaborations. Other specific examples of partnerships are described under Selection Criteria 1.

5. Quality of Project Personnel

The FSI Board of Directors, under the direction of then-Chair Michelle Vruwink, has overseen all aspects of implementation of the school, including securing our facility, developing Board policies and procedures, conducting marketing and outreach for the school, recruiting a diversified student population, and recruiting and identifying a highly qualified faculty and staff. In the latter, FSI ran an extensive local and national outreach campaign, seeking to identify applicants who are members of groups that are traditionally underrepresented. As a result, our faculty reflects an equal balance of male and female teachers with a wide range of age and experience, including a math teacher who immigrated from Ethiopia and has designed his own comprehensive k-12 interactive mathematics curriculum, and a science teacher with her Masters degree from John Hopkins University School of Education, charter school experience, a background in experiential and project-based education, and a former President of Spectrum, a student-led LGBTQIA organization. Short biographies for our founding faculty are available

on our school website: www.franklinschoolofinnovation.org

Michelle Vruwink, Executive Director, will assume primary responsibility for managing the CSP grant. Ms. Vruwink has led the Board of Director's efforts to successfully launch the school. In this capacity she served as the liaison to the State Board of Education and NC Charter School Office; led the development of successful community partnerships, including obtaining support from The Glass Foundation; developed and maintained commitment to the school's budget; oversaw the design of a successful hiring program based on national best practices; and managed the growth of the Board of Directors from a fledgling volunteer group to a functioning organization with effective policies and procedures well-prepared to implement the strategic plan represented by our charter application. Other members of the project management team include Edie McDowell, Director of Curriculum and Coaching; and Shirley Tharp, Mathematics Teacher and EC Coordinator. The school team will be closely assisted by members of the Board of Directors including specifically Danielle Moser, Vice Chair; Jutta von Dirke, treasurer; Katie Locke, Community Liaison; and Linda Tatspaugh, member. Anne Vilen, Expeditionary Learning School Designer, will provide extensive support to the project. Summaries of their qualifications follow; resumes are included as an attachment to the application.

Ms. Vruwink brings a diverse background to this project. She is a co-founder and former Director of Arroyo Research Services, Inc.(ARS), an educational research and evaluation services firm specializing in helping education organizations meet their goals through meaningful research, evaluation and consulting services. During her nine years with ARS, Ms. Vruwink contributed to evaluations of programs in areas such as dropout recovery, migrant education, GEAR UP, Enhancing Education Through Technology, one-to-one computing initiatives, and professional development/ professional learning projects. She has participated in external evaluations for multiple federal and state-funded education grants.

Prior to co-founding Arroyo Research Services, Ms. Vruwink worked in health policy consulting, assisting states in developing and implementing federal waiver projects. She served as the Director of the

NYC Mayor's Office of Medicaid Managed Care, overseeing the implementation of the nation's largest Medicaid Managed Care program. Ms. Vruwink also brings experience with nonprofit management and fundraising, having served as the Director of Resource Development for a nonprofit services organization where her responsibilities included developing and managing city, state, and federally-funded grant projects.

Ms. Vruwink is a recent graduate of Leadership Asheville, a program designed to develop, connect, and mobilize citizens from cross-sectors of the community. Through this program she has developed an extensive network of community connections that will well serve FSI. Ms. Vruwink holds a Masters in Public Administration.

Director of Curriculum and Coaching Edie McDowell brings over 20 years experience as a classroom teacher, Gifted Education Coordinator, and curriculum specialist. She has been a founding teacher at three local progressive schools, serving most recently as the K-8 Curricular Specialist and Lead Teacher at Odyssey Community School. In addition to her teaching experience, Ms. McDowell has served as a grant committee research and writer for various schools. She has experience with a wide range of learners, having taught at-risk students as well as academically gifted students in both public and private school settings. Having learned about EL in her graduate studies, Ms. McDowell has employed the EL philosophy and methodology in all her teaching experiences. Ms. McDowell will assist with grant management, with particular responsibilities for overseeing professional development, teacher coaching, and curriculum design, as well as active participation in school marketing and outreach. She will coordinate with FSI faculty to identify and procure curriculum and instructional materials and technology tools, as well as materials and equipment for the FSI science laboratory. With input from FSI faculty, students, and parents, she will oversee selection of materials for the library. She will assist with communication with FSI's parent and community volunteers and with further development of strong community connections.

Shirley Tharp, Lead Mathematics Teacher and EC Coordinator, brings over a decade of

classroom teaching experience in both General and Special Education. Prior to joining the FSI team, Ms. Tharp served as Department Chair/Learning Specialist and a High School Teacher for a newly constructed public high school. In this role, she provided mathematics instruction to general and special education students and department supervision for 12 special education teachers, managing budget preparation, teacher mentorship, and approval of testing accommodations school-wide. She will support the grant by providing input and assistance with professional development and mentoring to support differentiated instruction in the classroom and implementation of accommodations to support student learning and ensuring that student outreach and recruitment efforts are inclusive of all students. She will bring the voice and experience of a classroom teacher to all grant implementation efforts.

Danielle Moser, Board Vice Chair, is an executive and career coach, co-founder and Managing Director of Blended Learning Team. She brings a comprehensive understanding of the skills and traits students need to be successful in sustainable careers as well as solid business skills and an entrepreneurial spirit. Ms. Moser served six years as a Charter School Board Member, including two years as Board Chair and five years on the Executive Committee, of Evergreen Community Charter School, a highly successful EL school serving students in grades K - 8 in the Asheville area. In this role she had primary responsibility for development and implementation of policies and overall Board governance, fiscal oversight and management, and evaluation of the school's educational program and Executive Director. During her board tenure, Evergreen achieved and maintained Honor School of Excellence, the highest statewide rating available in North Carolina. Ms. Moser has an MS in Education.

Jutta von Dirke, Board Treasurer, will provide financial oversight of grant funds. Ms. von Dirke is a bilingual financial analyst specializing in providing early stage financing, market research, and commercialization expertise. She has served as the Board Treasurer throughout FSI's implementation year, developing and revising budgets and detailed cash flow models and oversaw development of comprehensive fiscal management policies. In addition to her financial and strategic planning expertise, she brings nonprofit board and fundraising experience. Ms. von Dirke has a Masters in Economics and is

a Chartered Financial Analyst.

Katie Locke, Board Community Liaison, brings nearly 20 years education experience, including 10 years as a classroom teacher. In that capacity she has provided mentoring and coaching for beginning teachers, designed and developed an At-Risk Student program for 200+ students, and participated in curriculum design. She additionally brings experience in community engagement, strategic planning, fundraising, and customer service training. Ms. Locke will have primary responsibility for oversight of the marketing and community outreach efforts with the goal of recruiting a diverse student population. She has a BS in Communications and a Certificate in Education.

Linda Tatspaugh, Board Secretary, brings extensive experience in the startup and operations of schools and camp programs for children with educational exceptionalities. She served as founder and Executive Director of Talisman Academy, a boarding school for middle and high school students, with responsibility for all aspects of operations including successful accreditations, fiscal management, recruitment and evaluation of effective educators, and implementation of effective curriculum for students with a range of learning styles and needs. Ms. Tatspaugh also brings strong nonprofit board governance background, including serving as Chair of both the Western North Carolina Alliance and the National Association of Therapeutic Wilderness Counseling. She has an MS in Child and Youth Care Administration.

Anne Vilen will serve as the EL School Designer for FSI. Within EL, Ms. Vilen has primary responsibility for providing coaching and assistance to schools in the Southeast Region, as well as serving as lead writer on EL publications and leading national institutes on teaching Common Core-based reading and writing. Prior to joining EL, Ms. Vilen served as the Associate Director for Evergreen Community Charter School, where she had primary responsibility for professional development and instructional coaching in literacy, environmental education, and project-based learning, supervision of faculty, and oversight of a data-driven school improvement process. She has also served as a founding teacher in an EL charter school. Ms. Vilen has a Masters in Teaching.

6. Quality of Management Plan

The Board of Directors will have ultimate responsibility for ensuring the CSP grant project objectives are achieved on time and within budget.

Year One: The primary objectives for the CSP grant in Year One include:

1. Curriculum mapping and design to ensure alignment with state standards and vertical and horizontal alignment of curriculum at FSI. Responsibility: Director of Curriculum and Coaching in partnership with EL School Designer and FSI teaching faculty. Timeframe: Initiated in Jul 2014 and ongoing throughout the 2014-15 school year.

2. Ongoing professional development and training in school culture, instructional strategies, and assessment. Responsibility: Director of Curriculum and Coaching in partnership with Executive Director, EL School Designer and FSI teaching faculty. Timeframe: Aug 2014 - Jun 2015.

3. Procurement of needed equipment, instructional materials, and supplies to facilitate student learning. Responsibility: Executive Director, Director of Curriculum and Coaching with input from FSI faculty. Timeframe: Initial purchases will be made in Aug 2014, with additional purchases throughout the school year depending on educational need.

4. Recruitment of a student body diversified by socioeconomic status, race, and educational exceptionalities.

a) Development of marketing materials welcoming of diverse student body. Responsibility: Katie Locke and Board Members, with assistance from Executive Director and Director of Curriculum and Coaching. Timeframe: Nov 1, 2014

b) Translation of marketing materials into Spanish and other languages based on regional demographics. Responsibility: Katie Locke. Timeframe: Dec, 2014

c) Conducting meetings with local service and youth organizations, churches, homeschooling groups, youth athletics associations, local businesses. Responsibility: Katie Locke, Board Members, Executive Director, and Director of Curriculum and Coaching. Timeframe: Dec 2014- Mar 2015.

d) Distribution of marketing materials at local organizations, churches, libraries, tailgate markets, youth sporting events, coffee shops, local businesses. Responsibility: Board Members and volunteers, under direction of Katie Locke. Timeframe: Jan - Mar 2015.

e) Development and implementation of outreach/marketing campaign in local newspapers, radio, and community papers and newsletters. Responsibility: Board Members, Executive Director under leadership of Ms. Locke. Timeframe: Jan – Mar 2015.

f) Conducting minimum of 8 Community Informational meetings in accessible locations throughout region. Responsibility: Executive Director in partnership with Board Members. Timeframe: Jan- Mar 2015, with additional meeting as needed to meet enrollment targets

g) Assessing effectiveness of marketing and outreach efforts with respect to achievement of enrollment targets and diversity of applicants. Responsibility: Executive Director in partnership with Board Members. Timeframe: Ongoing throughout enrollment period (Jan - Mar 2014, extended as needed to achieve full enrollment)

5. Assessment of year-end student academic achievement goals and Key Performance Indicators. Responsibility: Executive Director with support of Board Members and EL School Designer. Timeframe: While analysis of student performance will be ongoing throughout the year, a comprehensive report will be prepared for the Board of Director’s annual strategic planning meeting, Jul 2015.

6. Recruitment of qualified personnel, including highly effective teachers with track record of success with socio-economically and educationally disadvantaged students. Responsibility: Executive Director in partnership with Director of Curriculum and Coaching, and a personnel committee consisting of FSI teachers, Board Members, students, and parent/community volunteers. Timeframe: Mar - Jul 1, 2015.

7. Summer Institute providing professional development and training in school culture, instructional strategies, and assessment. Responsibility: Executive Director and Director of Curriculum and Coaching in partnership with EL School Designer and FSI teaching faculty. Timeframe: August 2015.

8. Preparation and timely submission of Annual Grant Performance Report. Responsibility: Executive

Director. Timeframe: Per grant requirements.

The objectives and tasks for Year 2 and Year 3 will mirror those for Year 1. Marketing and outreach efforts and personnel recruitment and training activities will continue as the school will add one grade (and associated personnel) each year through school year 2017-2018. To ensure full implementation of the EL model and the establishment of a positive school culture, a thriving learning community, and highly effective curriculum design, instructional strategies, and assessment practices, we are committed to a minimum of a four-year engagement with Expeditionary Learning.

7. Existence and Quality of a Charter or Performance Contract

FSI has received our charter from the State Board of Education (included as an attachment to this application). Under our charter, FSI is held to the NC READY Accountability system, with the following indicators:

Middle School (grades 6 - 8):

- Percent of students proficient on End of Grade mathematics, ELA, and science (8th grade only) assessments

High School (grades 9 - 12):

- Percent of students proficient on end-of-course assessments in Integrated Math I, Biology, and English II
- Percent of students who score well enough on the ACT College Readiness to have a 75 percent chance of getting a C or better in their first credit-bearing college course
- Future-Ready Core Completion –Percent of graduates who pass higher-level math classes

These indicators have been incorporated in FSI's student academic performance goals and Key Performance Indicators, as described more fully in Section 3.C of this application. Under the state statute governing charter schools, the State Board of Education may terminate or not renew a charter school for failure to meet the requirements for student performance set forth in the school's charter.

8. Degree of Flexibility Afforded by the SEA

FSI is an approved public charter school, independent of the local board of education but accountable to the State BOE for purposes of ensuring compliance with applicable laws and the provisions of our charter. Under the laws and charter, FSI is subject to state and federal laws concerning non-discrimination, health and safety, and services to children with disabilities, and to financial audits, reporting requirements as established in the Uniform Education Reporting System. The school is subject to the student academic achievement accountability system. FSI's performance is subject to mandatory disclosure requirements. In these manners, FSI's Board of Directors is held accountable for the school's performance and operations.

However, as an independent public school, FSI has substantial flexibility with respect to operations and management. Per state statute, FSI operates under its written charter, and is not required to enter into any other contract and no other terms may be imposed on FSI as a condition for receipt of local funds. FSI's Board has the authority and responsibility to decide matters related to the operation of the school, including budgeting, curriculum, operating procedures, and hiring and firing of personnel. With respect to its instructional program, the only limitations are a requirement to meet minimum standards for instructional days or hours and to design the program to meet student performance standards. This gives FSI substantial flexibility to implement a student-centered program focused on the outcomes established in our mission, and to monitor and revise our program and instructional strategies as needed to achieve these outcomes. The overall structure of our organization is much flatter than a traditional school district. Students, parents, and community members have greater and more immediate access to Board members, who in turn are accountable to these critical stakeholders. We welcome a vibrant conversation based on mutual respect and transparency that will help ensure that the school remains responsive to the needs of our students and community.

Similarly, FSI, as a smaller and less bureaucratic entity, has essential flexibility with respect to personnel. It is FSI's goal to ensure that every FSI teacher is a highly effective teacher. Our founding

faculty includes beginning teachers with prior alternative or associate teaching experience and teachers with over 20 years of classroom experience. All FSI teachers meet federal requirements for “Highly Qualified” status, and a majority (over 70%) of our teachers hold Masters degrees in relevant subjects. Research suggests that teachers have two to three times more impact on student performance on reading and math tests than any other school factor, including services, facilities, and even leadership, and that highly effective teachers have a significant positive impact on student learning (Nye, Konstantopoulos, Hedges, 2004). Students assigned to highly effective teachers are more likely to attend college and have greater success in life (Chetty, Friedman, Rockoff, 2011). Highly effective teachers are even more important in helping students who are lagging in academic achievement. To ensure a highly effective teaching faculty, we modeled our hiring process on successful programs such as those at High Tech High schools, New Leaders for New Schools, and Envision Schools, incorporating an initial screening process with on-site interviews and teaching demonstrations to a panel of Board members, teachers, students, and community members. All teachers with less than three years’ classroom teaching experience will participate in a formal induction program, under the Director of Curriculum and Coaching, with frequent observation, mentoring, and coaching from master teachers. Evaluation will be both formative and summative and will incorporate self-reflection, peer feedback, and input from students and parents.

While careful hiring and induction are the first steps, we recognize that teachers are professionals and are committed to their ongoing growth and development. We are implementing an integrated program of professional learning and evaluation, a Professional Learning Community, opportunities for leadership and professional growth, and a culture that recognizes and rewards excellence. Teacher evaluation is an ongoing and evolving process. FSI will utilize an evaluation process that reflects current research and incorporates multiple measures of effectiveness, including classroom observations and teacher reflections; student and peer perceptions of the classroom instructional environment; and teacher self-assessment and perceptions of the school’s instructional support. Classroom observations and teacher reflections will be based on established rubrics including the Rubric for Evaluating NC Teachers and other valid measures

such as the Framework for Teaching (Danielson, 2007); Mathematical Quality of Instruction (Hill and Loewenberg Ball); Protocol for Language Arts Teaching Observations (Grossman) and/or the Quality Science Teaching Instrument (Pechone). FSI will incorporate measures of student achievement, as well as evaluation of teacher's pedagogical content knowledge. We will refine these latter measures as the school and research in these areas continue to develop. The purpose of our teacher evaluation process is to provide a measure of individual teacher performance and identify areas for professional growth; identify and focus the school's ongoing professional development efforts; and ensure that FSI's instructional program is implemented with fidelity.

Our evaluation program incorporates and builds upon the NC Educator Evaluation System and includes clearly established standards and performance rubrics, teacher self-assessment, ongoing coaching and mentoring, and frequent informal and formal observations.

Performance reviews are based on factors including student performance data, student and parent satisfaction, results of observations, input from peers, and the teacher's self-reflection and personal assessment. Coaching sessions will be tailored to address identified areas for growth. While the reviews will be used in determination of contract renewals and potential performance bonuses, they are designed as a collaborative process of reflection, feedback, and monitoring toward continuous improvement

Finally, although it is our goal to hire and retain highly effective teachers, we also recognize in advance that not all teachers will be an ideal match for the educational model and culture of FSI. With student achievement as our guiding principle, we will exercise the flexibility granted us as an independent public school. Teachers who are unable to meet the high standards we have established will not be retained at FSI.

3. Application Requirements

We have organized our response to selected application requirements within the context of our responses to the Selection Criteria. We have specified where this applies under this section.

A. Educational Program

Our response to Application Requirement A is provided under Selection Criteria 1.

B. Charter School Management

The nonprofit Franklin School of Innovation, Inc. is the legal entity responsible for management of the school. The Board of Directors is responsible for governance and oversight of the school. The NC Office of Charter Schools provides technical assistance to the school. During the pre-opening period board members have handled day-to-day operations. After the school opens its doors in August 2014, the Board will shift its focus to “ends” policies and decisions that have to do with FSI’s results: the educational achievement of our students, and the costs to achieve these results.

FSI’s Board represents a range of backgrounds, interests, racial, and ethnic diversity from the broader community. Parents will be encouraged to serve as board members. There are currently seven members with expertise in education evaluation, classroom teaching, operations, finance, human resources, nonprofit management, serving students with disabilities, grant writing, and charter school board service. New member recruitment procedures have been established to assure ongoing board diversity, representation and expertise. The Board will annually evaluate FSI’s success through mechanisms including: performance of the administrator; FSI’s budget, finances, and audited accounts; and student achievement as measured by standardized tests and established goals. Board member resumes are attached to this application.

The Executive Director, in partnership with the Board and faculty, pursues the vision and mission of FSI. The Executive Director is hired and evaluated by the Board and serves as an ex-officio member. Responsibilities include the development of a learning environment and a school culture that support

student achievement and growth; overall leadership and direction to FSI employees; recruitment, evaluation, and development of school faculty; and all aspects of school operations including strategic planning and budgeting. Michelle Vruwink, a founder and principal organizer of FSI, will serve as the Executive Director. More information about Ms. Vruwink's qualifications is included under Selection Criteria 5; her resume is attached to this application.

Curriculum design and teacher professional learning is organized under Director of Curriculum and Coaching, Edie McDowell. Ms. McDowell brings over 20 years of classroom teaching experience; over the past decade she has helped establish three new schools, serving in both teaching and leadership roles. She demonstrates a career-long focus on curriculum and professional development, staff training and assessment, creating and implementing effective instruction and assessment tools for all learners. More information about Ms. McDowell's qualifications is included under Selection Criteria 5; her resume is attached to the application.

C. Charter School Objectives

Our response to Application Requirement C is provided under Selection Criteria 3.

D. Administrative Relationship to Chartering Agency

In North Carolina, charter school applications are approved by the State Board of Education (BOE). FSI's charter became effective July 1, 2014. The State Department of Public Instruction Office of Charter Schools provides assistance and training to charter schools to ensure legal compliance, board performance, and academic excellence. FSI board members and personnel successfully completed a year-training and planning process prior to receipt of our final executed charter agreement.

FSI is accountable to the BOE for academic and financial performance. The school is subject to financial audits, audit procedures and requirements, and reporting requirements. Academic performance standards are established under the NC READY program. Our educational program is designed to align with the State's student performance standards. Our professional learning program for teachers

incorporates and expands upon the NC Beginning Teacher Support and the NC Educator Evaluation programs, and is implemented by our Director of Curriculum and Coaching. Additional on- and off-site professional learning is provided by our EL school designer. This commitment of time and resources to ongoing professional learning of our teaching faculty will ensure FSI achieves its overall objective of improving student learning.

E. Parent/Community Involvement

Our response to Application Requirement E is provided under Selection Criteria 4.

F. Continued Operations of Charter School

If approved, funds from the CSP grant will cover planning and start-up costs associated with designing and implementing FSI. FSI's continued operation will occur via our charter with the State BOE and the following revenue streams: State funding equal to the average per pupil allocation for the local school administrative unit, plus additional amounts for children with disabilities or limited English proficiency; local funds equal to the per pupil local current expense appropriation; and applicable Federal funds such as IDEA, Title I and Title II based on the enrolled student population. FSI submitted a balanced operational budget for its first five years of operation as part of our charter application. The operational budget includes adequate funds to support hiring of highly effective teachers, including those with training and certification to meet the needs of students with disabilities and limited English proficiency; administrative personnel to support our teaching faculty; and other operational expenses to cover such costs as a facility, educational equipment and supplies, and appropriate insurance. FSI will seek grant funds and donations to support programs and to ensure our objective of helping every student meet or exceed State academic standards.

G. Waivers: *Not applicable. FSI is not requesting any waivers.*

H. Use of Grant Funds

The CSP grant funds will provide critical start-up funds for FSI. Opening a charter middle and high school is a costly undertaking, particularly in North Carolina. Although the state has lifted the cap on charter schools, the exclusion of charter schools from construction and lottery funds, one of the lowest per-pupil expenditures (NC ranked 48th in 2012, www.nea.org), and the lack of state or local charter school start-up funding create significant barriers for new entrants.

Grant funds will be used to expand the current scope of our outreach and marketing to inform the community about FSI and to ensure recruitment of a diverse student population; support curriculum design and professional learning activities; support the summer training institute for new teachers and administrators and ongoing support from EL for professional learning and school development; purchase classroom furnishings and supplies; science, technology and art equipment and supplies needed for our experiential projects-based learning model; ensure access to digital content via school-wide internet and purchase of technology devices for economically-disadvantaged students; develop a school library; support full implementation of our Intensives component as well as expand after-school tutoring; allow the Project Director and staff to attend the CSP Project Director's meetings, and contract services for translation.

More detailed information on use of grant funds is provided in the Budget Narrative, but an example is FSI's contract with Expeditionary Learning for leadership training, curriculum design, professional learning, and performance assessment throughout the school's initial implementation years. Our objective is to achieve credentialing as an EL school within 4 – 6 years. Schools with the strongest implementation of the EL model, leveraged by a continued partnership with EL's support services, achieve the greatest results in student achievement, particularly among low-income, Black, and Hispanic students (UMASS Donahue Institute, 2011). CSP funds will support on-site coaching, professional development, and strategic thought-partnering from our EL School Designer to ensure that FSI achieves a highly successful implementation and associated gains in student learning outcomes. Specific activities

will include full-staff training, teacher and leadership coaching, curriculum planning, data collection, analysis, and strategic planning, presentations to constituent groups, and ongoing assessment of our EL implementation. In addition, grant funds will support off-site professional development for teachers and leaders in EL's national institutes and regional networking opportunities with other EL school personnel.

Grant funds will be used in conjunction with state and local funds provided per our charter. FSI will apply for other federal funds such as IDEA, Title I and Title II based on our student population. Additional private grant funds and donations, as well as extensive "in kind" contributions provided by Board members, volunteers, parents, and community members will support FSI's rigorous and personalized educational program to achieve our goal of high academic achievement for all our students. FSI has already secured a substantial financial commitment from The Glass Foundation which purchased 13 acres to serve as the school's permanent home.

I. Student Outreach

FSI seeks a student body diversified by socioeconomic status (SES), race and ethnicity, and educational exceptionalities. We see this diversity as an asset, something that reflects the world and broadens our worldview. To achieve this objective, FSI's Board of Directors and parent volunteers have implemented a comprehensive marketing plan which included local print and radio advertising, distribution of marketing materials in libraries, community centers and organizations, extensive community meetings, and online/social media marketing. Marketing efforts will continue in coming years, targeting all elements of the local demographics, with specific emphasis placed on outreach to minority and lower SES families, through avenues such as community centers, churches, youth advocacy organizations, and youth arts and athletics programs. Marketing materials and enrollment applications are available in Spanish, and bi-lingual employees and volunteers will continue to participate in outreach activities.

FSI monitors receipt of applications to assess progress toward enrollment targets by grade level and racial/ethnic and demographic targets. Targeted surveys and feedback are used to determine what marketing activities are most effective. For example, for the 2014-15 school year we significantly expanded the number and locations of our Information Sessions, from the original 8 sessions to 20 in response to demand and feedback on effectiveness of the sessions. FSI will continue to use data to focus marketing efforts to achieve a diversified student body and reach our enrollment targets.

To ensure that all students are given an equal opportunity to attend, FSI will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, nor will FSI limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. As a public charter school, no tuition will be charged. All eligible students who submit a timely application will be admitted. Should the number of applicants exceed the number of spaces available in a particular grade, a public lottery will be conducted in compliance with state law, CSP statute, and CSP Nonregulatory Guidance. Per NC statute, the following categories of students receive preference in admissions: children of faculty at the charter school, and children of the first year's Board of Directors. In the second year and beyond, returning students and siblings are given enrollment preference and are not subject to the lottery. In April, FSI held a successful lottery for our 6th grade; an additional class of students was subsequently enrolled to meet demand.

J. Compliance with the Individuals with Disabilities Act (IDEA)

FSI is committed to full compliance with IDEA. We have given particular consideration to staffing and services to ensure that all students with disabilities receive a free and appropriate public education with services designed to meet their individual needs. For the 2014-15 school year, three teachers and a part-time coordinator will support our special education program. As the school expands, a full-time Director and additional teachers will be hired to meet the educational needs of students.

For students admitted to FSI with prior IEP and 504 plans, FSI has asked parents for approval to obtain information about prior plans and academic records. EC teachers will review all plans and identify initial services in coordination with the student, parents and teachers.

Information about the process for eligibility determination for special education services is incorporated in the Student/Family Handbook and distributed to all parents/guardians prior to the school year (the handbook is available on the school website). Students suspected of having a disability will most often be identified through Care Team documentation of the Response To Intervention (RTI) process. Referrals may also come directly from parents or teachers. When a request for evaluation is received, a meeting with appropriate staff and family (and student when appropriate) will occur to review existing data and make a team determination about whether to conduct an evaluation. The evaluation may include observation, interview, interactions, adaptive and developmental scales, criterion referenced instruments, standardized assessments, and clinical judgments. The information obtained will be used by the team to determine whether the student meets the criteria for disability in accordance with 20 USC Sec. 1400, the IDEA and its amendments. FSI will issue timely written response with either an explanation of reasons why the concerns will not be pursued or a date for a meeting in which FSI and parents will determine whether a referral for consideration of eligibility for special education is necessary.

If a student is found to be eligible, an IEP will be written and revised by a multidisciplinary team that includes the parents and, where appropriate, the student. It will include: a statement of the student's present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the student; a description of the extent to which the student will be able to participate in general education program and the extent to which the student will be able to participate with non-disabled students in nonacademic and extracurricular activities; the projected dates for initiation and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved

on at least an annual basis. The student's special education teacher will monitor progress and report to the student, parents, and relevant staff as outlined in the IEP.

IEPs and 504 Plans will be reviewed as required by law by a multidisciplinary team. Parents will receive written information on the plans and notice of meetings; students will be guided in their participation so that they may become self-advocates. The IEP team, composed of appropriate educational specialists and parents, will evaluate the interventions; effective strategies will continue. If adequate progress is not found, the IEP team will call a meeting to review appropriateness of goals and services and recommend adjustments.

FSI will implement the concept of Least Restrictive Environment for students with disabilities. Students with special needs will be educated primarily in the general classroom environment with their grade-level peers. A primary strategy at FSI is true differentiated teaching; when done well, students of a wide range of ability levels can learn effectively together and enrich each other's learning with their varied gifts. This is especially true within "learning expeditions" where projects are supported with instruction or products differentiated for readiness, interest, or learning styles. FSI will ensure appropriate supports within this environment. Alternative settings and accommodations, modifications and assistive technology identified by the IEP team will be provided to best support that student's academic progress. FSI will provide related educational services, including psychological services, speech-language pathology, physical therapy, occupational therapy, vision services, audiology, and other related services as specified under IDEA and as outlined in a student's IEP. FSI will contract for these services with certified/licensed professionals.

K. Use of Funds for Dissemination

Not applicable.

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CHARTER

Pursuant to G.S. 115C-238.29A et seq. the North Carolina State Board of Education (hereinafter referred to as "SBE") grants this license to **The Franklin School of Innovation Inc.** (hereinafter referred to as "the Nonprofit") to operate **The Franklin School of Innovation**, a Public Charter School.

1. Term

- 1.1 The Charter is effective on July 1, 2014 through June 30, 2019. It shall terminate June 30 of the last year without further notice from or action by the SBE.
- 1.2 In accordance with 115C-238.29D(d), the Nonprofit will ensure the Public Charter School completes the Five Year Review process which includes reporting on the application's approved goals as well as selecting new goals for the next five years.
- 1.3 The Nonprofit may apply to renew the Charter pursuant to SBE policies and procedures; however, this agreement, in no way, binds the SBE to renew the Charter for an additional term. The SBE shall make renewal decisions consistent with State law, SBE policies, and the terms of this agreement.

2. Status of Parties to the Charter

- 2.1 This Charter is not intended to create and shall not be interpreted to create employer-employee, contractor-subcontractor, or principal-agent relationships between or among any party or parties to this Charter. "Parties," for purposes of this paragraph only, include the parties to this Charter as well as the local board of education and the Board of Trustees of any constituent institution of the University of North Carolina. No officers, employees, agents, or subcontractors of the School shall be considered officers, employees, agents or subcontractors of the local board of education, the Board of Trustees of any constituent institution of the University of North Carolina, or the SBE.
- 2.3 The Nonprofit certifies that all contracts obligating the Nonprofit have been and will be undertaken by the Nonprofit and failure to act strictly as a nonprofit corporation shall be grounds for revocation of the Charter.

3. Application-Binding

- 3.1 The SBE has reviewed the Application submitted by the Nonprofit and has approved it subject to adherence to all requirements set forth in this Charter and in the Charter School Act. The Application is fully incorporated in this Charter and all representations and conditions contained in the Application are binding on the charter school.
- 3.2 The self-selected goals and objectives contained within the charter application will be annually evaluated. If, at Year 3 of the charter term, the Public Charter School is not meeting these goals and objectives, the charter may be terminated.

- 3.3 The Nonprofit shall immediately submit in writing to the Office of Charter Schools, the SBE and the local board of education in which the Public Charter School is located, any proposed substantial changes to the Application or the representations or conditions contained in the Application. The SBE reserves the right to reject any proposed changes to the Application.
- 3.4 No material revision to this Charter shall be valid without the approval of the governing board of the Nonprofit and final approval by the SBE.

4. Charter School Governing Board

- 4.1 The Public Charter School shall at all times be operated by the board of directors of the non-profit corporation in accordance with G.S. 115C-238.29A et seq. and all other applicable laws and regulations.
- 4.2 The Nonprofit affirms, as a condition of this Charter, that the governing board members receive no compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a member of the board.
- 4.3 No member of the governing board shall be an employee of a company that provides substantial services to the charter school.
- 4.4 The members of the Nonprofit board of directors affirm that they will adhere to a duly adopted conflict of interest policy, including provisions related to nepotism and consistent with the provisions of this section.
- 4.5 The Nonprofit shall have ultimate responsibility for employment, management, dismissal and discipline of its employees. In no event shall the governing board delegate or assign its responsibility for fulfilling terms of this charter.
 - a. The Nonprofit shall not enter into or terminate an agreement for comprehensive management services without the prior, explicit approval of the SBE.
 - b. The Nonprofit shall comply with all SBE requests regarding the management agreement that are reasonably related to compliance with all provisions of this charter agreement and the charter school statute.

5. Compliance With Other Laws

- 5.1 The Nonprofit shall ensure that the Public Charter School complies with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records.
- 5.2 The Nonprofit shall ensure that the Public Charter School complies with all applicable health and safety laws and regulations, whether federal, state, or local.
- 5.3 Neither the SBE nor the local board of education assumes the duty to oversee the operations of the Public Charter School except as may otherwise be provided by law or separate contract.

- 5.4 Neither the SBE nor the local board is required to monitor the Public Charter School for compliance with applicable laws and regulations.

6. Tax-Exempt Status

The Nonprofit understands that, pursuant to G.S. 115C-238.29E(b), it is obligated to obtain federal tax-exempt status no later than twenty-four months from the date the SBE gives final approval of its Application. The loss of federal tax-exempt shall result in the revocation of the charter.

7. Enrollment

- 7.1 Admission and enrollment of students shall be as prescribed by the Charter School Act. Failure to adhere to the lottery requirements set forth in G.S. 115C-238.29F(g) is grounds for termination of this Charter.
- 7.2 Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services.
- 7.3 The Nonprofit shall ensure that the Public Charter School reports (electronically if the School has the means to report through Student Information Management System or other student data information system as designated by the SBE) the names, addresses, names of the legal custodian of the students, addresses of the legal custodian of the students, and Student ID number of all students enrolled, as required by the SBE. On September 1 of each year or following the 20th day Average Daily Membership (hereinafter referred to as "ADM") headcount, whichever is later, the Public Charter School will provide to the local boards of education from which it is entitled to receive local funds the above information with regard to any students from those districts enrolled in the School. This information will be provided electronically in a Uniform Education Reporting System approved software or system. When a student withdraws, the Public Charter School shall promptly notify the local board of education responsible for the attendance area in which the student resides so that the local board may fulfill its legal obligation to verify the student's compliance with compulsory attendance laws.
- 7.4 Enrollment numbers in the application are projections, or estimates, and do not bind the State to fund the Public Charter School at a particular level.
- a. For the first two years of the initial charter the State will fund the school up to the maximum projected enrollment for each of those years as set forth in the application. However, in subsequent years, the School may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment.
 - b. After three years of operation, G.S. 115C-238.29D(f)(3) permits a charter school to expand to offer one grade higher than the charter school currently offers if the charter school has not be identified as having inadequate performance as defined in statute.

- c. Any increase above 20% must be submitted to the Office of Charter Schools and approved by the State Board of Education in accordance with G.S. 115C-238.29D(d).

8. Financial and Governance Warnings

This Charter incorporates by reference, and the Nonprofit is subject to, State Board Policy, Policy for Schools on Financial and Governance Noncompliance, and any subsequent amendments to such Policy.

9. Children with Special Needs

- 9.1 As prescribed by the SBE and in accordance with state and federal laws, the Nonprofit will ensure that the Public Charter School provides to the SBE the total number of children with special needs, identified in accordance with state and federal laws, enrolled in the Public Charter School.
- 9.2 The Nonprofit accepts and understands that for purposes of federal and state law, it is obligated to provide free and appropriate education and related services to children with special needs.
- 9.3 The Public Charter School shall be designated a local education agency (LEA) solely for purposes of meeting special education requirements pursuant to the Individuals with Disabilities Education Act (IDEA).
- 9.4 The Public Charter School shall be responsible for meeting the needs of English language learners in compliance with State and Federal law.

10. Reports

The Nonprofit shall ensure the Public Charter School submits such reports as required by the SBE. Failure to submit such reports may be grounds for revocation of the Charter.

11. Notifications

- 11.1 The Nonprofit shall notify the SBE immediately of any conditions that it knows are likely to cause it to violate the terms of this Charter or applicable law.
- 11.2 The Nonprofit shall notify the SBE immediately of any circumstance requiring the closure of the Public Charter School, including but not limited to a natural disaster, such as an earthquake, storm, flood or other weather-related event, other extraordinary emergency, or destruction of or damage to the school facility.
- 11.3 The Nonprofit shall immediately notify the SBE of the arrest or charge of any members of the governing board or of a Public Charter School employee for a crime punishable as a felony, any crime related to the misappropriation of funds or theft, any crime or misdemeanor constituting an act against a minor child or

student, or of the investigation of a member of the governing board or of any Public Charter School employee for child abuse.

- 11.4 The Nonprofit shall notify the SBE immediately of any change in its corporate status with the North Carolina Secretary of State's Office.
- 11.5 The Nonprofit shall notify the SBE immediately of a default on any obligation, which shall include debts that are past due by sixty (60) days or more.
- 11.6 The Nonprofit shall notify the SBE immediately if, at any time, student enrollment decreases by twenty percent (20%) or more compared to the most recent pupil count submitted to the SBE and/or DPI.
- 11.7 Failure by the Public Charter School to provide the above-stated notifications may be deemed a violation of this Charter and may be grounds for revocation.

12. Records

- 12.1 Subject to state and federal laws, the local board of education, the SBE, its agents, and the State Auditor shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the Public Charter School.
- 12.2 The Nonprofit is subject to the Public Records Law, Chapter 132 of the General Statutes. This provision is effective upon the SBE's approval of the Charter Application.
- 12.3 The Public Charter School is subject to all the provisions of Article 29 of Chapter 115C, entitled "Protective Provisions and Maintenance of Student Records."
- 12.4 The Nonprofit shall ensure compliance with the Family Educational Right to Privacy Act 42U.S.C. §1232g.

13. Insurance and Bonding

- 13.1 The Nonprofit shall obtain and maintain insurance at a minimum in the following amounts:
 - a. Errors and omissions: one million dollars (\$1,000,000) per claim;
 - b. General liability: one million dollars (\$1,000,000) per occurrence;
 - c. Boiler and machinery: the replacement cost of the building;
 - d. Real and personal property: the appraised value of the building and contents;
 - e. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
 - f. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
 - g. Workers' compensation: as specified by Chapter 97 of the General Statutes.
- 13.2 These provisions shall not preclude the Nonprofit from obtaining liability insurance coverage in addition to or in excess of the requirements stated in this section.

14. Health, Safety, Welfare

- 14.1** The Nonprofit shall ensure that the Public Charter School adheres to all applicable federal, state, and local health and safety laws and regulations.
- 14.2** The Nonprofit shall grant access to local health and fire department officials for inspection of premises or operations of the charter school for purposes of ensuring the health, safety and welfare of students and employees.

15. Facilities

- 15.1** Prior to commencing operation, the Nonprofit shall provide to the SBE a description of the facility, the financing for the facility and evidence from local government inspection authorities that the School's facilities are currently safe (*e.g.*, Certificate of Occupancy for Educational Use).
- 15.2** Any change in location requires immediate notification by the Nonprofit to the SBE, and the Public Charter School must comply with the following conditions:
 - a. Notification to the SBE;
 - b. Submission of a valid Certificate of Occupancy or Temporary Certificate of Occupancy for the new Facilities prior to the first day of occupancy by students; and
 - c. Modified insurance binder to show the Public Charter School coverage is still valid for the new location.
- 15.3** Relocation into a different county and/or LEA shall constitute a material revision to this Charter and requires approval of the SBE.

16. Licensed Employees

- 16.1** All employees who hold professional valid licenses issued by the SBE are subject to the rules pertaining to licensed professionals and their licenses may be revoked based on any of the grounds listed in 16 N.C.A.C. 6C. 0312.
- 16.2** All Public Charter School administrators must report to the SBE if an employee engages in physical or sexual abuse of a child.
- 16.3** Prior to each academic year, and as required by the SBE, the Nonprofit will ensure the Public Charter School reports the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the Public Charter School. Failure to employ at least the number of licensed teachers required by law to teach in the charter school shall be grounds for revocation of the Charter.
- 16.4** The Nonprofit understands and agrees that it shall not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students. Violation of this provision is grounds for revocation of the Charter.

16.5 In the case of a Nonprofit employee who is on leave from employment with the local board pursuant to G.S. 115C-238.29F(e) or its successor statute, the Nonprofit will notify the local board if such employee is suspended, terminated, asked to resign, or otherwise subjected to disciplinary action because of poor performance or misconduct. The Nonprofit shall cooperate with the local board and shall provide any information requested concerning such employees.

17. Fees

As prescribed by law, the Nonprofit shall not charge tuition or fees, except that a Public Charter School may charge any fees that are charged by the local school administrative unit in which the charter school is located.

18. Transportation

The Nonprofit shall ensure the Public Charter School provides transportation for students as prescribed by law and the approved charter application.

19. Indemnity

19.1 The Nonprofit agrees to indemnify and hold harmless the SBE, DPI, the constituent institutions of the University of North Carolina, and local boards of education, their officers, agents, employees, successors and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the School caused by any intentional or negligent act or omission of the School, its officers, agents, employees, and contractors.

19.2 The Nonprofit acknowledges that it is without authority to extend the faith and credit of the SBE to any third party. The Nonprofit shall clearly indicate to vendors and other entities and individuals that the obligations of the Nonprofit under agreement or contract are solely the responsibility of the Nonprofit and are not the responsibility of the SBE.

19.3 This Charter is not an employment contract. No officer, employee, agent, or subcontractor of the Nonprofit is an officer, employee, or agent of the SBE.

20. Student Discipline

20.1 The Nonprofit agrees to ensure the Public Charter School shall comply with Article 27 of Chapter 115C of the General Statutes, except as otherwise provided by law or as may be provided by contract with the local board of education.

20.2 The Public Charter School shall comply with all applicable federal and state laws and regulations governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 *et seq.* and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8).

20.3 The Public Charter School shall comply with state and federal due process requirements both in notifying students of conduct for which they may be

suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion. If the Public Charter School suspends a student with special needs, it shall continue to provide to the student all continuing education services to the extent mandated by federal and state laws and regulations.

- 20.4** In the event the school suspends or expels a student, the Public Charter School shall promptly notify local School officials in the School district to which the student would otherwise be assigned. Such notification shall include the student's name, special education status, length of suspension/expulsion and the circumstances giving rise to the suspension or expulsion. At the beginning of each School year, the Nonprofit shall ensure that all parents/legal guardians are notified that: "[T]he local board may refuse to admit any student who is suspended or expelled from a School due to actions that would lead to suspension or expulsion from a public School under G.S. 115C-391 until the period of suspension or expulsion has expired." (G.S. 115C-238.29B(b)(1)).

21. Instruction

As prescribed by law, the Nonprofit shall ensure the Public Charter School provides the minimum days or hours of instruction as required by statute.

22. Criminal Background Checks

The Nonprofit agrees to comply with the statutory requirement to adopt a background check policy that mirrors that of the LEA in which the charter school is located.

23. Open Meetings

The Nonprofit agrees to be subject to the Open Meetings law (Article 33C of Chapter 143 of the General Statutes). This provision is effective upon the SBE's final approval of the charter application.

24. Assignment

Assignment of the Public Charter School to another entity is deemed a material revision to the Charter and must have prior written approval of the SBE.

25. Adequate Performance

The Nonprofit shall comply with 115C-238.29G(a1) and Board policy TCS-U-010 which defines adequate criteria for Public Charter School performance and consequences for failing to meet the statutory requirements.

26. Termination of Charter

- 26.1** The SBE may terminate this Charter on any of the following grounds:
- a. Failure to meet the requirements for student performance;
 - b. Failure to meet generally accepted standards of fiscal management;

- c. Violation of law;
 - d. Material violation of any of the conditions, standards, or procedures set forth in the Charter;
 - e. Two-thirds of the faculty and instructional support personnel at the Public Charter School request termination or nonrenewal; or
 - f. Other good cause warranting nonrenewal or termination.
- 26.2** If cause for termination arises, the SBE may, in lieu terminating a charter, ask for immediate resignation of any or all members of the Nonprofit holding the charter. Should the Nonprofit reject such an offer, the SBE will pursue the termination proceeding described below.
- 26.3** The following procedures will apply to the termination proceedings:
- a. When the NC Department of Public Instruction shall have sufficient information to initiate termination of a Charter, it shall give the Nonprofit written notice of its intention to recommend revocation of the Charter. The notice will be sent by certified mail, return receipt requested, and shall state in reasonable detail the grounds for the recommendation.
 - b. If information available to the NC Department of Public Instruction indicates that the Public Charter School's current operation poses an immediate threat to the education, health, safety, or welfare of the Public Charter School's students or employees or the public, the SBE may take appropriate protective action pending a final decision on the termination of the Charter.
 - c. If the SBE approves the recommendation of the NC Department of Public Instruction, notice will again be sent as specified in Paragraph (b) (1).
- 26.4** If the Nonprofit objects to the termination of the Charter, it must, within ten days following the date on which notice of the SBE's action was mailed, deliver to the Office of Charter Schools a written request for a review by the SBE. If the Nonprofit fails to deliver a timely request for review, the Charter shall terminate on the eleventh day after the date the notice was mailed. If a timely request for a review is made by the Nonprofit, the Office of Charter Schools will transmit the request to the appropriate Review Panel appointed by the Chair of the SBE. The Review Panel may review the matter with or without a formal hearing. If the Review Panel elects to conduct a hearing, the hearing shall be held within 30 days of receipt of the written request, unless otherwise agreed to by the parties. At the conclusion of its review, the Review Panel shall submit a written recommendation to the SBE. Unless the SBE and the Nonprofit otherwise agree, the SBE shall make a final decision at its next regularly scheduled meeting.
- 26.5** In the event that the Nonprofit is required to cease operation for any reason, including by not limited to non-renewal, revocation, or voluntary surrender of the Charter, the Nonprofit shall comply with the SBE's closure requirements.

27. Charter Amendment

- 27.1** The Nonprofit shall submit any proposed material revision of the charter to the SBE in accordance with guidance provided by the Office of Charter Schools. Changes that constitute a material revision include, but are not limited to, the following:
- a) Enrollment growth beyond 20% or grade expansion not approved in the charter;
 - b) Relocation;
 - c) Transferring the charter to another non-profit entity;
 - d) Altering the mission or targeted student population;
 - e) Employing or terminating a management company;
 - f) Changing the application respecting the National School Lunch program; and
 - g) Changing the application with respect to student transportation.
- 27.2** The following proposed amendments to a charter may be approved by Department staff without the necessity of Board action; however, the charter school must seek approval prior to implementation of the change. Further, the Board must be notified by the Department of any approved amendments in the following areas:
- a) Bylaws;
 - b) The name of the charter school;
 - c) The Articles of Incorporation;
 - d) Class sizes as stated in the application;
 - e) Length of school day and/or academic year; and
 - f) Curriculum changes.
- 27.3** Any potential changes not contained in 27.2 above must be reviewed and approved by the State Board of Education. Notwithstanding the foregoing, the Department may carry any proposed amendment to the Board for its review.

28. Agreements with Local Boards of Education

This Charter shall not preclude the Nonprofit from entering into any agreements with the local board of education; provided, no such agreements shall supersede or override any provision of this Charter.

29. Oversight and Intervention

- 29.1** The SBE will, at its discretion, conduct announced or unannounced site visits at the Public Charter School consistent with its oversight authority.
- 29.2** The SBE and DPI are, in no event, responsible for any financial support other than the ADM funding as provided by law.

30. Notice

Any notice the Public Charter School is required or permitted to submit under this Charter shall be delivered to:

**Director, Office of Charter Schools
Department of Public Instruction
6303 Mail Service Center
Raleigh, NC 27699-6303**

All faxes sent by the School shall be followed by hard copies postmarked within the next business day of the fax transmittal.

31. Severability

If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of this Charter shall remain in effect, unless the Charter is revoked or relinquished.

32. Non-Endorsement

The Public Charter School acknowledges that the granting of a Charter in no way represents or implies endorsement by the SBE of any method of instruction, philosophy, practices, curriculum, or pedagogy used by the School or its agents; nor does the granting of this Charter constitute a guarantee by the SBE of the success of the Public Charter School in providing a learning environment that will improve student achievement.

33. Legislative Action

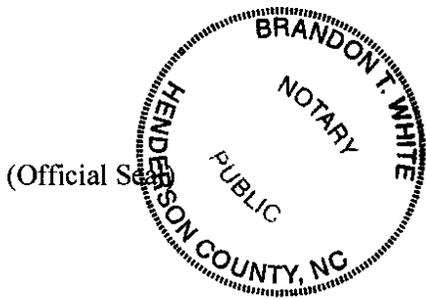
This Charter and any amendments to it and renewals of it are subject to applicable laws enacted by the General Assembly and shall be deemed amended to reflect applicable changes to those laws. Upon repeal of the statutes authorizing this Charter, this Charter is null and void.

FOR THE SCHOOL: The Franklin School of Innovation, Inc
(School Name)

This 20th day of May 2014

Michelle Vrawink
(Print Name of Board Chair/ President)

[Signature]
(Signature of Board Chair/President)



State of North Carolina, County of Buncombe
Sworn to and subscribed before me this 20 day of May, 2014.

[Signature]
Notary Public

My commission expires 02/11, 20 19.

FOR THE STATE BOARD OF EDUCATION:

This 5th day of June 2014

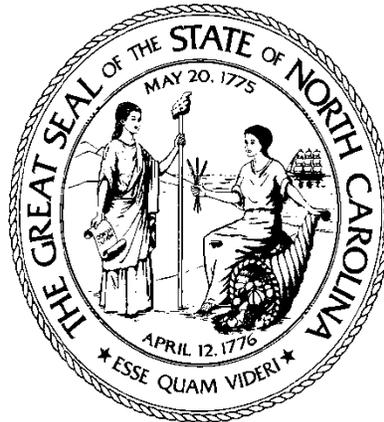
June Atkinson
(State Superintendent)

[Signature]
(Signature of State Superintendent)

(Official Seal)

Sworn to and subscribed before me this 5th day of June, 2014.

[Signature]
Notary Public
My commission expires May 4, 2015



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Public charter schools opening the fall of 2014

See **Resource Manual** for Assistance
(Available late November 2012)

Due by 12:00 noon, March 1, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

OCS August 2012

**CHARTER SCHOOL
2013 Application Process
To open a charter school in the 2014-2015 school year**

APPLICATION DUE DATE/TIME

- January 4, 2013** A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- March 1, 2013** A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.
- March 8, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
5. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
6. Late submissions will not be accepted. No exceptions.

7. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

2013 Application Questions: If you have questions regarding the 2013 application process, please contact the Office of Charter Schools via email at officeofcharterschools@dpi.nc.gov.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: The Franklin School of Innovation

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of non-profit organization under which charter will be organized or operated:
The Franklin School of Innovation Inc

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: Michelle Vruwink

Title/Relationship to nonprofit: Board Chair

Mailing address: 639 Pennsylvania Road, Arden, NC 28704

Primary telephone: 828-484-4385 **Alternative telephone:** 828-490-1661

E-Mail address: michelle@arroyoresearchservices.com

Name of county and local education agency (LEA) in which charter school will reside:
County: Buncombe
LEA: Buncombe County School District

Is this application a Conversion from a traditional public school or private school?
No:
Yes: If so, Public or Private:

If yes, please provide the current school or organization web site address:

If a private school, give the name of the private school being converted:

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted:

Is this application being submitted as a replication of a current charter school model?
No:
Yes:

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in.

What is the name of the nonprofit organization that governs this charter school?

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year **2014** Month **August**

Will this school operate on a year round schedule?

No: X
Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	6 – 9	400
Second Year	6 – 10	512
Third Year	6 – 11	624
Fourth Year	6 – 12	736
Fifth Year	6 – 12	736
Sixth Year	6 – 12	736
Seventh Year	6 – 12	736
Eighth Year	6 – 12	736
Ninth Year	6 – 12	736
Tenth Year	6 – 12	736

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may 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 on behalf of the applicant.



 Signature Chair
 Title

Michelle Vruwink

 Printed Name Date
 2-26-2013

II. MISSION and PURPOSES (No more than three total pages in this section)

Mission:

State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal. The mission statement of the proposed charter school is as follows:

The Franklin School of Innovation (FSI) is preparing the next generation of leaders, capable of solving problems and participating effectively and ethically as local and global citizens. Through challenging academics, real-world learning, and community engagement, our students discover their potential, develop persistence, and recognize the value of others. Our graduates are ready for the future they will create.

Educational need and Targeted Student Population of the Proposed Charter School:

1. Provide a description of Targeted Population in terms of demographics. Include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.

FSI will serve students in the Buncombe County region and is open to any student eligible for admission to a NC public school. The school is designed by parents and educators in this region to meet the needs of this region. FSI will reach out to all populations in the area to achieve a student body representative of the regional diversity, both in terms of ethnicity and socio-economic status.

While the local education agencies (LEAs) provide an adequate education for some students, persistent achievement gaps exist. In Buncombe County high schools, 83% of White students passed the ABCs End of Course tests, compared to 57.8% of Black students and 72.7% of Hispanic students. For middle schools, performance is lower, with 75.3% of White, 46.3% of Black, and 53.0% of Hispanic students passing both Math and Reading EOGs. The gap is greater in Asheville City schools, with a disparity of approximately 50% between White and Black students. (Source: NC School Report Cards). Equally concerning are graduation rates. Though the LEAs overall are on par with the state, one fifth of students do not graduate. At Enka High School, the graduation rate is under 75%. While these opportunity gaps persist, there are few secondary school choices, despite strong support for alternative educational models. Existing charter schools operate at maximum enrollment with waiting lists, and do not offer high school.

Before determining to apply for a charter, FSI surveyed the local community to assess how well their needs were being served (see Appendix A for results). Our survey showed interest in a rigorous, college-preparatory program that incorporates real-world learning, differentiation, and character education. FSI's educational model, with its focus on personalized education, strong relationships between students and teachers, and intentional time for targeted remediation and enrichment, is designed to fill these needs.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

Total projected enrollment of 736 students is approximately 2.5% of ADM for Buncombe County and Asheville City schools (29,355 students).

3. Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).

The July 10, 2010 *Newsweek* cover story, "The Creativity Crisis," documented research on the decline of creativity of U.S. children, citing among other factors the lack of creativity development in schools. In October 2012, the *Charlotte Observer* reported that North Carolina juniors' scores on the ACT revealed that only 12.8 percent met benchmark scores considered to be predictors of college success. Moreover, our survey of local parents identified high need for additional attention to personalized learning, personal development and student engagement. FSI addresses these issues head-on. Our college-preparatory program is designed to foster students' creativity through a rigorous and coherent standards-based curriculum, and instructional methods emphasizing inquiry and real-world connections. Personalized education and a focus on differentiation will ensure that all students develop at high levels. Incorporating leadership, community service and character education will help students develop traits they need to succeed in both college and careers. These factors differentiate FSI from the existing LEA schools.

4. In the appendices (Appendix A), provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Do not provide more than one sample survey form).

Purposes of the Proposed Charter School: In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

The Six Legislative Purposes of a Charter School are:

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
2. Hold schools accountable for meeting measurable student achievement results.
3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
4. Improving student learning.
5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
6. Encourage the use of different and innovative teaching methods.

1 and 6: FSI provides a unique opportunity for teacher leaders who believe that all students can learn at high levels and who are interested in preparing students for college and careers. School leaders will maintain a direct role in teaching, while teachers will share in the leadership and decision making of the school, working collaboratively to design learning expeditions aligned to state standards and to recommend and implement programs that meet the needs of their students. They will work in a professional learning community, continually refining their practice, increasing their knowledge of promising, research-based methods, and incorporating new findings into the FSI program. Teachers will have open classrooms and participate in collaborative critique, encouraging one another and developing strategies to overcome teaching

challenges. Skilled mentors and administrators will observe, evaluate, and develop teachers and systematically review student learning data to assist teachers to refine learning goals and strategies as needed. FSI leadership will encourage teachers to utilize emerging innovations such as blended learning to improve instruction.

2. FSI will be accountable for meeting measurable student achievement results. Our students will take all state assessments. Results will be used as one of many measures to gauge success, inform teacher and leader evaluations, and direct plans for the school. FSI will establish performance targets for each subject and grade. Teachers will meet in collaborative teams to review data and modify instruction as needed. Data will be shared transparently with students and parents. We will celebrate academic success and encourage students who need more support. Should we fall short, we will not lower our standards but will reevaluate, revise our plans, and redouble our efforts to succeed.

3: FSI will provide parents and students with the choice of a smaller school with a focus on personalized learning, high academic standards and community engagement not universally evident in the local public schools, delivered through innovative research-driven instructional methods. Our students will develop strong relationships with faculty, peers, and the community. Fieldwork, service learning, and internships will make learning relevant. Incorporation of the Core Knowledge Sequence and a college-preparatory high school curriculum ensure rigorous academic content.

4 and 5: At FSI, we believe all students can and must learn to their potential. FSI seeks a student body that reflects our community, diversified by socio-economic status, ethnicity, and educational exceptionalities. We see this diversity as an asset, something that reflects the world and broadens our worldview. We will hire educators who share these beliefs and are committed to the goal of all students graduating ready for college and careers. We will set high bars for success, expose students to rigorous and meaningful content, and cultivate critical thinking and problem solving. Our faculty will include teachers with credentials for working with Exceptional Children, gifted students, and students who may face language barriers. All teachers will differentiate instruction, meeting students where they are and pushing them to reach their goals and FSI standards.

Goals for the Proposed Charter School:

1. How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?

The Board will establish Key Performance Indicators (KPIs) that gauge progress toward achieving our mission. Comprehensive annual KPI review will be a component of the board's governance and strategic planning procedures, and will drive revisions to school policies, program, and budget. Data for KPIs will be drawn from core program activities, including NC READY assessments, 8th and 10th Grade Portfolios, Personal Learning Plans, and parent and student assessments and surveys. Provisional KPIs include:

KPI 1: Leadership. Percent of students demonstrating growth in leadership inventory score. Target: 70% . As part of their Personal Learning Plan development, FSI students will complete a validated leadership assessment tool (e.g. Student Leadership Practices Inventory 360, Kouzes and Posner [2006]). Scores from self-assessment and peers will be reviewed to develop a composite score and tracked over time to identify growth.

KPI 2: Problem Solving. Percent of 8th and 10th grade portfolios that demonstrate proficient problem solving. Target: 70%. FSI will utilize research-based rubrics to assess problem-solving and critical-thinking skills demonstrated in 8th and 10th grade passage portfolios.

KPI 3: Citizenship. Percent of students who participate in service learning projects. Target: 100%.

KPI 4: Persistence. Percent of students demonstrating growth in persistence. Target: 80%. FSI will utilize research-based rubrics to assess growth in persistence at set points, such as the 8th and 10th grade passage portfolios. Students will also complete self-assessments (e.g., Short Grit Scale, Duckworth and Quinn [2009]) as part of their Personal Learning Plan development.

KPI 5: Future Ready Academics. 1) Percent of 8th grade students with scores of proficient or higher on all three end-of-grade ELA, Mathematics and Science. Target: 3% growth annually . 2) Percent of 10th grade students with portfolio review scores of proficient or distinguished. Target: >80%. 3) Percent of graduates who were enrolled at FSI for at least 3 years with composite ACT scores > 22. Target: 70%.

KPI 6: Academic Rigor. 1) Percent of 8th grade students passing Integrated Math I. Target: 80%. 2) Percent of all students passing Integrated Math III before graduating. Target: 95%. 3) % of students completing at least one Honors or AP course before graduating. Target: 50%.

KPI 7: Community Engagement. 1) Percent of students participating in service learning projects. Target: 100%. 2) Percent of parents indicating school/community engagement at a level of Excellent on parent surveys. Target: 85%.

KPI 8: Real World Learning. Percent of graduates who completed internships or mentored studies. Target 100%.

2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.

FSI has established provisional student academic achievement goals to reflect its mission and targets under NC READY accountability system. Student academic performance will be included in the Board's annual Strategic Planning process, and will be reviewed by FSI staff during academic planning and collaboration, as specified in the Education Plan. Specific measurable objectives in addition to those identified in the section above are listed for Years 2 – 5. Year 1 (or the 1st year students complete the relevant course) will serve as the baseline.

Goal 1 – Academic Performance: The percent of FSI students who are proficient on the READY Accountability Measures will increase by three percent each year over the baseline measure. Growth will occur in the aggregate and for statistically significant subgroups.

Goal 2 – Academic Performance: In each year, FSI will meet the “Expected Growth” standard set by NC Department of Public Instruction, as well as KPIs 1, 2, 5 and 6 above.

Goal 3 – High School Graduation: The FSI four year graduation rate will be 90% .

Goal 4 – College and Career Readiness: Year 2: all sophomores enrolled in their second year at FSI will articulate post-secondary goals in their Personal Learning Plans. Year 3: 80% of juniors who have been enrolled at least 2 years at FSI will visit at least one college campus. Year 4: 80% of graduating seniors who have been enrolled at least 3 years at FSI will be accepted at a 2 or 4-year college. This target will grow by 5% for Year 5.

III. EDUCATION PLAN (No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation could deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

FSI will offer a comprehensive middle and high school educational program based on three components: a strong academic program aligned with Common Core and NC Essential Standards; innovative instructional methods and teaching strategies that emphasize inquiry and the development of critical thinking skills; and an integrated focus on service, civic responsibility, and character development woven throughout the curriculum.

FSI's program is designed to fulfill our mission: preparing the next generation of leaders, who are capable of solving problems and participating effectively and ethically as local and global citizens. This mission contains two equally important parts: developing the academic skills and problem-solving capacity of our students and developing character. Character development is taught in our classrooms and integrated explicitly in our peer advisory program and school culture. The academic skills and problem-solving capacity of our students are developed through a content-based curriculum and innovative instructional methods that support critical thinking and creativity. Our program addresses three aspects of creativity identified by Teresa Ambile in "How to Kill Creativity" (*Harvard Business Review*, September-October 1998). Together these elements address key educational needs identified in our target population.

Expertise: FSI students develop expertise through a coherent, cumulative, and academically rigorous curriculum. In middle school, FSI intends to utilize the Core Knowledge sequence to provide a solid foundation for all students. The specificity of content in this sequence ensures that students who have not had access, through prior experience or teaching, to the essential fundamentals of the core subjects, as well as elements of culture and the arts, can develop the knowledge base they need to succeed in high school and beyond. The integration of subjects within Core Knowledge aligns with FSI's emphasis on teaching in a multidisciplinary manner. The high school curriculum will build on this foundation with engaging content-rich material.

Creative Thinking Skills: Students build creative thinking through instructional methods that emphasize discovery, inquiry, critical thinking, problem-solving, and collaboration. The multidisciplinary learning expedition is an important instructional method at FSI. Teachers work as teams to develop learning opportunities that combine and integrate different subject areas. Flexible groupings intentionally bring together students with different styles of thinking and learning and with diverse backgrounds and perspectives. Perseverance is developed through the process of revision and polishing, resulting in quality student work that is displayed and shared with authentic audiences made up of teachers, parents, and community experts and members.

Motivation: Creativity thrives through intrinsic motivation, when students are driven by interest, satisfaction, and challenge. Our instructional program enhances motivation by ensuring that learning is relevant and real, and by giving students responsibility for their learning, through the establishment of high academic standards and the development and ongoing review of Personal Learning Plans. Additionally, they will thrive in a school where everyone is a part of a community of learners and where educators believe that all students can succeed and learn.

The following structures will support the development of our students:

- **Learning Expeditions:** These long-term teacher designed studies involve students in original research, critical thinking, and problem solving. Expeditions are often multi-disciplinary and are directly tied to curriculum standards, with explicit focus on development of literacy as well as persistence, leadership, and collaboration. Most expeditions incorporate field work or service learning and culminate in student products of value to an external audience. While time is specifically allocated to interdisciplinary expeditions, teachers may also incorporate expeditions in daily instruction.
- **Peer Advisories:** All students participate in weekly peer advisories with the goal of ensuring that development of strong relationships with adults and peers. Habits of Work and Traits of an FSI Scholar (set forth in the Student Handbook, Appendix C) are explicitly taught. Peer advisories are used to build perseverance and other positive character traits; and to organize work for portfolios, exhibits, and conferences.
- **Personal Learning Plans:** Every student, in conjunction with an advisor and parents, develops an individual plan that identifies the academic strengths and areas of focus, multiple intelligences, interests and abilities, and strategies that will enhance or help to improve academic and non-academic growth and development. Advisors initiate PLP development by reviewing records of incoming students. The advisor then meets with the student and other individuals, such as parents and former teachers, to obtain information about academic history and to determine a set of “SMART” (specific, measurable, attainable, realistic, and time-bound) goals for the upcoming year. Short and long term goals focus on academic achievement, personal expectations, and college and career readiness. Achievement on standardized and other assessments is documented in the PLP. By the end of 10th grade, all students will have a PLP that covers both high school and post-secondary plans. Students and their advisors meet regularly to review progress toward personal, academic, and long term career goals. PLPs help students take personal responsibility for their learning.
- **8th and 10th Grade Portfolios:** The portfolio is a collection of student work that demonstrates mastery of specific academic standards as well as development of habits of scholarship and student self-assessment. Students present their portfolios to faculty and parents, demonstrating their readiness to move on to the next level of their education.
- **Intensives:** These week-long mini-courses provide specific time for remediation and enrichment. Students below proficiency in core content participate in tutoring and independent work to gain critical skills and knowledge. Students proficient in core content will select from a range of short learning immersions. We will work with local organizations, parents, and community members to provide a range of topics of interest to students, such as sessions on entrepreneurship, robotics, movie making, or Outward Bound.
- **Extensive:** The high school learning year culminates in an in-depth Learning Expedition. Designed and team-taught by grade-level teachers, the expedition requires students to

demonstrate mastery of essential learning standards of each of the core disciplines through real-world application, combining original research, fieldwork, collaboration, critical thinking, and communication.

- **Junior Internship or Independent Study:** 10th grade students complete an internship or a mentored study, which incorporates a student-selected compelling topic, strong reading and writing components, fieldwork, and a final product that demonstrates deepened understanding of the content studied and skills learned. Through the internship or study, students develop and demonstrate practical career-readiness skills.
- **Senior Capstone:** As a graduation requirement, seniors present a Capstone Project to a panel of students, staff, and community member to demonstrate that they have developed the skills needed to become leaders, problem-solvers, and effective and ethical global citizens.
- **Community Service:** Students select, plan, design, and implement annual service projects. Possible examples include development of community gardens to support local food banks or a study and plan to improve the “walkability” of a selected neighborhood.

Instructional Methods

FSI will implement instructional methods which challenge students to think critically and take active roles in their classrooms and communities. Teachers design every lesson with purpose, clearly defined learning targets, specific strategies to engage students and build curiosity, and clear expectations for how student mastery will be assessed. Within this framework teachers employ a wide variety of instructional methods to ensure that all students are challenged and supported, including:

Learning Expeditions: As described previously, expeditions are inquiry-based and provide a context to engage learners in rich, complex, and purposeful learning. Expeditions incorporate open-ended questions, used to connect specific topics of case studies and projects to core concepts of the disciplines. Teachers assess learning through ongoing formative assignments and a summative project that students produce at the culmination of the unit.

Focus on Literacy: FSI places strong emphasis on literacy. Teachers of every subject are strong readers and writers, and they provide explicit instruction in both across the curriculum. Students read a range of rigorous and complex literary and informational texts and learn to think deeply and analyze them. Teachers assess student understanding through multiple methods, including student writing and other products, presentations, class projects, quizzes and tests, and portfolios. Diagnostic test data are used to identify reading problems and ensure that students receive targeted assistance.

Fieldwork, Experts, and Service Learning: At FSI, learning is expanded beyond the classroom. Fieldwork differs from traditional field trips by engaging students outside the classroom in the research tools and methods of professionals. Teachers collaborate with local experts to develop curriculum and student projects. Service learning is integrated through a team-based, problem-solving approach, based on National Youth Leadership Council standards. Selected projects provide true benefit and are explicitly tied to academic skills and standards. Service learning is a critical component of our mission of preparing students to be effective and ethical leaders, and recognizing themselves as active players in the world.

Technology Literacy: Today’s students experience technology as an integral component of their lives. Our teachers use technology to manage student learning, add value to their instruction, reinforce concepts, get real-time feedback of student understanding, provide for personalized remediation and enrichment for students, and assess and track student progress. Students use

technology as a research tool, to practice and review skills and content, to produce high quality, state-of-the art products, performances, and presentations. Technology is used to connect students to the world beyond. For example, students and teachers might collaborate with counterparts from around the world via Skype. Incorporation of blended learning, such as use of Kahn Academy, occurs where teachers believe it supports effective teaching and learning.

Culminating Projects and Events: Our mission for students to develop soft, non-cognitive skills like persistence is realized through student projects designed and displayed for authentic public audiences. Students work through multiple drafts and revisions to produce high-quality final products that demonstrate mastery of the learning targets, reflect high standards of academic accuracy, depth, and care, and show attention to aesthetic considerations. Teachers support student efforts by providing feedback and constructive criticism, facilitating feedback from community experts, and allocating sufficient time for multiple revisions and polishing.

Through these integrated components of our program, students will build competency in the Pillars of FSI:

- Inquiry and investigation: Students will explore the world both within and beyond their immediate environment.
- Ethics: Students will examine issues from multiple perspectives and identify the full impact of actions.
- Collaboration: Students will work effectively within a group, navigating different ideological, cultural, linguistic, social, and geographic barriers.
- Leadership: Students will recognize the leadership capabilities of themselves and others, and use them effectively.
- Persistence: Students will develop the ability to see actions through to the end, recognizing failure as part of the process, and identifying multiple paths toward an ultimate objective.
- Action: Students will see themselves as active players in the world.

Assessment Strategies

The purpose of assessment is to provide students, teachers, and families with accurate, timely, and detailed information on student learning, to inform future instruction and to measure progress and achievement. FSI's approach to assessment includes: the nationally-normed NWEA MAP testing in grades 6 – 8 to measure proficiency in English, Language Usage and Mathematics along with school-developed or selected baseline assessments of reading, writing, and numeracy skills in grades 9 – 12; participation in the NC READY accountability model, including EOC/EOG tests and ACT Explore for 8th graders, ACT PLAN for 10th graders, and ACT for 11th graders; and teacher-designed formative and summative assessment.

The methods of student assessment will be varied in order to best align with instructional approaches and individual learning activities in a given area. Teachers will develop and explain standards-based rubrics used to assess student performance. Teachers will use many methods of internal assessments such as quizzes, presentations, papers, projects, homework, and exams. Students will also use rubrics and other measures to assess their own work at appropriate times throughout the school year. Students will develop portfolios that show what they have been thinking about, working on, and learning. Portfolio development will engage students in

metacognitive thinking about their own learning and progress. Students and parents will participate in conferences to engage parents in the assessment process. Information on FSI's assessment procedures is also provided under Student Performance Standards.

K-8 and High School Curriculum and Instructional Design

Please note that our overall program design for middle and high school are similar in approach. Specific differences are identified in our responses.

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

The general learning environment is classroom-based, with classes averaging 24 students in middle school and 28 students in high school, although class size will vary based on student course selection. "Floating" associates support lead teachers. Middle school students study four core courses: ELA, Math, Science, and Social Studies. Because sixth grade is a transition year, students have shorter class periods and more time dedicated to peer advisory and study skills development. The four core subjects meet daily. Peer advisory and physical education/health meet alternately in one period, and the final period is available for arts and technology electives.

Seventh and eighth grade students shift to the high school hybrid block schedule. In addition to the four core subjects, students participate in peer advisory and physical education, and select electives in languages, technology, and the arts. The middle school math progression will prepare students for Integrated Math I by 8th grade, though a standard or more accelerated math program will be available based on student educational readiness and goals. An alternate schedule allowing for extended field work will be used as needed.

The high school also follows a hybrid block schedule. Core subjects are taught on a year-long basis, with specific class structure (longer block "A/B" or shorter daily sessions) determined by faculty. Students generally complete seven credits each year (four core subjects and three electives). Highly motivated students may be able to complete eight credits. Electives will be offered on a semester or year-long schedule, as determined by faculty and scheduling demands.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each division (elementary, middle) the school would ultimately serve.

Please see Appendix B for sample ELA scope and sequence for grades 6 – 8 and 9 – 12.

2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.

Please see Appendix B2 for a projected course listing for years 1 – 5.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The Core Knowledge Sequence provides a comprehensive curriculum to prepare middle school

students for increasingly challenging material and greater independence in high school. The high school curriculum and course sequence meet NC Future-Ready Core graduation requirements. FSI's academically rigorous college-preparatory program, combined with inquiry-based instructional strategies, is specifically designed to fulfill our mission of preparing the next generation of leaders by assuring each student has mastered the requisite content and developed the necessary skills and attributes. Alignment with Common Core and NC Essential State Standards ensures students are prepared for testing under the NC Accountability Model.

Core subjects are taught in discrete classes and are integrated into multidisciplinary learning expeditions when practical and appropriate to allow both the development of foundational knowledge and its relevant application. In **Mathematics**, students and teachers use diagrams, manipulatives, and models to support different learning styles. Students learn to use technology tools to support and enhance problem-solving skills and conceptual understanding. Teachers incorporate class discussion and analysis of problem-solving approaches, and ask students to create as well as solve math problems. Students may work in groups, assisting others with specific concepts, developing alternative problem-solving approaches, and critiquing reasoning and approaches. In high school, FSI intends to implement an integrated math curriculum that results in student mastery of the Common Core math practices: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; look for and express regularity in repeated reasoning.

FSI will teach **Science** as inquiry, in accordance with the NC Essential Standards and the National Research Council, and will adhere to the Council's essential features of classroom inquiry:

- Learners are engaged by scientifically oriented questions.
- Learners give priority to evidence in responding to questions.
- Learners formulate explanations from evidence.
- Learners evaluate their explanations in light of alternative explanations, particularly those reflecting scientific knowledge.
- Learners communicate and justify their proposed explanations.

FSI teachers place a strong emphasis on the connections among science, math, engineering, and technology through the promotion of skills in questioning; developing and using models; planning and carrying out experiments; collecting, analyzing, and interpreting data; and using evidence to support arguments. Literacy is supported through the use of high quality primary and secondary source text materials. Writing and communication skills are strengthened as students practice the formal style and objective tone required in technical and scientific writing. Students engage in active practice of science through experiments and labs, and the collection, analysis, and presentation of data and results. Teachers seek opportunities for students to interact with professional scientists and engineers. When practical, students engage in research that will contribute to a larger goal, such as analysis of local water or air quality.

Discrete instruction in **reading, writing, and literacy**, based on Core Knowledge and Common Core standards, is provided in **ELA** classes, and incorporated across the curriculum. Teachers in

all disciplines explicitly teach and support students in the development of critical thinking skills, reading, writing, speaking, and listening. Students learn to read from a variety of types of text, including science articles, historical primary sources, math word problems, historical and current literature. Teachers in all disciplines develop students' reading skills and their abilities to comprehend, interpret, and analyze a wide variety of texts for personal, literary, informational, and critical purposes.

It is our goal that all students learn to craft coherent, creative, well-structured, and sophisticated writing, gaining adequate mastery of a range of skills and writing applications over time. Because writing is a skill that can be learned, students write often and the school itself is a writing community. In each subject, they practice and produce writing in the genres of that discipline, such as scientific logs for biology or journals explaining mathematical thinking. In all subjects, they produce informative and critical writing products. Teachers are skilled writers who provide explicit instruction in writing and offer frequent feedback and coaching. Teachers often write with their students, and students and teachers share their writing and publish it.

FSI's mission of preparing students capable of solving problems and participating as local and global citizens is perfectly aligned with the NC Standards primary purposes for teaching **Social Studies**: to develop young people who are knowledgeable, critical, and capable of making informed decisions about the world and their place in it; and to prepare young people to participate actively and responsibly in a culturally diverse, democratic, and increasingly interdependent world. At FSI, social studies often serves as the core of multidisciplinary expeditions, drawing upon disciplines such as anthropology, archaeology, economics, geography, history, political science, religion and sociology. Priority is placed on students' understanding of enduring concepts so that they can apply that understanding to today's world. Teachers place the study of significant events within the broader historical context. In middle school, the Core Knowledge sequence introduces students to both US and World history, with a logical and sequential order. In high school, all students move through the sequence of courses in the same order (e.g., all ninth grade students study World History) to allow for collaboration and integration across subject areas.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

FSI believes that all students can and should learn at high levels. This kind of learning requires educators in the school to skillfully use a wide range of learning strategies. Highly effective teachers must be able to instruct students in a whole-class or small-group setting, as well as facilitate instruction and engagement successfully in cooperative settings. They need to be adept at personalizing learning and at modifying lessons for students with disabilities or language barriers, as well as with those who are gifted or moving at a rapid pace. FSI's inquiry-based instructional strategies are designed to maximize student engagement and development of critical thinking skills in a classroom with a teacher who can draw upon a wide repertoire of instructional strategies. Many of our instructional strategies are based on the Expeditionary Learning model, which has been shown to produce strong results on standardized tests, result in high college acceptance rates, and have positive impact on closing achievement gaps, a key issue

in our target population. Extensive professional development will ensure effective implementation of strategies which include:

- **Differentiation:** FSI's academic standards are based on a growth principle, which holds that all students can achieve educational goals with appropriate support and challenge. Differentiation, based on the work of Carol Ann Tomlinson, is a central expectation within every classroom. *Classes will generally be heterogeneously mixed.* Teachers use flexible groups of students, based on frequent assessment, allowing students to follow different approaches toward the same goal. Instructional practices, such as selection of high quality texts at various reading levels, ensure participation of all students. Teachers monitor and assess student participation and modify groupings or practices as needed. Teachers scaffold instruction to support a variety of learners, using strategies such as guided practice and extended learning time for struggling students, and more complex, challenging tasks or questions for advanced learners.
- **Workshops:** Teachers often use a workshop structure to introduce and teach concepts, skills, and strategies related to learning targets. Workshops may follow a variety of forms, but all provide time for students to learn by doing: to follow their interests, to practice skills, explore new concepts independently, to share their work and ideas, and to reflect meta-cognitively.
- **Strategic Questioning:** Teachers incorporate thoughtful questions to arouse student curiosity and help students think critically about complex topics through an incremental process, often modeling their own thinking.
- **Critique and Feedback:** Teachers use critique protocols to help students assess the strengths and weaknesses of their own and others' work. Classrooms are open learning labs where students regularly observe each other to serve as a real audience and to collaborate, affirm successes, and help identify challenges and potential solutions. Criteria for success are identified clearly in rubrics. Feedback to students, both formal and informal, is regular, supportive, and designed to help students grow and be successful.
- **Focused Revision:** Students develop multiple drafts of work intended for public audiences, assessing their work against models, criteria lists, or rubrics. Teachers and students guide the revision process, providing targeted and timely feedback.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

FSI's graduation requirements are aligned to the Future Ready Core requirements and college entrance requirements. Our instructional program is designed to help students develop needed academic skills and positive character traits. FSI will systematically review data about students' academic progress and intervene where needed to ensure that all students are prepared for college and careers. We will pay particular attention to students' scores on state tests and on the ACT exams, which all students will take and which are considered to be a key indicator of college readiness. We will keep data on the number of our graduates who enroll in post-secondary studies. All courses will integrate essential skills for career-readiness, including speaking and writing in a standard dialect, acquiring technological skills, and building personal habits employers seek. In our peer advisory classes, students will learn about college admissions and choices, and cultivate knowledge and skills to attend a college that they choose.

6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

FSI's calendar (included in Appendix R) provides 185, 6-instructional-hour days (1,110 hours), including two "intensives" for remediation and enrichment, two weeks of teacher training prior to opening, monthly early release days, and 5 teacher workdays for planning and professional development. FSI will consider implementing weekly or bi-weekly early release days if additional planning time is needed. Time for teacher planning and training is also incorporated in the intensives, when volunteers will conduct some of the programming, and through the use of Associate Teachers to provide training and coaching time as needed. The inclusion of sufficient instructional hours, specific time for remediation and enrichment, and teacher learning and planning time will support challenging academics and inquiry-based instruction required to achieve our mission.

Special Programs and "At-Risk" Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

Teachers will be selected partly based on their interest in serving their students and their skill in helping them to grow. They will be encouraged to establish robust and interesting lessons and a classroom culture modeled on trust and respect. When students struggle with chronic absences, low grades, disruptive or noncompliant behavior, or when they present symptoms of unusual emotional difficulties, teachers will first reach out to families and consult with colleagues who can help them. If greater interventions are needed, then teachers will follow a structured process to refer students for intervention based on a review of all available information. FSI will utilize the "Responsiveness to Instruction", or RTI model, as a means for early identification of students not performing at expected levels. A Care Team composed of general education teachers, administrators, and specialists will be formed. When a student is known to be struggling to meet academic, social or behavioral expectations, all existing data on the student is compiled and submitted to Care Team. Data will include classroom performance, social, educational and academic history, vision and hearing screening, work samples, MAP assessments, observations, parent input and any evaluations provided by the family. Care Team will review the documentation and develop a plan to support the student. The plan will include evidence-based interventions of moderate intensity, continued general education differentiation, and modifications if deemed necessary. Progress monitoring measures will be designed and goals for outcomes developed. Care Team will meet regularly to review progress and modify the plan according to outcomes. If goals are not being met after the highest level of intensive interventions, referral for further assessment will be considered.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:

- a. Methods for identifying ELL students.
- b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

- c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

FSI's inclusive and personalized approach to learning is designed to maximize the academic and social success of all students. However, ELL students may need further support. For students not previously identified as ELL, FSI will use the Home Language Survey process upon registration or within the first week of school. Based on the results, FSI will administer the WIDA Placement Test to determine ELL status. A personal education plan will be developed to best meet the needs of students identified as ELL, with the goal of a supported English language immersion approach. Students receive the same academic instruction as other students, delivered in English with modifications made to the level of English as needed. Additional support and instruction can be provided through tutoring. Priority will be given to hiring bilingual English/Spanish teachers who can provide tutoring. As the school develops, we will explore use of peer mentors/tutors from upper grades, parent tutors, or tutors from area universities and colleges.

FSI will evaluate the need for ELL services. Additional services will be based on student need and may include hiring ELL teachers or contractors and/or training for all teachers in the Sheltered Instruction Observation Protocol (SIOP). SIOP is an empirically-validated approach to teaching that provides teachers with a structure to adapt curriculum to increase comprehension and access for ELL students. All students identified as ELL will be annually assessed, using ACCESS for ELL, to determine whether they have attained state-level English proficiency. Students who attain proficiency will be monitored for two years. Students who do not attain proficiency will receive support and instructional modifications in accordance with the personal education plan.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

- a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.
- c) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Intellectually gifted students will be identified through a variety of mechanisms, including MAP tests, academic grades, current achievement test results, scores from aptitude tests, student portfolios documenting exemplary work, and parent/teacher input. Teachers will complete a nomination form and recommend that a student would benefit from differentiation. Generally, differentiation will take place within the classroom, with opportunities provided for more in-depth or higher level work. FSI will seek to hire AIG-certified teachers to support these students. In middle school, FSI will consider development of an "Honors" designation, requiring work at a level beyond the course standard. In high school, students can select Honors or AP courses. When appropriate, FSI will offer students the opportunity to work above grade level, in our classrooms or Asheville-Buncombe Community Technical College (AB Tech), and will explore use of NCVPS and NC School of Science and Math distance learning program. Intensives and afterschool programs provide further enrichment. Intellectually gifted students will be monitored like all students, through their PLPs, quarterly grades, and as described further in Assessment

Strategies and Student Performance Standards.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and ‘highly qualified’ special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

1. Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

After students are admitted, FSI will ask parents to complete a registration packet which will include a request for information about prior IEP and 504 plans, as well as approval to obtain academic records. Upon receipt of parental approval, FSI will request all academic records from each enrolling student’s previous school, including IEP and 504 plans. The Director of Special Services will review all plans and identify initial services in coordination with the student, parents and teachers.

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal ‘Child Find’ mandate. Be sure to include how student evaluations and assessments will be completed.

Information about and a description of the process of eligibility determination for exceptional children’s services will be provided to parents and faculty. Students suspected of having a disability will most often be identified through Care Team documentation of the RTI process. Referrals may also come directly from parents or in some cases, teachers. When a written request for evaluation has been received by the Director of Special Services, a meeting with appropriate staff and family (and student when appropriate) will occur to review existing data and make a team determination about whether to conduct an evaluation. The evaluation may include observation, interview, interactions, adaptive and developmental scales, criterion referenced instruments, standardized assessments, and clinical judgments. The information obtained through the initial assessment will be used by the team to determine whether the student meets the criteria for disability in accordance with 20 USC Sec. 1400, the IDEA and its amendments. Within thirty days of receipt of written notification of concerns regarding a student, FSI shall issue a written response to the student’s parent. The response shall include either an explanation of reasons FSI will not pursue the concerns or a date for a meeting in which FSI and parent will review existing data and determine whether a referral for consideration of eligibility for special education is necessary. Such meeting must be held within a reasonable time.¹

¹ North Carolina Department of Public Instruction (June 2010). Policies Governing Children with Disabilities. Retrieved January 7, 2013, from <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities/policies-62010.pdf>.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.
 - a) Requesting Records from previous schools
 - b) Record Confidentiality (on site)
 - c) Record Compliance (on site)

To request records from previous schools, FSI will first obtain a parental release of records and submit it to each enrolling student's previous school. FSI will maintain records confidentiality by keeping all student records in a locked filing cabinet, which will be kept in a locked room that is only accessible by school personnel with a designated need to know, as outlined in our policies and procedures. Records compliance will be monitored by a designated records manager. Files will need to be signed in and out, and any additions to a record will be recorded in writing.

Exceptional Children's Education Programming

1. Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.

FSI will implement the concept of Least Restrictive Environment for students with disabilities. Students with special needs will be educated primarily in the general classroom environment with their grade-level peers. A primary strategy at FSI is true differentiated teaching; when done well, students of a wide range of ability levels can learn effectively together and enrich each other's learning with their varied gifts. This is especially true within "expeditions" or whole-class projects. FSI will ensure appropriate supports within this environment. EC teachers will collaborate with general education teachers to ensure that each student's needs, strengths, and potential are recognized and addressed. If needed to access content or provide an environment more conducive to learning, the EC teacher will take students to a different location and provide direct instruction. If it is determined by the IEP team that a wholly-separate classroom is needed every effort will be made to accommodate that need. EC students will be provided the accommodations, modifications and assistive technology identified by the IEP team to best support that student's academic progress. Additionally, all FSI students will receive instruction in study skills, goal-setting and completion, and similar skills for successful learning.

2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

FSI is committed to ensuring that all students with disabilities receive a free and appropriate public education with services designed to meet their individual needs. IEPs and 504 Plans will be reviewed as required by law by a multidisciplinary team. Parents will receive written information on the plans and notice of meetings; students will be guided in their participation so that they may become self-advocates. The IEP team will evaluate the interventions. If the strategies prove effective the plan will continue. If adequate progress is not found, the IEP team will call a meeting to review appropriateness of goals and services and recommend adjustments.

3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored

and reported to the student, parents and relevant staff.

The IEP for a student will be written and revised by a multi-disciplinary team that includes the parents and, where appropriate, the student. It will include: a statement of the student's present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the student; a description of the extent to which the student will be able to participate in general education program and the extent to which the student will be able to participate with non-disabled students in nonacademic and extracurricular activities; the projected dates for initiation and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis. The student's EC teacher will monitor progress using data obtained across settings and report to the student, parents, and relevant staff as outlined in the IEP.

4. Describe the proposed plan for providing related services.

FSI will provide related educational services, including psychological services, speech-language pathology, physical therapy, occupational therapy, vision services, audiology, and other related services as specified under IDEA and as outlined in a student's IEP. These services will be provided by contracting with certified/licensed professionals in the community. The school will ensure that these professionals meet all required licensure and/or certification requirements pertaining to their area of service. Funds are set aside for contracted services in the FSI budget.

Student Performance Standards

1. Describe the student performance standards for the school as a whole.

FSI has established the following provisional student academic achievement goals. Year 1 will serve as the baseline measure. Note that for high school EOGs, the baseline measure will be the first year FSI has students complete the relevant course (e.g. English II baseline will be Year 2). FSI has also established Key Performance Indicators to assess implementation of our mission. These are described previously in the application.

Goal 1 – Academic Performance: The percent of FSI students who are proficient on the READY Accountability Measures will increase by three percent each year over the baseline measure. Growth will occur in the aggregate and for statistically significant subgroups.

Goal 2 – Academic Performance: In each year, FSI will meet the “Expected Growth” standard set by NC DPI, as well as KPIs 1, 2, 5, and 6 described in Section II of this proposal.

Goal 3 – High School Graduation: The FSI four year graduation rate will be 90% .

Goal 4 – College and Career Readiness: Year 2: all sophomores enrolled in their second year at FSI will articulate post-secondary goals in their Personal Learning Plans. Year 3: 80% of juniors who have been enrolled at least 2 years at FSI will visit at least one college campus. Year 4: 80% of graduating seniors who have been enrolled at least 3 years at FSI will be accepted at a 2 or 4-year college. This target will grow by 5% for Year 5.

2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Teacher-developed assessments (for high school) and the NWEA MAP assessments (grades 6 – 8) in Math, Language Arts, and Science will be used to identify student-specific strengths and weaknesses, and will be taken into consideration in the development of student PLPs. Students will also participate in all state assessments in accordance with North Carolina laws and regulations. These include the EOC and EOGs, as well as the ACT Explore for 8th graders, ACT PLAN for 10th graders, and ACT for 11th graders.

Both standardized and authentic assessment strategies will be used to monitor, adjust, evaluate, and modify instructional strategies based on individual student needs. The process for school-wide improvement of instructional strategies and curriculum will be the same as the process for individual students. First, content areas or subtests in which students perform below target will be identified. Second, FSI faculty and administration will prioritize among these areas, selecting a workable number of content areas to serve as the focus for intervention. Third, the available data will be used to identify new or different resource materials, methods of instruction, reinforcement, and/or assessment needed to address the gaps. The success of the intervention will be monitored through classroom assessments and on future test scores. Results of school-wide evaluations and assessments will be provided to the Board to inform its oversight of school achievement. A continual cycle of school improvement efforts will be embedded in the evaluation of assessment data.

3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Promotion recommendations in middle school will be made by the grade-level teaching team, based on student performance on assessed learning standards. In any case where the teaching team recommends retention, the Associate Director will review the case and assemble an appropriate team which may include the Director, teachers, advisors, and parents to make a final determination. Determinations for students with special needs (IEP, 504 plans, or ELL students) will be made in consultation with the appropriate special services faculty.

In high school, students must meet the following proposed initial standards for promotion.

From grade	Promotion Criteria	Credits	Additional Requirements
9	English I, Healthful Living, Math, Biology, World History, one elective, peer advisory	6	Proficiency on Biology and Integrated Math I EOGs
10	English II, Math, Chemistry, Civics/Economics, two electives, peer advisory	12	Proficiency on English II EOG; 10 th Grade Passage Portfolio
11	English III, Math, Physics, American History I (or AP US History) two electives, peer advisory	18	Junior Internship
12 (graduation)	English IV, Math, Environmental Science, American History II (or elective if AP US	24	Senior Capstone Project

	History was taken),two electives, peer advisory		
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Students who fail to meet required standards may be referred for participation in academic assistance programs, re-tested on EOG tests, and/or given a comprehensive review of academic performance prior to the final promotion/retention decision. These promotion criteria are set forth in the Student/Family Handbook provided to every student upon enrollment in the school.

4. Provide the public charter school’s exit standards for graduating students. These standards should set forth what students in the last grade served will know and be able to do.

Students must meet the criteria set forth above and demonstrate proficiency on required NC EOG exams. Students must demonstrate the knowledge and skill sets needed to succeed in entry-level college academic courses, and as described in the Common Core and NC Essential State Standards.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.

FSI is implementing the Future-Ready Core Course of Study for high school. Minimum required course credits for graduation include four credits each in English, Mathematics, Science, and Social Studies, two credits in a foreign language, one credit in health/PE, and a minimum of four credits in their selected elective concentration. Core courses will be year-long. Students will earn one credit for each course. Electives will generally be offered as one credit, either in year-long or semester classes. FSI will follow NC Policy GCS-L-004² on grading, using the augmented scale for numeric grades. In determining class rank and weighted grade point averages, students will receive one additional quality point for Honors or approved NCVPS or AB Tech courses, and two quality points for AP courses.

FSI will follow NC DPI policy for transcripts, which will include grade point average, class rank, end-of-course test scores, and uniform course information including course name and units earned toward graduation and credits earned for admission to an institution of higher education.

2. Explain the plan for graduating students with special education needs.

Students with special education needs will generally complete all FSI requirements for graduation. Accommodations and support services, including any accommodations or modifications granted for testing purposes, will be provided in accordance with each student’s IEP or 504 plan. Any student who has been identified as a “child with a disability” as defined by GS 115C-106.3(1) who does not meet graduation requirements may receive a Graduation Certificate and may participate in graduation exercises as long as they meet the criteria as set

² Accessed January 8, 2013 : <http://sbepolicy.dpi.state.nc.us/policies/GCS-L-004.asp?pri=01&cat=L&pol=004&acr=GCS>

forth in NC DPI Policy GCS-N-010, including meeting the requirements in his or her IEP and completing the required number of credits.

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

The teaching team for each grade level will meet at least quarterly to identify students at risk of failing two or more courses. The teacher(s) and advisor will work with the student and parents to develop clear conditions and expectations that will lead to promotion to the next grade, which are then incorporated in the student's Personal Learning Plan and may include specific improvements of academic performance, participation in tutoring, in-depth remediation during Intensives, and/or a behavior contract. Progress will be consistently monitored through the PLP review process, as well as the quarterly review of grades. FSI will offer staffed afterschool study hall at least one day per week in which any student can receive additional tutoring or complete school assignments in a supported environment. Students will receive remediation as needed during intensives. As the school develops, additional tutoring supports will be arranged through use of upper level students (peer tutoring), area college students, and community volunteers.

Student Conduct:

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

FSI's standards for student behavior are as high as our academic standards. To become the next generation of leaders, our students must develop a core of ethics that includes respect for themselves and others, empathy, compassion, and honesty. This will be accomplished by establishing clear expectations, modeling expected behavior, and supporting character development through consistent, positive encouragement and logical consequences. The following guidelines set forth our Code of Conduct in simple terms:

1. I will do my best academically, socially, and personally.
2. I will take responsibility for my behavior and performance.
3. I will act with compassion.
4. I will be honest with myself and others.

Most behavior issues will be handled by the students and staff immediately involved. A range of preventive and corrective strategies including progressively applied community accountability, detention, peer advisor notification and communications home prior to suspension will be utilized to minimize out-of-school suspension and expulsion—which will only be used for extreme behaviors that threaten the school community. Specific guidelines for tiered discipline practices are in our Handbook on pages 17-23, disseminated annually to students and parents.

Provide a draft copy of the student handbook within the appendices (Appendix C).
A copy of our draft student handbook is included as Appendix C.

IV. GOVERNANCE, OPERATIONS and CAPACITY (No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation could deem the application incomplete.

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: The Franklin School of Innovation

Mailing Address: 639 Pennsylvania Road

City/State/Zip: Arden, NC 28704

Street Address: Same

Phone: 828 484 4385

Fax: 888-742-8723

Name of registered agent and address:

Michelle Vruwink, 639 Pennsylvania Road, Arden, NC 28704

FEDERAL TAX ID: 46-1548530

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received

501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)

X No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

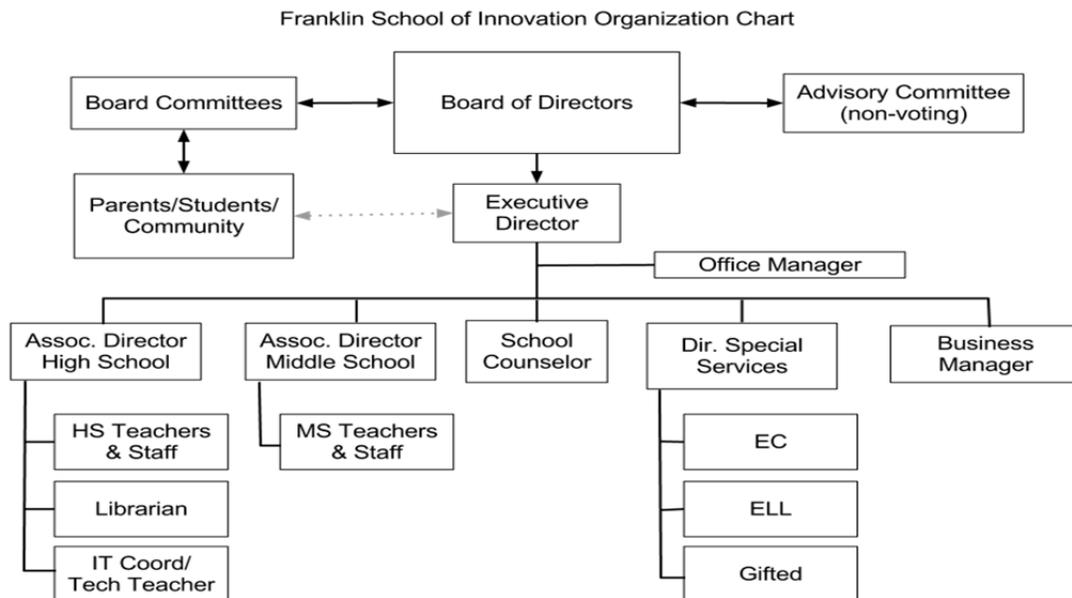
Governance and Organizational Structure of Private Non-Profit Organization:

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives. Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Michelle Vruwink	Chair	Buncombe	Director, Arroyo Research Services
Danielle Moser	Vice Chair	Buncombe	Managing Partner, Blended Learning LLC
Linda Tatspaugh	Secretary	Buncombe	Self-employed
Jutta Von Dirke	Treasurer	Buncombe	Strategic Advisor, Cerahelix Inc
Andy Nadeau	Member	Mecklenberg	Senior VP, JP Morgan Chase & Co
Pat Feehan	Member	Buncombe	Principal, The Briller Group LLC
Alison Harbin	Member	Buncombe	Education Consultant

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school.



2. A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

The Board of Directors is responsible for governance and oversight of the school. The Board's roles, responsibilities, and decision-making process are based on the Board Governance Training Manual (<http://www.charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf>). In general, after the initial pre-opening period when members are engaged in day-to-day operations, the Board will focus on "ends" policies and decisions that have to do with FSI's results: the educational achievement of our students, and the costs to achieve these results. More specifically, the roles and responsibilities of the Board of Directors include:

- Determine, review, and exemplify the school's mission statement.
- Establish the school administrator's job description, recruit, and select the most qualified candidate.
- Support the school administrator and review his or her performance.
- Ensure effective organizational planning.
- Ensure adequate resources to fulfill the school's mission.
- Manage resources effectively, approve the annual budget, and ensure that proper financial controls are in place.
- Determine and monitor the school's educational programs and services to ensure consistency with the school's mission and to assess effectiveness.
- Enhance the school's public image through a clear articulation of the school's mission, accomplishments, and goals.
- Annually assess the board's own performance.
- Recruit, orient, and train new board members.
- Perform other such duties as required by state law.

Upon approval of the charter, the Board will appoint a Search Committee to identify an Executive Director (ED), using advertising in newspapers, web and professional journals, and outreach through professional networks and charter school associations. The Committee will seek the candidate who best meets the job criteria and understands and is fully committed to FSI's mission. The Committee's recommendation will be made to the full Board. The Board Chair will establish regular meeting times with the ED to ensure frequent effective communication and ongoing supervision. The Board will conduct an annual review of the ED's performance, to include: staff relations, administration, planning, educational program, leadership, fiscal management, student outcomes, parent/family relations, general public relations, and effectiveness in working with the Board. The Board will consider input from individual board members, school faculty and staff, parents, and self-evaluation. The evaluation will be presented to the ED with opportunity for a response.

3. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a)

the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

FSI's by-laws provide for a board of no less than 5 and no more than 19 members, representing a range of backgrounds, interests, racial, and ethnic diversity from the broader community. There are currently 7 members with expertise in education, operations, finance, human resources, grant writing, and charter school board service. Recruitment of additional members is ongoing. Once approval is obtained, the existing Board will issue invitations to potential members who fill gaps in the current board composition, following the recruitment guidelines included in Appendix H, which are designed to assure ongoing maintenance of board diversity, representation and expertise. The desired composition includes individuals with experience in education, finance, legal, personnel, governance, public relations, and fund-raising; representatives from the local business, service, and education sectors; and FSI parents. This breadth will ensure FSI has needed leadership and input in all aspects of its operations. The Board will annually evaluate FSI's success through mechanisms including but not limited to: performance of the administrator; FSI's budget, finances, and audited accounts; and student achievement as measured by standardized tests and the goals set forth in Section II.

The powers and duties of the Board as set forth in the By-laws are:

Powers: The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporation such powers as it may see fit for specified periods of time.

Duties: The Board of Directors shall abide by the general standards of conduct of a Board as prescribed by N.C.G.S. §55A-8-30, including but not limited to acting in good faith, with the care of an ordinary prudent person in a like position exercised under similar circumstances and in a manner each director reasonably believes to be in the best interest of the Corporation.

4. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

Founding board members have been active in FSI's development. The initial founders identified areas of expertise to complement their own, including finance, education, and business. For the founding board, emphasis was placed on commitment to the school's mission and the ability to meet the substantial time commitment. Careful thought has been given to the distinction between the roles of the founding and sustaining board. Additional candidates for a sustaining board have been identified and recruitment efforts are underway. These candidates will be considered for addition to the board at two important milestones: approval of the charter application; and at the first Annual Meeting of the Board.

5. How often will the board meet?

The Board will meet as often as necessary to fulfill its responsibilities and provide appropriate oversight of the school, no less than ten times a year.

6. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).

All Board candidates must participate in orientation prior to being considered. The orientation will be held at FSI and will include an overview of the mission, vision, and educational goals; roles and responsibilities of the board; legal and regulatory obligations; and review of the board director position. Candidates will be invited to at least one board meeting prior to being considered. Upon appointment, members will participate in additional orientation and ongoing training, to include: meetings with key individuals in the school; review of the board manual; review of FSI's charter; introduction to the Board; assignment of a mentor for early service; and training incorporated in every board meeting. The timetable therefore is based on when new members are being considered for appointment, generally in the months immediately preceding the Annual Meeting. Orientation is provided prior to consideration. Initial training is provided before or immediately after the member's first meeting. Ongoing training occurs at every regular Board meeting. The Board's draft training procedure is included in Appendix H.

7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Board and staff must make full disclosure of potential conflicts. Where actual or potential conflict exists, the individual must abstain from voting on the matter, and the Board will take special care to document that decisions are in the best interests of FSI. Specific components of the Board's conflict of interest process include language incorporated in the Bylaws, a Conflict of Interest Policy (included in Appendix H), and Conflict of Interest Statements for Board members and employees. No actual or potential conflicts of interest have been identified.

8. Explain the decision-making processes the board will use to develop school policies.

The Board and any committees will develop specific goals and objectives to guide work throughout the year. Committees make recommendations to the full Board for consideration. Policies are adopted through a majority vote of members present in a legal Board session. The Board will place priority on policies related to the school's mission and goals, such as student achievement. Policies will establish the framework and autonomy within which board committees, the school administrator, faculty and staff, and other school volunteers carry out their roles and responsibilities. The vision is a Board that retains responsibility but does not micro-manage the school's operations. A draft policy-making procedure is included in Appendix H.

9. Describe any advisory bodies, councils, or associations listed in the organization chart or to be

formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

FSI is developing a non-voting Advisory Committee to provide guidance on education model, curriculum design, and extracurricular activities. Current members include Annie Jonas, Chair of the Education Department, Warren Wilson College; Dr. Mary Jean Herzog, Chair, Faculty Senate Professor and MAT Coordinator, Western Carolina University; Mary Katherine Boleware, student, Warren Wilson College; D. Rae Geoffrey, Associate Director, Diana Wortham Theatre; Cathy Kramer, Dean of Service, Warren Wilson College; Laurie Calvert, Teacher Liaison, US Department of Education (please note Ms. Calvert is serving in a personal capacity on this committee); Patrick Bahls, Director, University Honors Program and Associate Professor, Department of Mathematics, UNCA.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
13. Copy of any board policies if adopted already (Appendix H).
14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable. FSI will not contract with an EMO or CMO.

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

X Not Applicable. This is not a private school conversion.

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

X Not Applicable. This is not a charter school replication.

Projected Staff:

Provide, as Appendix K, a list of positions anticipated for the charter school; (e.g., principal or

director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I and align with the proposed budget.

Please see our projected staff list in Appendix K.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. Explain the board's strategy for recruiting and retaining high-performing teachers.

The Board will hire and evaluate the Executive Director, who in turn has primary responsibility for recruitment and retention of high-performing teachers and staff. The recruitment strategy will include referrals, recruitment from teacher preparation programs, and advertising through structures such as TeamCFA, Expeditionary Learning, and other professional networks, the FSI website, and local media. FSI will hire people who are flexible and creative, work well in a team environment, have excellent references, and have an educational philosophy consistent with FSI's mission. Position descriptions and requirements are outlined in Appendix L. Highly effective teachers will be developed and retained through a multi-faceted program of professional development and evaluation, a strong Professional Learning Community, opportunities for leadership and professional growth, and a culture that recognizes and rewards excellence.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.

All employees are hired by the Board. Terms and conditions of employment are set forth in an employment contract. Draft employment policies are included in Appendix L.

3. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Personnel positions will be publicly posted. The Executive Director has primary responsibility for selecting candidates. Applicants complete application forms which are screened to identify the top candidates. These candidates are then asked to participate in an interview process. The Executive Director recommends candidates to the Board for hiring. All school personnel will be subject to a criminal background check. Employees work at-will, and may resign or be dismissed at any time. Please see employment policies in Appendix L.

4. Outline the school's proposed salary range and employment benefits for all levels of employment.

The Buncombe County School District salary range will serve as a guideline for all levels of employment. However, FSI will retain the flexibility to incorporate varied levels of compensation based on experience, leadership capacity, curriculum development, effectiveness, or other factors of value to the school and determined by the board. FSI will opt in to the State

health benefits program and will work to develop a competitive retirement package for all full-time personnel. Additional information is provided in the budget and budget narrative.

5. Provide the procedures for employee grievance and/or termination.

FSI has developed a tiered employee grievance procedure that includes informal steps for resolution, formal conference, 3rd-party mediation, and a hearing with the Board Grievance Committee. A full description is provided in the draft employment policies in Appendix L. Grievances pertaining to employment are addressed in the formal conference stage of the grievance procedure.

6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

Not applicable at this time.

7. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

A full time EC certified Director of Special Services will oversee the EC, ELL, and gifted student services. Staffing for the EC program is based on projected enrollment of 15% of the student population and includes the Director and two full-time EC teachers in year 1. For ELL services, while approximately 7% of the Buncombe County LEA students are classified as ELL, most services are provided at the elementary level. It is difficult to project needed level of services until students are enrolled. FSI has already identified bi-lingual teachers (English/Spanish) and will provide SIOP training as needed. In Year 1, funds are set aside for contracted services, which may be used for EC or ELL services as needed. For gifted students, FSI will seek teachers with appropriate certification. FSI has already identified a founding teacher with extensive experience teaching gifted students. For Year 2 and after, FSI will give consideration to the special service needs of our student body when making additional personnel hiring decisions. Funds remain in the budget for contract services to supplement services provided by school faculty. Additional requirements and job descriptions for EC and ELL teachers are in Appendix L.

8. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

FSI intends to hire highly effective teachers who are grounded in their discipline, experts in their content area, and love their students. We will comply with NC law regarding licensure of teachers in charter schools (at least 50% licensed in the subject areas in which they teach) as well as with applicable NCLB Highly Qualified requirements. Following are general position descriptions. All personnel must demonstrate a commitment to FSI's mission and educational model. Additional specification is provided in Appendix L.

Executive Director, in partnership with the Board, pursues the vision and mission of FSI along with all of the educators on campus. The Executive Director is hired and evaluated by the Board

and serves as an ex-officio member. Responsibilities include the development of a learning environment and a school culture that support student achievement and growth; overall leadership and direction to FSI employees; recruitment, evaluation, and development of school faculty; and all aspects of school operations including strategic planning and budgeting. Qualifications include BA/BS degree or graduate degree; demonstrated successful school leadership in a senior administrative position; demonstrated ability to recruit, select, evaluate and develop teachers; exhibited leadership in working with professional staff, students, and the community toward achieving goals.

The **Associate Directors** (middle and high school) support teachers in curriculum design and implementation and have primary responsibility for the ongoing professional learning and development of FSI teachers. FSI prefers that Associate Directors maintain an active role as teachers in the classroom, serving as lead teachers for at least one course per year. Associate Directors report to the Executive Director. Responsibilities include providing leadership in the ongoing development, improvement, and evaluation of curriculum and instruction; creating and supporting a professional learning community; and overseeing the schools assessment procedures including standardized testing. Qualifications include minimum BA/BS degree; teaching certificate; demonstrated highly successful teaching experience; exhibited leadership in working with professional staff, students, and the community.

Lead teachers report to the Associate Director for their division. Responsibilities include maintaining and developing expertise in their subject area; providing an innovative and effective learning environment; mentoring new or struggling teachers; implementing FSI's instructional strategies; serving as an advisor in the Peer Advisory program; participating in all required IEP meetings; and collaborating with other faculty to maximize possibilities for integrated, multi-disciplinary teaching. Qualifications include demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree, or direct subject-area teaching experience; expertise in pedagogy of teaching; teaching certificate; and record of successful teaching, student teaching, or residency experience.

Associate teachers support a grade-level teaching team and report to the Associate Director for their division. Responsibilities include providing support to lead teachers in all aspects of delivery of instruction, including photocopying, working with small groups of students, providing one-on-one assistance to students; organizing learning material; covering a class if a teacher needs to step out; substitute teaching as needed; and supporting an innovative and effective learning environment. Qualifications include Associates degree in a related field or at least 3 years related experience; ability to work with diverse children; ability to work effectively as team member.

The **Director of Special Services** reports to the ED. Responsibilities include overseeing the EC, ELL, and gifted children programs; ensuring delivery of services in IEP and 504 plans; implementing all applicable state and federal requirements and mandates to ensure compliance; supporting professional development; and maintaining student records. Qualifications include BA/BS degree, teaching certificate, EC certification; five years of teaching and/or supervision in the field of special education; working knowledge of EC, ELL, and gifted regulations and programs.

EC Teachers report to the Director of Special Services. Responsibilities include providing direct and indirect instruction; long and short-term planning addressing the individual needs of students; evaluating student progress; preparing written reports; and communicating with teachers, parents, and administrators as needed. Qualifications include BA/BS degree; teaching certificate; EC credentials; demonstrated ability to communicate and work effectively with parents and students; ability to utilize varied teaching methodologies to accommodate students' unique learning styles; proficiency with tests and measures of achievement; and ability to work effectively as a team member.

Promoting social and emotional learning and development of our students is an integral component of FSI's mission. As part of the collaborative educational team, the **Psychologist** has primary responsibility for identifying and assessing the needs of individual students as well as the environmental factors that affect the learning of all students. The Psychologist reports to the Director of Special Services. Responsibilities include direct service and development of interventions on behalf of individual students; consultation with parents, teachers, and community agencies to enhance student learning and development; assisting in the development and evaluation of FSI programs that support student learning and development. Qualifications include a degree in school psychology; 3 years experience; demonstrated commitment in working collaboratively with educators, parents, students, and the community.

The **Counselor** reports to the Executive Director. Responsibilities include provision of direct and indirect services including: development and implementation of a school counseling core curriculum designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level; individual student planning to assist students in establishing personal goals and developing future plans; responsive services designed to meet students immediate needs, such as individual or small-group counseling or crisis response; and referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations; developing curriculum for and supporting the Peer Advisory program. Qualifications include completion of program in school counseling at masters level; 3 years clinical experience; demonstrated commitment in working demonstrated commitment in working collaboratively with educators, parents, students, and the community.

The **IT Coordinator/Tech Teacher** reports to the Associate Director – High School, and supports the delivery of the instructional program by effectively and creatively managing the technical requirements of a 21st-century school. Responsibilities include managing technology strategic plan and budget; overseeing infrastructure design and systems implementation; developing and implementing technology policies and procedures; assisting with integration of technology in expeditions and classroom teaching activities. FSI seeks an individual with capability to manage the schools technology resources, teach technology-related courses, and work with teaching faculty to integrate technology in the school's educational program. Qualifications include college degree; strong problem solving skills; teaching certificate preferred.

The **Librarian** reports to the Associate Director – High School. Responsibilities include

selecting and maintaining information in the library and virtual classroom; teaching faculty and students how to use the resources available in the library and providing support for class projects and research; supervising study hall; supporting student academic success by maintaining information on current assignments and projects. Qualifications include BA or BS degree in related field; demonstrated technology proficiency; strong oral and written communication skills.

The **Office Manager** reports to the Executive Director. Responsibilities include performing office routines and practices associated with a productive office; maintaining and disseminating student records as requested; providing first aid/medication administration and documentation; maintaining supplies as needed; receiving all incoming calls; maintaining daily teacher attendance records, student arrival and departure records, and visitor logs, and maintaining a parent- and student-friendly office. Qualifications include high school diploma or equivalent; secretarial or managerial experience; proficiency with Microsoft Office or similar; warm, friendly, efficient personality.

Staff Evaluation and Professional Development

1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.

The Associate Directors for the middle and high schools will ensure all teachers have appropriate licensure and Highly Qualified status, and will work with the Executive Director to oversee FSI's professional development program.

2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section

FSI will hire, retain and develop highly effective teachers through a program of professional development and evaluation, a Professional Learning Community, opportunities for leadership and professional growth, and a culture that recognizes and rewards excellence. Prior to hiring, the ED will confirm that teachers meet certification and Highly Qualified status requirements.

Evaluation is an ongoing and evolving process. FSI will implement an evaluation process that reflects current research and incorporates multiple measures of effectiveness, including classroom observations and teacher reflections; student and peer perceptions of the classroom instructional environment; and teacher self-assessment and perceptions of the school's instructional support. Classroom observations and teacher reflections will be based on established rubrics including the Rubric for Evaluating NC Teachers and other valid measures such as the Framework for Teaching, developed by Charlotte Danielson (2007); Mathematical Quality of Instruction (MQI), developed by Heather Hill, Harvard University, and Deborah Loewenberg Ball, University of Michigan; Protocol for Language Arts Teaching Observations (PLATO), developed by Pam Grossman, Stanford University; and/or the Quality Science Teaching (QST) Instrument, developed by Raymond Pecheone, Stanford University. FSI also seeks to incorporate measures of student achievement, as well as evaluation of teacher's pedagogical content knowledge. We will work to develop these latter measures as both the

school and research in these areas continue to develop. The purpose of our teacher evaluation process is to provide a measure of individual teacher performance and identify areas for professional growth; identify and focus the school's ongoing professional development efforts; and ensure that FSI's instructional program is implemented with fidelity. Our evaluation program will incorporate and build upon the NC Educator Evaluation System. The program will include at least the following components:

- Clearly established standards and performance rubrics: At the beginning of each school year, all teachers will receive a copy of the evaluation rubrics to be used, a copy of the NC Educator Evaluation policy; information on FSI's evaluation policy; and the schedule for the evaluation process.
- Teacher Self-Assessment and Preliminary Coaching: At the beginning of each school year, each teacher will complete a self-assessment (using the NC tool) and meet with his/her coach to establish professional and teaching goals for the year.
- Ongoing Coaching Sessions: Progress toward goals will occur in regular coaching sessions. In Year 1, the Executive and/or Associate Director will provide most coaching. As the school grows, this role may be shared with mentor teachers.
- Pre-Observation Conference: Prior to the first formal observation of a teacher at FSI, the teacher and the Executive or Associate Director will meet to discuss the teacher's self-assessment and performance goals.
- Observations: Formal observations will occur at least three times annually for new/probationary teachers, and at least annually for career teachers.

At the year's midpoint, the coach and teacher will review performance based on factors including student performance data, student and parent satisfaction, results of observations, input from peers, and the teacher's self-reflection and personal assessment. The coach and teacher will develop a summary that identifies strengths, areas, goals and specific steps for growth. Coaching sessions will be tailored to address these areas. A similar year-end review will be conducted. While these reviews will be used in determination of contract renewals and potential performance bonuses, they are designed as a collaborative process of reflection, feedback, and monitoring toward continuous improvement. All completed forms will be filed in the personnel files at FSI.

3. Discuss the core components of professional development plan and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Ongoing professional learning will occur through regular coaching and feedback sessions, provided by the Executive and Associate Directors and outside trainers. Specific topics will include but may not be limited to:

- Core Knowledge: FSI intends to implement the Core Knowledge sequence for middle school. Middle school teachers will receive training to ensure comprehensive understanding of the Core Knowledge program and sequence. Initial training will be uniform. Ongoing coaching will be both uniform and individualized, provided primarily by the middle school Associate Director. FSI is seeking support from TeamCFA; if received, they will provide support for

professional development with respect to Core Knowledge.

- **Curriculum:** In Year 1, FSI intends to contract with Expeditionary Learning (EL) for professional development. Curriculum mapping and development of learning standards will be conducted with the support of EL and the Executive and Associate Directors. The purpose is to ensure a cohesive curriculum aligned to state standards. Initial training will be uniform with individual coaching and mentoring provided on an ongoing basis as needed.
- **Instructional Techniques:** All teaching faculty will receive training on the instructional techniques, including expeditions, workshop models, lesson planning, EL instructional practices, differentiation, practices for student engagement, and interventions. The purpose is to establish uniform instructional methods, ensure all teachers understand and practice the methods, and to engage faculty in collaborative processes. Initial training will be conducted by EL, with ongoing coaching provided by the Executive and Associate Directors.
- **Culture:** All faculty will receive training on discipline strategies, classroom management techniques, purpose and structure of Peer Advisories, creation of a professional learning community, leadership coaching, and Habits of Work/Traits of FSI students. The purpose is to establish a strong school culture of excellence, professionalism, collaboration, respect, and love of learning. Initial training, both uniform and individualized, is provided by EL; ongoing coaching occurs under the direction of the Executive and Associate Directors.
- **Assessment:** All faculty will receive training on use of assessment tools, including MAP, use of data to inform instruction, and best practices for authentic and student engaged assessments. Initial and ongoing training, both uniform and individualized, will be provided by EL in partnership with the Executive and Associate Directors.

4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

FSI will provide a minimum of two weeks of professional development for all teachers/administrators prior to opening. We are seeking support from TeamCFA for approximately three days of initial Core Knowledge training for all middle school teachers. Expeditionary Learning professionals will provide at least five onsite training days with a focus on the EL instructional methods, curriculum mapping, school culture, and other topics as outlined above. The remaining days will be led by the Executive and Associate Director and will include training on differentiation, the school's discipline procedures, referrals and testing for special services, and school-specific policies and procedures. See also response to Q3. It is our goal to have founding teachers participate in curriculum development and other aspects of the school prior to this summer training institute.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

In Year 1, Expeditionary Learning will provide 24 days of professional development, (in addition to the pre-opening training) including an annual summer workshop of approximately four days and two days per month ongoing. Five workdays and 10 early-release days are built

into our calendar for planning and development; additional coaching will occur in the classroom and during teacher planning sessions. If needed, FSI will consider weekly or bi-weekly early release for additional planning and training time. Teachers can also attend off-site EL trainings. FSI intends to maintain a high level of professional development, with similar number of days allocated beyond Year 1. This intention is reflected in our budget.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (*G.S.115C-238.29F(g)(5)*).

FSI will implement a multi-prong marketing plan to include local media, distribution of marketing materials in libraries, community centers and organizations, participation in school fairs at local charter and private elementary schools, community meetings, and online marketing. Marketing efforts will target all elements of the local school demographics, with specific emphasis placed on outreach to minority and lower socio-economic status families, through avenues such as community centers, churches, and youth advocacy organizations. FSI founders have already begun outreach to many of these organizations. Marketing materials and enrollment applications will be available in English and Spanish, and Spanish-speaking employees and volunteers will participate in outreach activities.

Since May 2012, FSI has held regular public meetings. Initial organizing meetings were held throughout summer to winter 2012. Three Community Meetings were held at various locations in January, 2013. A school website was launched in January:

<http://www.franklinschoolofinnovation.org/>. A Facebook page has been active since May, 2012. Additional marketing activities will take place upon approval, including but not limited to the following:

- Distribution of marketing materials at libraries, community centers, and community organizations, including youth athletics and arts organizations: Ongoing beginning July 2013 – April 2014.
- Participation at School Fairs and homeschool groups: FSI will present to 8th graders at existing charter and private K-8 schools and to homeschool students in grades 5 – 8. Ongoing beginning September 2013.
- Community Meetings to market enrollment: Minimum of 4, beginning January 2014. Additional meetings will be scheduled if applications are below projections.
- Local Media: As needed beginning January 2014.
- School website and Facebook: Ongoing.

During the enrollment period, FSI will monitor receipt of applications to assess progress toward

enrollment targets by grade level and racial/ethnic and demographic targets. Targeted surveys and feedback will be used to determine what marketing activities are most effective (e.g., asking applicants where they learned about FSI). These activities will allow FSI to focus marketing efforts on the grades where enrollment is lowest, and on those activities that are most effective.

Parent and Community Involvement

1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

FSI maintains an email distribution list of parents and community members who have expressed interest in the development of the school. Monthly communication with this list began in May 2012 and continues. Information about meetings and developments in the school have been regularly posted to the school Facebook page since May, 2012 and to the school website beginning January, 2013. Press releases will be released at key development points. The school has developed good relationships with local news organization and has been covered by WLOS, the Asheville Citizen Times, Mountain Xpress, and BlueRidge Now.

2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Active engagement of the community is part of FSI's vision. Parents and community members have many opportunities to be active partners in nearly all aspects of the school's implementation and operations, including: serving on the Board or committee; serving as an advisor; acting as a community expert; participating in field work, internships, service learning, and other community-based projects; serving as audience members for student projects and Portfolio Passages; leading or assisting with Intensives; assisting with extracurricular activities; and attending school celebrations, outreach activities, and fundraising events. Parents will be asked to participate in student-led conferences, attend portfolio reviews and presentations, and serve as members of the School Improvement Team.

The Board, Executive Director, and all school staff are responsible for engaging parents and community members. Annual parent and student satisfaction surveys will be conducted, with results integrated as a component of the Board's annual evaluation of the school.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for application period; enrollment deadlines and procedures.

Applications will be accepted during the initial enrollment period beginning on or about January 1 through mid-March, 2014. The final dates of the application window will be published on the school website and in marketing materials. Rolling enrollment will continue if the number of applicants falls below the number of spaces available within a particular grade. No student shall be admitted until the final cut-off date is declared. At that time, should the number of applicants exceed the number of spaces available in a particular grade, a lottery will be held.

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

In accordance with G.S. 115C-238.29 the following categories of students are given preference in admissions: children of faculty at the charter school, and children of the first year's Board of Directors (not to exceed 10% of the total enrollment or 20 students, whichever is less). Siblings of currently enrolled students are given preference. In case of a lottery, multiple birth siblings are entered into the lottery as one surname. If drawn, all are admitted if adequate slots are available. Should a lottery be required, it will be conducted publicly. All applicants will be notified of the time, date, and place and will have the right to be present. A numbered list and corresponding lottery cards will be created for each grade. The lottery will be conducted by an individual who does not have an interest in the outcome. Cards will be drawn blindly and publicly announced and recorded. A numbered waiting list for each grade level will be established in the order drawn.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Waiting lists will be developed as specified above. Should an applicant decline or withdraw prior to the end of the first semester, the slot will be made available to the next individual on the waiting list. If a student withdraws from the school but seeks to return after the slot has been taken, the student will have to re-apply and go on the waiting list. Parents of enrolled students will be asked to complete re-enrollment packets prior to a specified deadline to secure their student's slot for the next year. Students may transfer out of FSI at any time. Parents will be asked to formally notify the school of the student's intent to transfer. Upon receipt of written request from the student's new school, FSI shall provide a copy of the student's record in a timely manner. Only students who have completed the enrollment process and have received a slot shall be eligible to transfer to FSI.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

To provide needed information, FSI will request that a registration packet with information such as contact, permission to request academic records, etc., be submitted upon notice of admission.

5. Clear policies and procedures for student withdraws and transfers.

Parents/guardians seeking to withdraw their student from FSI will be asked to complete a withdrawal form to include the student's name, date of birth, grade, the planned withdrawal date, reason for withdrawal, and plans after withdrawal (including name of transfer school). Students absent for ten or more days for whom FSI has no withdrawal information shall be investigated and reported as set forth in the Student/Family Handbook under Attendance. Please see the response to Question 3 of this section regarding transfers.

Projected Enrollment 2014-2015 through 2018-2019

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

***The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.**

Identify LEA from which students will probably come:

- LEA #1: Buncombe County
- LEA #2: Asheville City Schools
- LEA #3: Henderson County

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
6 th	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>
7 th	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>
8 th	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>	<u>67</u>	<u>19</u>	<u>10</u>
9 th	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>
10 th	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>
11 th	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>
12 th	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>N/A</u>	<u>_____</u>	<u>_____</u>	<u>78</u>	<u>23</u>	<u>11</u>	<u>78</u>	<u>23</u>	<u>11</u>
	<u>400</u>			<u>512</u>			<u>624</u>			<u>736</u>			<u>736</u>		

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

FSI will make every effort to coordinate car-pooling and ride-sharing and will appoint a Board member to serve as the designated transportation coordinator. Depending on the final location, FSI will provide Asheville Rapid Transit bus passes to students who cannot afford them, and will coordinate ride-sharing to and from bus stops. A transportation survey will be conducted and evaluated annually to determine need for additional transportation services. Funds have been set aside for contracted transportation; this allocation will be reviewed and revised to reflect actual need. No student will be denied access to the school due to a lack of transportation.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

FSI students can bring meals from home or purchase lunch from local food vendors. We have contacted several local vendors who will deliver student meals at a cost of \$5.00 or less per student. FSI will consult a School Meals Initiative Consultant to ensure the transported meals meet food safety guidelines. For students who are unable to afford a daily meal, FSI will work with local organizations such as Helping Hearts and our school community to provide ready to eat breakfast and lunch items that will be available to students as needed. Depending on the school population, FSI will consider seeking federal funding to support meal services.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers’ compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000 each occurrence	\$2,500.00
Officers and Directors/Errors and Omissions	\$1,000,000 Officers & Directors/Educators Legal Liab	\$2,200.00
Property Insurance	\$3,500,000 Building; \$2,000,000 Business Personal Property	\$4,500.00
Motor Vehicle Liability	\$1,000,000 Hired & Non Owned Auto Liab	\$300.00
Bonding Min/Max Amount	\$250,000	\$250,000
		\$1,000.00

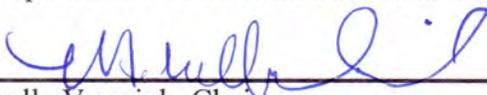
Other: Workers Compensation	NC Statutory Coverages	\$7,500.00
Other: Excess Liability	\$1,000,000 Liability Limit	\$1,500.00
Total Cost		\$19,500.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix M) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C-238.29F (a).

We, the Board members at The Franklin School of Innovation, will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.



 Michelle Vruwink, Chair (Date) 2-26-2013

Facility:

Note that the SBE may approve a charter school prior to the school’s obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools. What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

FSI is working with James Diaz of Covestar Realty to secure a facility. We began this search in August of 2012 and have identified several feasible facility locations with the Buncombe County LEA. The ideal site will have capacity to accommodate up to 70,000 square feet of building space, adequate parking, and space either onsite or nearby for outdoor activities. We have also identified a developer experienced in charter school development to assist with any needed modifications. In year 1, FSI requires 16 classrooms, additional rooms for art, music, technology, and offices, and multi-purpose space; we estimate year 1 space requirement to be 25,000 sq ft. Bryan Moffit, AIA LEED BD+C is serving as an advisor to the Board and will assist in obtaining the Educational Certificate of Occupancy.

Site 1: 27,000 sq ft existing commercial building, steel frame construction, sprinkler; easily accessible from major roads, possible access from public transit; sufficient square footage to accommodate needs in year 1; land can accommodate expansion (existing plans for building with 80,000 sq ft); existing parking with space to expand; 8 acres of land. Preliminary plans for this building are included in Appendix R.

Site 2: 40,000 sq ft existing warehouse building, sprinkler, heat and some upfit; central location within County along transportation lines; sufficient square footage for years 1 and 2 with room to expand; adequate existing parking; 8 acres flat land.

Site 3: 20,000 sq ft existing office and warehouse space; easy access from major roads and via public transit; adequate square footage for Year 1 with space for expansion adjacent.

Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

We have identified three existing facilities that meet our needs for year 1 with room to expand, and are actively continuing the search process. We have obtained information on cost and use of modular classrooms and identified a number of potential vacant land options. In the event that none of these plans can be realized, we have intentionally budgeted generously for facilities. Our budget will accommodate market rental rates for office space that could be used with limited retrofitting. The lease costs are based on the professional knowledge of our commercial real estate broker and reflect the top end of the market. Should we be able to secure and prepare a facility for lower cost than budgeted, funds will be re-allocated to support our educational program. In a worst-case scenario, we have developed an alternative plan to begin with half the projected enrollment (200 students). This scenario requires substantially less space. Our Board Chair and Secretary have met with a local retreat center that has previously hosted a charter school startup. The center has classrooms and space to accommodate at least 200 students (8 main classrooms), with additional rooms for offices, pull-out rooms, and electives, as well as substantial outdoor space and ball fields. Hiring plans would be revised downward. Any electives (music, art, technology) that could not be accommodated in the budget would be provided as afterschool activities.

VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

The formula for figuring these allotments can be found in the Resource Manual Finance Section.

See **Charter School Dollars per ADM** on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015.

For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1 (Buncombe County – LEA # 110)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,605.63	279	\$1,284,970.77
State EC Funds	\$3,598.33	42	\$151,129.86
Local Funds	\$1,825.32	279	\$509,264.28
Totals			1,945,364.91

LEA #2 (Asheville City – LEA # 111)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,760.46	80	\$380,836.80
State EC Funds	\$3,743.48	12	\$44,921.76
Local Funds	\$1,837.56	80	\$147,004.80
Totals			\$572,763.36

LEA #3 (Henderson – LEA #450)

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,603.59	41	\$188,747.19
Local Funds	\$3,743.48	6	\$22,460.88
Federal EC Funds	\$1,564.00	41	\$64,124.00
Totals			\$275,332.07

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
- <i>State ADM Funds</i>	<u>\$1,854,555</u>	<u>\$2,373,924</u>	<u>\$2,893,293</u>	<u>\$3,412,662</u>	<u>\$3,412,662</u>
- <i>Local Per Pupil Funds</i>	<u>\$720,393</u>	<u>\$922,236</u>	<u>\$1,124,079</u>	<u>\$1,325,922</u>	<u>\$1,325,922</u>
- <i>EC State Funds</i>	<u>\$218,513</u>	<u>\$279,726</u>	<u>\$340,919</u>	<u>\$402,111</u>	<u>\$402,111</u>
- <i>Other Funds*</i>	<u>\$--</u>	<u>\$--</u>	<u>\$--</u>	<u>\$--</u>	<u>\$--</u>
TOTAL INCOME	<u>\$2,793,460</u>	<u>\$3,575,886</u>	<u>\$4,358,291</u>	<u>\$5,140,695</u>	<u>\$5,140,695</u>

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	<i># Staff</i>	<i>Salary per</i>	<i>Total salary</i>	<i>#</i>	<i>Salary per</i>	<i>Total salary</i>									
Personnel:															
Executive Director	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000
Associate Director – Middle	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000
Associate Director - High	0	\$55,000	--	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000
Office Manager	1	\$25,000	\$25,000	1	\$25,000	\$25,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000	2	\$25,000	\$50,000
Business Manager	0	\$40,000	--	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,000	\$40,000
Development Director	0	\$50,000	--	0	\$50,000	--	.5	\$50,000	\$25,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000
Lead Teachers	16	\$42,000	\$672,000	20	\$42,000	\$840,000	24	\$42,000	\$1,008,000	28	\$42,000	\$1,176,000	28	\$42,000	\$1,176,000
Specialty Teachers	3.5	\$42,000	\$147,000	5.5	\$42,000	\$231,000	6.5	\$42,000	273,000	9	\$42,000	\$378,000	9	\$42,000	\$378,000
Associate Teachers	4	\$21,000	\$84,000	6	\$21,000	\$126,000	8	\$21,000	\$168,000	10	\$21,000	\$210,000	10	\$21,000	\$210,000
Director – Special Services	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
EC Teachers	2	\$42,000	\$84,000	3	\$42,000	\$126,000	4	\$42,000	\$168,000	5	\$42,000	\$210,000	5	\$42,000	\$210,000
School Counselor	1	\$40,000	\$40,000	1	\$40,000	\$40,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000	2	\$40,000	\$80,000
Psychologist	0	\$50,000	--	0	\$50,000	--	0	\$50,000	--	1	\$50,000	\$50,000	1	\$50,000	\$50,000
IT Coordinator/ Tech Teacher	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000	1	\$45,000	\$45,000
Media Spec/Librarian	0	\$30,000	--	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$30,000	\$30,000
Custodian	1	\$22,000	\$22,000	1	\$22,000	\$22,000	2	\$22,000	\$44,000	2	\$22,000	\$44,000	2	\$22,000	\$44,000

Total Personnel	32.5		\$1,284,000	44.5		\$1,745,000	56		\$2,151,000	67		\$2,583,000	67		\$2,583,000
Benefits:	<i># Staff</i>	<i>Cost Per</i>	<i>Total</i>												
Health Insurance	33		\$192,600	45		\$261,750	56		\$322,650	67		\$387,450	67		\$387,450
Retirement Plan	33		\$77,040	45		\$104,700	56		\$129,060	67		\$154,980	67		\$154,980
Medicare	33		\$18,618	45		\$25,303	56		\$31,190	67		\$37,454	67		\$37,454
Social Security	33		\$79,608	45		\$108,190	56		\$133,362	67		\$160,146	67		\$160,146
Unemployment	33		\$7,800	45		\$9,360	56		\$11,232	67		\$13,478	67		\$16,174
Total Benefits			\$375,666			\$509,303			\$627,494			\$753,508			\$756,204
Total Personnel Budget			\$1,659,666			\$2,254,303			\$2,778,494			\$3,336,508			\$3,339,204

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Instructional Supplies	Instructional Materials	\$80,000.00	\$102,400.00	\$124,800.00	\$147,200.00	\$147,200.00
	Testing Supplies	\$4,000.00	\$5,000.00	\$6,500.00	\$8,000.00	\$8,000.00
Technology	Technology Hardware	\$56,921.32	\$10,592.95	\$10,847.02	\$6,868.66	\$6,368.66
	Contracted Tech	\$10,000	--	--	--	--
	Office Software	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
	Network/Internet	\$6,450.00	\$1,450.00	\$1,450.00	\$1,450.00	\$1,450.00
Furniture & Equipment	Instructional Equipment	\$40,000.00	\$16,800.00	\$16,800.00	\$16,800.00	\$10,000.00
	Office Equipment	\$48,750.00	\$19,850.47	\$19,124.54	\$18,368.66	\$16,368.65
Rents & Debt Service	Facility Lease/Mortgage	\$540,000.00	\$715,177.27	\$871,658.13	\$1,028,138.98	\$1,028,138.98
	Custodial Supplies	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Contracted Services	Special Services	\$50,000.00	\$62,500.00	\$75,000.00	\$60,239.00	\$65,843.33
Administrative Costs	Professional Development	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
	Advertising	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Office Supplies	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Financial Services	\$40,000.00	\$51,200.00	\$62,400.00	\$73,600.00	\$73,600.00
	NCWise Services	\$12,000.00	\$15,360.00	\$18,720.00	\$22,080.00	\$22,080.00
	Audit Fees	--	\$7,700.00	\$10,000.00	\$10,000.00	\$10,000.00
	Board Expenses	\$500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
Utilities	Telephone	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00
Transportation	Contracted Transportation	\$10,000.00	\$35,758.86	\$43,582.91	\$51,406.95	\$51,406.95
Food/Nutrition	Food Purchases	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00	\$6,000.00
Insurance	Liability	\$6,200.00	\$6,200.00	\$6,200.00	\$6,200.00	\$6,200.00
	Auto	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00
	Property	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00	\$4,500.00
	Worker's Compensation	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
	Fidelity Bond	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Other	Field Trips	\$2,000.00	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00
	TOTAL OPERATIONS	\$994,121.32	\$1,142,789.55	\$1,361,882.60	\$1,547,152.25	\$1,544,456.57

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$1,659,666	\$2,254,303	\$2,778,494	\$3,336,508	\$3,339,204
TOTAL EXPENDITURE (OPERATIONS)	\$994,121	\$1,142,790	\$1,361,883	\$1,547,152	\$1,544,457
TOTAL EXPENDITURES	\$2,653,787	\$3,397,092	\$4,140,376	\$4,883,660	\$4,883,660
TOTAL REVENUE	\$2,793,460	\$3,575,886	\$4,358,291	\$5,140,695	\$5,140,695
ANNUAL NET PROJECTIONS	\$139,673	\$178,794	\$217,915	\$257,035	\$257,035
CARRYOVER PRIOR YEAR	\$ --	\$139,673	\$318,467	\$536,382	\$793,417
CONTINGENCY/FUND BALANCE	\$139,673	\$318,467	\$536,382	\$793,417	\$1,050,451
5% Annual Reserve	\$139,673	\$178,794	\$217,915	\$257,034	\$257,035

Overall Budget:

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

FSI anticipates drawing most students from 3 LEAs: Buncombe County (70%), Asheville City (20%), and Henderson County (10%). Calculation of state and local allotments is based on 400 students weighted by these estimated proportions. State EC funds are based on 15% of the total population, reflecting current experience of LEA and local charter schools. Budget allotments have not been increased over the 5-year period.

Personnel:

- In Year 1, enrollment is 400 students in grades 6 – 9, with 4 classes per grade. Class size is 24 students in grades 6 – 8; 28 students in grade 9. Initial teaching staff includes 16 teachers, 3.5 specialty teachers (1.5 FTE languages, 1 PE/health, .5 FTE music, .5 FTE art), and 4 associate teachers (one per grade). The IT Coordinator /Teacher will have dual administrative and teaching responsibilities. EC staffing includes the Director of Special Services and 2 FTE teachers.
- In Year 2, we add Grade 10 with total enrollment of 512 students. We add the Associate Director for the high school, 4 lead teachers, 2 specialty teachers, 2 associates, 1 EC teacher, a Business Manager, and a librarian.
- In Year 3, we add Grade 11 with total enrollment of 624 students. Additional staff positions include 4 teachers, 1 specialty teacher, 2 associates, 1 EC teacher, a 2nd counselor, a 2nd office manager, and a 2nd custodian, and .5 FTE Development Director.
- In Year 4, we add Grade 12 with total enrollment of 736 students. Additional staff positions include 4 teachers, 2.5 specialty teachers, 2 associates, 1 EC teacher, and a psychologist. The Development Director moves to full-time. There are no changes to enrollment or staffing for Year 5.
- Benefits are calculated at 15% of total salaries for health and 6% of full time staff for retirement.

Other Operating Costs:

- Facility: We have budgeted generously at 20% of projected revenue. This allocation

covers the most expensive option identified: lease of existing space at market rate of \$19 per square foot (inclusive of base lease and operating expenses). Lease costs for identified facilities range from \$10 - \$14 per square foot per year; the average operating expenses in the region are \$5 per square foot per year. We have also obtained information on land leases and modulars: 4 modular buildings (25,000 sq ft) with classrooms and offices @\$25,000/month with estimated land lease/mortgage of \$10,000 per month = \$420,000 for Year 1. This is under the budgeted amount.

- Contracted Services: FSI intends to contract with Expeditionary Learning for professional development. Funds are also included to cover any special services (EC, ELL) that cannot be provided by faculty. In Year 1, we have budgeted \$10,000 for contracted transportation, which can be used for bus passes or other costs. In Years 2 – 5 we are holding 1% of the total budget in reserve for possible transportation services. Actual transportation services will be determined based on survey of enrolled and potential student population.
- Insurance and audit are based on bids. Other operating costs are based on historical trends of existing charters per Acadia Northstar Services (ANS) analysis. Our budget includes a contingency reserve of 5% each year.

2. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors

FSI will establish clear policies and procedures for financial management, including complying with Generally Accepted Accounting Principles (GAAP), establishing strong internal controls, ensuring transparency and consistent monitoring of finances, and providing for annual audit. FSI is contracting with ANS for payroll and financial services. The criteria and procedures for selection of contractors include review of their credentials, demonstrated successful provision of services to other charter schools, and references from the contractor's clients.

3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

Our spending priorities reflect the education program, with emphasis on instructional costs and focused professional development, and assuring adequate counseling and differentiated staffing. Administrative costs and other non-instructional expenses are included as needed to allow the school to exist. Our goal over time is to drive down operational expenses to support increased spending on costs directly related to instruction. Our budget is based on the state and local allocation. While we are actively pursuing other sources of revenue, our budget is not dependent on grants or other sources of funds. The budget shows our 5% annual contingency reserve.

4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are

secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

We have not secured other funds at this time. Our budget does not depend on outside funds.

5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?

While the results of our survey, petition, and community interaction give us confidence that we will meet our projected enrollment, we are prepared to revise our budget if actual enrollment or revenues are lower than projected. Spending cuts will reflect our priorities. Teaching positions will be protected to the extent possible. If needed, we will delay hiring of Associate Directors, the Development Director, IT Coordinator, associate teachers and specialty teachers, relying on board members and volunteers to help offset some of these reductions. If our admissions process is below projected we will re-evaluate the space needs and reduce the facility budget. Other sources of budget reductions may be found in instructional materials and contracted transportation. Our budget is conservative with a 5% reserve set aside each year, and has been developed without funds from fundraising and grants that we anticipate and are actively seeking. Eliminating the Associate Directors, IT Coordinator, and Development Director, and reducing facility costs from 20% to 15% of the budget results in a breakeven student enrollment figure of 361 students in Year 1, 457 in Year 2, 559 in Year 3, and 661 in Year 4.

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

FSI intends to secure a bridge loan in anticipation of state and local revenue. While we have initiated discussions, we are not able to secure commitments until we have an approved charter.

Financial Audits: (No more than a half of a page)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

FSI will contract with an LGC approved auditor to conduct an independent financial audit. We intend to appoint Rebekah Barr, CPA. Her contact information is:

Name: Rebekah H. Barr, CPA

Address: 5422 Boswellville Road, Wilson, NC 27893

Phone Number: (252) 230-6294 Fax Number: 252-237-2426

Email: rbarrcpa@yahoo.com

VII. AGREEMENT PAGE

LEA Impact Statement:

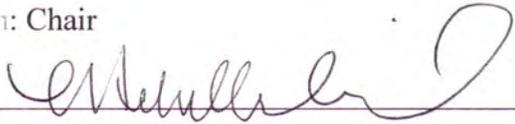
Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will be located. The applicant must submit their application to the LEA within **seven (7) days** from the due date so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Applicant Signature:

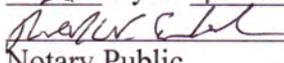
The foregoing application is submitted on behalf of **The Franklin School of Innovation**. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

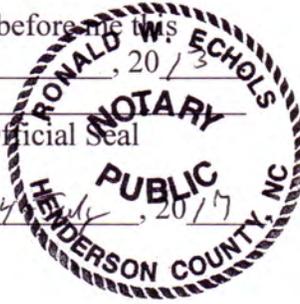
Print/Type Name: **Michelle Vruwink**

Board Position: **Chair**

Signature: 

Date: 2-26-2013

Sworn to and subscribed before me this 26 day of Feb, 2013

 Notary Public Official Seal



My commission expires: 4/15, 2017

VI. APPENDICES

- A.** Evidence of Educational Need (No more than a total of five pages)
- B.** Proposed Curriculum Outline(s) (First Five Years)
- C.** Student Conduct Handbook (Draft)
- D.** Federal Documentation of Tax Exempt Status - NA
- E.** Charter School Board Member Information Form and Resume
- F.** Proposed Bylaws of the Non-Profit Organization
- G.** Articles of Incorporation
- H.** Copy of Non-Profit Organization Board Policies
- I.** Copies of Meeting Minutes
- J.** CMO/EMO Contract - NA
- K.** Projected Staff
- L.** Employment Policies (Draft)
- M.** Insurance Quotes
- N.** Facility Form - NA
- O.** Copies of Completed Facility Inspections - NA
- P.** Revenue Assurances and/or Working Capital Report - NA
- Q.** IRS Form 990 - NA
- R.** Additional Appendices Provided by Applicant (10 page Limit)

You may include additional appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

United States Senate

WASHINGTON, DC 20510-3309

July 2, 2014

COMMITTEES:
ARMED SERVICES
BANKING, HOUSING, AND
URBAN AFFAIRS
HEALTH, EDUCATION, LABOR,
AND PENSIONS
SMALL BUSINESS AND
ENTREPRENEURSHIP

The Honorable Arne Duncan, Secretary of Education
c/o Gabriella Gomez
Assistant Secretary for Legislative and Congressional Affairs
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-3100

Dear Secretary Duncan:

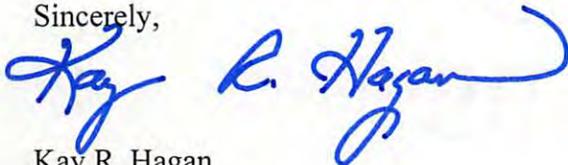
It has recently come to my attention that the Franklin School of Innovation (FSI) in Asheville, North Carolina has submitted to your office an application for funding resources through the Charter Schools Program (CSP) Non-State Educational Agencies (Non-SEA) Planning, Program Design, and Initial Implementation program.

I understand that FSI will be the first charter high school within a six-county region in Western North Carolina and that it seeks to create a diverse student body with improved rates of academic achievement, graduation, and college preparation for its students. FSI is located in an area that is easily accessible to lower income and minority students, and CSP funding will allow FSI to engage in bilingual marketing and to purchase and supply educational technology to economically disadvantaged students.

I also understand that FSI plans to design a curriculum that will incorporate rigorous academics aligned with Common Core and state standards. This curriculum will nurture innovation through an Expeditionary Learning instructional model that emphasizes inquiry, creative and critical thinking skills, and perseverance. It is my understanding that CSP funding will also support curriculum design and professional learning activities and provide pre-opening training and development. Funds will also allow FSI to purchase equipment and supplies related to science, technology, and arts labs for experiential learning and to stock their school library.

With this in mind, I encourage the full and fair consideration of the Franklin School of Innovation's application as expeditiously as possible, consistent with your statutory and regulatory guidelines. Should you have any questions or concerns, please contact Margaret Winslow of my staff at (336) 333-5311, extension 27.

Sincerely,



Kay R. Hagan
United States Senator

521 DIRKSEN SENATE OFFICE BUILDING
WASHINGTON, DC 20510-3309
(202) 224-6342

701 GREEN VALLEY ROAD, SUITE 201
GREENSBORO, NC 27408
(336) 333-5311
TOLL FREE: (877) 852-9462

310 NEW BERN AVENUE
RALEIGH, NC 27601
(919) 856-4630

1520 SOUTH BOULEVARD, SUITE 205
CHARLOTTE, NC 28203
(704) 334-2448

82 PATTON AVENUE, SUITE 635
ASHEVILLE, NC 28801
(828) 257-6510

website: www.hagan.senate.gov
PR/Award # U282B140043

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GREENVILLE, NC 27858
(252) 754-0707

MARK MEADOWS
11TH DISTRICT, NORTH CAROLINA

COMMITTEE ON OVERSIGHT AND
GOVERNMENT REFORM

COMMITTEE ON TRANSPORTATION
AND INFRASTRUCTURE

COMMITTEE ON FOREIGN AFFAIRS

1516 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-6401

200 NORTH GROVE STREET
HENDERSONVILLE, NC 28792
(828) 693-5660

www.house.gov/meadows

Congress of the United States
House of Representatives
Washington, DC 20515-3311

July 9, 2014

Ms. Michelle Vruwink
Project Director
The Franklin School of Innovation
265 Sardis Road
Asheville, NC 28806

Dear Ms. Vruwink:

It is my pleasure to express my support for the grant application that is being submitted to the U. S. Department of Education for funding being made available through the Non-State Education Agency grant. I understand your application is for an estimated \$200,000 for 3 years, and if granted, will be used as startup funds for the Franklin School of Innovation.

The Franklin School of Innovation is a much welcomed addition to the educational system in Buncombe County. I applaud the school's commitment to reaching out and recruiting students from a broad diversity of population and socioeconomic status. The school has a solid plan to motivate their students to excel in academics and prepare themselves for the challenges of the future.

I wholeheartedly support this application. If I may provide further assistance that would help the Franklin School of Innovation receive this grant, please do not hesitate to contact my office. I am sure that your grant application will receive all proper consideration given current rules, regulations and statutes. Thank you for the opportunity to voice my support for this important project.

Sincerely,



Mark Meadows
Member of Congress

MM/mp

Letter of Support: Franklin School of Innovation

July 10, 2014

I am pleased to write a letter of support for the Franklin School of Innovation (FSI). As an advisory board member of the school, I am keenly aware of the thoughtful consideration the founders have put into the development of an innovative and exemplary school design. Throughout the planning phase, FSI has incorporated community partners and stakeholders in considering school design and curriculum. This strong foundation has established deep ties in the community that will benefit and impact the school curriculum from the outset.

FSI will be grounded in *Expeditionary Learning*, an experiential model that has been shown to have extraordinary benefits for learners. This learner-centered approach aligns well with the mission of Warren Wilson College, where I am a professor and chair of the Education Department. An experiential approach is an exemplary model for addressing skills and dispositions needed by 21st century learners.

I am excited to welcome FSI to our community. I have already started to plan service-learning opportunities that will be mutually beneficial to FSI students, my college students, and to the Asheville/Buncombe County community. FSI serves as a catalyst for these new opportunities in our community. I stand ready as an advisory board member, engaged community member and college professor in the field of education to support the work of this school in our community.

Sincerely,

Dr. Annie Jonas

Chair, Education Department
Warren Wilson College

July 8, 2014

To Whom It May Concern:

I am honored to write a letter of support on behalf of the Franklin School of Innovation. As a director at the North Carolina Community College System's BioNetwork, I am excited to welcome them to our community and look forward to future collaborations in our efforts to promote life science careers in North Carolina.

In Asheville BioNetwork is hosted by A-B Tech Community College, an institution that places significant value in incorporating service learning in all areas of instruction. This approach helps students learn the soft skills so many employers are looking. Students learn how to problem solve, research, and think in innovative ways. More than mere memorization of facts and figures, these skills help students become lifelong learners. The Franklin School's incorporation of this and experiential pedagogies is designed to help students be fully engaged in, and an active part of, the learning process.

At BioNetwork, we are committed to supporting the life science workforce through education, training, and outreach. We offer hands-on learning to industry and adult learners in need of retraining or skill building as well as K-12 students. Through this work, we get to witness the value of experiential learning opportunities in reaching and inspiring a broad audience of learners. As the only middle and high school in Buncombe County fully committed to implementing this model of instruction, Franklin School of Innovation will offer an option not currently available in our area. They will fill a gap in educational opportunities that will help ensure that all of our youth, with their various learning styles, have the chance to receive a meaningful education.

We look forward to hosting the students of the Franklin School in our teaching laboratory and exploring scientific concepts and experiments with them. They are a much needed member of our educational community.

Sincerely,

Sarah Schober
BioNetwork Director, Food, Beverage, and Dietary Supplements



July 8, 2014

Dear Reader,

It is my pleasure to write in support of the *Franklin School of Innovation*. I am a plant biology professor at Warren Wilson College, a liberal arts college that integrates a variety of experiential and service learning approaches into its curriculum. I am also the parent of a rising sixth grader who will start at FSI in Fall 2014.

In recent months I've had the opportunity to collaborate with members of the FSI board and new faculty. During this time, I've been impressed with the creativity, thought, and energy that the founders have invested into establishing a school that will make significant, positive contributions to the community.

As a professor, I look forward to developing with FSI faculty to develop a community partnership aimed at fostering and engaging student interest in STEM disciplines. I have already met with FSI faculty Edie McDowell and Gina Lappé to discuss opportunities for incorporating citizen science data collection into FSI's science expeditions and to consider the possibility of having my students volunteer at FSI. Since FSI is located on roughly 13 acres of land, its location provides an ideal opportunity for students to gain an understanding of the scientific process by actually collecting data for national citizen science endeavors, such as the USA National Phenology Network. Such projects would align well with FSI's expeditionary learning model and with the service learning objectives of my own courses.

As a parent, I would like to work with FSI in its efforts to create a rigorous, inclusive learning community that will benefit students, their families, and the greater Asheville area. I am grateful that the FSI founders have decided to establish a 6-12 school that uses expeditionary learning and service learning to train a new generation of global and local citizens.

In short, I fully support the Franklin School of Innovation. I expect that the FSI will make a long-lasting and valuable contribution to its students and to Asheville area as a whole. Consequently, I'm excited to partner with faculty and to send my children to FSI. Please do not hesitate to contact me should you have any questions.

Sincerely,

Alisa Hove
Biology Professor
ahove@warren-wilson.edu

In the Swannanoa Valley of the Blue Ridge Mountains



February 16, 2013

To Whom It May Concern:

I am very pleased to write this letter in support of the *Franklin School of Innovation*. I have been impressed with the very thoughtful and thorough approach that the founders have taken in setting up the program, the curriculum and the details for the school.

The model of expeditionary learning that they are proposing is one that I have had the opportunity to observe both personally and professionally. My daughter attended a charter school with a similar model and had an excellent experience there. She has gone on to high school and misses the model very much as an engaged and effective learning environment. In addition, through my work as the Dean of Service at Warren Wilson College I have had the opportunity to place students in volunteer positions with charter schools using the expeditionary learning approach. The model has repeatedly been perceived as extremely effective in motivating students and enhancing learning.

We are excited about the opportunity to work with the *Franklin School of Innovation* as they develop their program drawing extensively on service-learning and experiential education pedagogies. When the school is open, we look forward to partnering with them for shared service opportunities and as a site for our college students to engage in tutoring and mentoring of middle and high school students.

Given the popularity of this model at the elementary/middle school level, I see a great need and desire within our community for a school that will continue the expeditionary model of learning to high school. I am very pleased that the founders have chosen to pursue this project. I fully support them as a member of an advisory board and as a partner providing service support from Warren Wilson College.

Sincerely,

Cathy Kramer
Dean of Service

In the Swannanoa Valley of the Blue Ridge Mountains

PO Box 9000 ASHEVILLE NORTH CAROLINA 28815-9000 828-298-3325

PR/Award # U282B140043

LEARN NC

K-12 TEACHING AND LEARNING ►► FROM THE UNC SCHOOL OF EDUCATION

July 8, 2014

To Whom It May Concern:

As the Executive Director of LEARN NC, I see one of our primary goals as supporting project-based work that bridges the two worlds of the university and the K-12 classroom. In some cases, we aim to provide high quality, research-based resources and training to educators in order to affect both the instruction and the culture and climate of schools. In other cases, we create and support technology-based solutions for immersive professional development so that educators not only understand the impact of these resources, but develop a sense of collegiality and collaboration outside of their own work. I am particularly excited that by the opening of the *Franklin School of Innovation* in Asheville, North Carolina program. I believe deeply in the expeditionary model of education, and I'm pleased to commit the support and in-kind professional development training of LEARN NC as needed during the year.

LEARN NC has served as the primary outreach center of the School of Education at the University of North Carolina at Chapel Hill since 1997. Technology serves as the means rather than the ends to focus on project-based professional development programs that engage K-12 educators in the curriculum design and dissemination of innovative approaches in the classroom. By leveraging teacher leadership capacity, these projects combine research-based strategies with classroom-ready applications. Our resources are then shared through digital means, including web-based outlets, online courses, and digital textbooks.

One such emerging technology has been developed in collaboration with Microsoft Research. ChronoZoom is an online timeline tool that allows teachers and students to display their understanding of causation, sequence, and simultaneity with a magnification of 5.7 trillion. This tool is free and open-source, and LEARN NC is actively engaging schools and teachers across the country in collaborative projects that supports hands-on learning and inquiry-based research – both trademarks of the EL model.

Please accept the commitment of LEARN NC and its highly talented staff to support the Franklin School.

Sincerely yours,



Andrew T. Mink (Andy)
Executive Director, LEARN NC



Buncombe charter school announces new location, donation

Julie Ball, jball@citizen-times.com 5:11 p.m. EDT June 13, 2014

The Franklin School of Innovation will open Aug. 18.



(Photo: Jetta Productions, Getty Images)

ASHEVILLE – A new charter middle and high school slated to open in August will be located on a donated site off Sardis Road, school founder Michelle Vruwink said.

The Franklin School of Innovation will open Aug. 18. During the first year, the school will have grades six through nine. Additional grades will be added in the coming years.

The Glass Foundation has purchased 13 acres at 265 Sardis Road for the new school, Vruwink said.

“They have purchased it on our behalf and their intent is to deed it over to us,” she said. “It’s enormous support for us at this point.”

The Glass Foundation is based in Asheville, with a mission of helping “the Western North Carolina region thrive as a whole community educationally, environmentally, and culturally and offer a distinctive quality of life,” according to a news release from the Franklin School.

“We are very excited to be involved with the Franklin School of Innovation,” Lara Nolletti of the Glass Foundation, said in the release. “Middle and high school students now have another educational opportunity offering high quality, experiential learning that is much needed in our community. We are proud to be able to help make this school a reality.”

The school originally planned to lease property at the corner of Sand Hill Road and Lake Drive in the Enka community. The new location “is a much better site,” Vruwink said.

It is about twice the size of the original location and is located about one mile away.

The school will open using modular buildings. Workers will start bringing those in next month, Vruwink said.

Vruwink said permanent buildings will be added in the next few years.

“We will phase it in,” she said. “We would really like to be in a position to build a multipurpose building for next year, which will ultimately become the gymnasium.”

Construction of the permanent school buildings will depend on financing.

“We’re targeting that for three to four years,” Vruwink said. “The school will be ready to get by year four.”

About 300 students will attend the new school when it opens this fall.

The school will focus on project-based learning.

Read or Share this story: <http://avlne.ws/1hRzEwd>

MORE STORIES



[Answer Man: \\$4 extra fees on Asheville parking tickets?](#)

</story/news/local/2014/07/10/answer-man-extra-fees-asheville->

MICHELLE VRUWINK

michelle@arroyoresearchservices.com | www.linkedin.com/in/michellevruwink | 828.484.4385

EXECUTIVE PROFILE

Versatile Educational Research Executive expert at consulting with organizations to improve performance - ensuring organizations are doing what they say and that what they are doing is effective. Progressive history achieving new levels of effectiveness in helping states develop both programs and quality standards, and the mechanisms to ensure ongoing compliance. Internally, capitalize excellent interpersonal skills to solve complex (financial, operational, human resource) issues. Adaptive leader who executes with uncompromising integrity.

PROFESSIONAL POSITIONS

ARROYO RESEARCH SERVICES - Director **2005 to Present**
Co-founder and director of educational research firm leading health and education related evaluation and consulting engagements. Services include program evaluation, school health policy, and education funding with universities, school districts, and state education agencies. Lead business development and project management efforts.

PACIFIC HEALTH POLICY GROUP - Senior Consultant **1996 to 2001**
Worked directly with state departments of health and education on state health policy evaluation, children's health policy, military health services, and negotiating with the Federal Government for health policy waivers and program innovations.

NEW YORK CITY (NYC) MAYOR'S OFFICE OF MEDICAID MANAGED CARE - Acting Director **1994 to 1996**
Managed a staff of 15 directing country's largest municipal Medicaid Managed Care program. Represented the City in negotiations and work efforts with State Departments of Health & Social Services. Participated in ongoing negotiations with Health Care Financing Administration. Provided policy recommendations to the Mayor's Office.

NEW YORK CITY MAYOR'S OFFICE OF HEALTH POLICY - Associate **1993 to 1996**
Oversaw a multi-agency coordinated campaign of Domestic Violence Prevention. Prepared policy briefs and policy research on HIV care, Medicaid managed care, and other health policy issues for the mayor and senior advisors. Served as the Mayor's liaison to the State Departments of Health and Social Services.

MEDICAL & HEALTH RESEARCH ASSOCIATION, NYC - Program Coordinator, HIV CARE Services **1992 to 1993**
Collaborated with 30+ community based organizations that administered programs funded through the Ryan White Comprehensive Aids Resources Emergency Act to ensure appropriate provision of services and contractual compliance.

PROJECT HOSPITALITY, NYC - Director, Resource Development **1989 to 1992**
Participated in all aspects of managing and fundraising for this nonprofit multi-service center providing housing, health, nutrition, education and job training services. Oversaw coordination of volunteers and donors. Procured \$2M+ in federal and state funds for model programs which developed streams of ongoing revenue support.

EDUCATION

Master's in Public Administration (1994)
Robert F. Wagner Graduate School of Public Service - New York University

Bachelor of Arts (1988) - Summa Cum Laude
Major: General Studies (Humanities, Behavioral Sciences, Fine Arts) - Central College, IA

Edie McDowell



temcdowell@charter.net

CAREER HISTORY

K-8 Curricular Specialist & Lead Teacher, Odyssey Community School, Asheville, NC

August 2007-Present

Developed and implemented arts-technology-humanities centered interdisciplinary curriculum for K-8 grade students; taught core subjects daily within a self-contained classroom; created and sponsored Tar Heel History Explorers Club for 4th-6th Grades; created authentic assessment Passport-folio process for Explorer Class; created Explorer Publications for student generated history, art, and creative fiction and drama projects. As Curriculum Specialist, developed curriculum and facilitated professional self-peer assessment process; led professional development workshops in Common Core, differentiation, literacy, and integral learning; mentored first-year teachers; worked with administration and board in support of Integral School Community development.

Lead Teacher, Maccabi Academy, Asheville, NC

August 2006-June 2007

Developed and implemented arts-centered interdisciplinary curriculum for K-1 students; taught core subjects daily within a self-contained classroom; maintained mandatory documentation of services & individual student development; served as administrator in the absence of a head of school; coordinated professional and parental participation; and generated opportunities for community service, support and awareness.

Lead Teacher, Hanger Hall, Asheville, NC

August 1999 – June 2000

Developed and implemented arts-centered interdisciplinary curriculum for middle school girls; taught core subjects daily within a self-contained classroom; maintained mandatory documentation of services & individual student development; coordinated professional and parental participation; and generated opportunities for community support and awareness.

Writing Teacher, Owen High School, Swannanoa, NC

August 1998 – December 1998

Developed and implemented curriculum for high school Art of Writing Class in interim position.

Sixth Grade Self-Contained Classroom Teacher, Madison Middle School, Marshall, NC

August 1997- June 1998

Developed and implemented curriculum for at-risk sixth graders; taught core subject courses within a self-contained classroom; and developed in-class student publications project.

Gifted Education Coordinator & Head Librarian, Evergreen Academy, Bothell, WA

August 1996 - June 1997

Developed and implemented integrated curriculum for gifted K-6 students; taught interdisciplinary classes to students in pre-K through sixth grade; chaired curriculum committee; compiled, edited, and published comprehensive school-wide curriculum; and served as head librarian for school library.

Curriculum Consultant, Rhodes School, Bainbridge Island, WA

October 1995 - February 1996

Developed integrated curriculum for private college preparatory high school and wrote and edited promotional materials and curriculum guides.

Director of Academically Gifted Program, New Hope Elementary School, Chapel Hill, NC

September 1993 - May 1995

Developed and implemented integrated curriculum for gifted students; identified special education students according to state guidelines; maintained mandatory documentation of services & individual student development; collaborated with regular classroom teachers and librarian to enrich learning experiences of all students in model school with technology-based curriculum.

English Teacher, Chatham County Public Schools, Pittsboro, NC

August 1985 - June 1989 and August 1991-1992

Taught English literature and composition to students, grades 9-12; taught Dance and coached Cross-country Track; and produced Yearbook and edited Chatham County School Directory.

Residence Hall Director, Wake Forest University, Winston-Salem, NC

August 1989 - June 1991

Supervised staff of nine undergraduate resident advisors; counseled residents, mediated problems and served as liaison to the WFU Office of Residence Life and Housing; assisted in hiring, training staff

English/Social Studies Teacher, Madison High School, Marshall, NC

August 1984 - July 1985

Taught English literature and composition to students, grades 9-12 and assisted with local 4-H Club, directing activities and recruiting volunteers.

**Librarian/Secretary for Education Department and Curriculum Library, Mars Hill College
Department of Education, Mars Hill, NC**

February 1984 - August 1984

Library duties included: budgeting and cataloging acquisitions, organizing and overseeing system of circulation; secretarial duties included: corresponding, typing, filing, and facilitating student teacher program for Education Department.

EDUCATION

Wake Forest University, Winston-Salem, North Carolina: Graduate study toward Master of Arts

degree in English, with Fellowship awarded August 1989 and renewed August 1990

Mars Hill College, Mars Hill, North Carolina: B.A. in English with Art minor, May 1983. 3.78 GPA; North Carolina State Certification to teach English, grades 6-12 and Academically Gifted, grades K-12

ACTIVITIES & SKILLS

Creative Writing, Art, Environmental History, Technology, Photography, Reading, Hiking, Dance, and Physical Fitness

HONORS

Gilder Lehrman/National Endowment of the Humanities Fellow, 2012 Columbia University, NYC; Gilder Lehrman History Teacher of the Year Nominee, 2011; Environmental History Summer Institute Fellowship, Boulder, Colorado, 2011; National Gallery of Art Teaching Seminar scholarship, Washington, DC, 2011; Fellowship for graduate studies at Wake Forest University, 1989 - 1991; Grayson Scholarship for Appalachian Students, Mars Hill College, 1981-4; First-place winning entries in Mars Hill College publication, CADENZA, for poetry and art.

OTHER INFORMATION

Between 2001 and 2006, I chose to be a stay-at-home mother for my two daughters. For most of this time, I also worked as a private tutor for several middle school-aged girls. I developed lesson plans for publication on the web-based resource: LEARNNC and began the process of certification in Environmental Education via the Pisgah Forest Institute and Brevard College. I also studied American History via Learn NC's professional development courses: Native American History, Civil Rights Movement, African American History to 1960, Primary Source Documents in the Classroom, COLT teaching program, etc. In the summers of 2009 and 2010 I was invited to present at the *NextStep* Integral Education Seminar in Washington (2009) and California (2010). I presented papers and experiences about integrating natural and cultural history in an arts and technology-based school.

CERTIFIED MATHEMATICS AND SOCIAL STUDIES TEACHER

GENERAL EDUCATION (6–9) & SPECIAL EDUCATION (K–12)

Highly successful General and Special Education teacher with in-depth experience leading classroom instruction and curriculum development for mathematics, social studies, and reading. Attained numerous certifications including North Carolina Teacher and North Carolina Principal Certification and numerous Georgia Teacher Certifications. Adept in developing student individual education plans and implementing strategies for student success. Committed to driving communication with parents to foster a partnership approach to student education.

AREAS OF STRENGTH AND EXPERTISE

- Instruction Best-Practices
- Creative Lesson Planning
- Curriculum Development
- Classroom Management
- Learner Assessment
- Standardized Testing
- Standardized Test Scoring
- Differentiated Instruction
- Special Needs / IEPs

PROFESSIONAL EXPERIENCE

Columbia County Board of Education – Evans, GA

2006 to Present

Department Chair / Learning Specialist (2009 – Present)

High School Teacher (9th – 12th Grade) (2006 – Present)

Promoted due to success in High School co-teaching role. Recruited to assume additional role as Department Chair and Learning Specialist for newly constructed district High School. Leads mathematics (e.g. Algebra, Geometry, Advanced Algebra) instruction to classrooms of up to 30 general and special education high school students (9th – 12th grades), ensuring clear communication with parents to foster a partnership approach to education. Provides department supervision for 12 special education teachers. Manages budget preparation, mentorship of teachers and student teachers, and approval of standardized testing accommodations school wide.

Key Accomplishments:

- Championed differentiated instruction techniques.
- Received Exemplary ratings on Special Ed. student file documentation for seven consecutive years.
- Implemented student teaching strategies to enhance classroom teaching, lesson plans, and instructional materials geared towards a diverse student population.
- Achieved district goals through innovative educational approaches including integration of technology across general curriculum, differentiated instruction, literacy, and diversity initiatives.
- Enhanced academic success through improvements in student behavior following key collaboration with colleagues and various school personnel.
- Assumed additional roles on committees and taskforces to drive improvements in leadership strategies and curriculum development.

Richmond County Board of Education – Augusta, GA

2003 to 2006

Interrelated Resource / EBD Self-Contained Teacher

Designed and led core academic lessons in mathematics (pre-algebra), science (life sciences), language arts (reading, composition), and social studies (geography) for 6th – 8th grade students with emotional behavioral disorders. Liaised with parents to drive partnership in student education. Developed and differentiated instruction with a focus on the individual educational needs and learning styles. Engaged daily in course design and curriculum development.

Key Accomplishments:

- Integrated successful students into the mainstream classroom.
- Created comprehensive individual education plans.
- Served as Chairperson for special education meetings.

ADDITIONAL PROFESSIONAL EXPERIENCE**Evaluation Systems Pearson Group** – Hadley, MA

2003 to 2013

Chief Test Administrator

Administered Georgia Assessment for the Certification of Educators (GACE) for Central Savannah River and Augusta, Georgia region. Recruited and supervised up to 40 test administration proctors and related testing staff. Secured test materials and followed prescribed security protocols for material shipments to and from testing facility.

EDUCATION AND CERTIFICATIONS

Leadership Add-On Certificate, University of Georgia — Athens, GA (2008)

*North Carolina Principal Certification (K-12)**Georgia Teacher Certification (L-5)*

M.Ed., Learning Disabilities, Augusta State University – Augusta, GA (2006)

*North Carolina Learning Disabled Teacher Certification (K-12)**Georgia Teacher Certification (PK-12)*

B.S., General Studies, Charter Oak State College – New Britain, CT (2003)

*North Carolina Mathematics and Social Studies Teacher Certification (6-9)**Georgia Mathematics, Social Studies, and Reading Teacher Certification (4-8)*

Education

Masters in Teaching, Univ. of North Carolina at Chapel Hill, May 1992
NC Teaching Certificate, professional level, NC Principal's license, both renewed 2012
B.A., Phi Beta Kappa. English and Philosophy, Grinnell College, Grinnell, IA, 1983.

Professional Experience

2011 - present

School Designer, Expeditionary Learning, Southeast Region. Coach leadership and instructional staff at 7-10 Expeditionary Learning (EL) schools in Tennessee, Georgia, South Carolina, and North Carolina, for the purposes of implementing the Expeditionary Learning model with integrity. Coaching includes delivering large and small-group professional development; strategic planning and programming; data collection, monitoring and analysis; and liaison to Expeditionary Learning network professionals at the national level. In addition, act as lead writer for two EL publications forthcoming from Josey Bass publishers, and design and lead EL national institutes on the teaching of Common Core based reading and writing.

2005-2011

Associate Director, Evergreen Community Charter School

- Provided professional development and instructional coaching in literacy, environmental education, and project-based Expeditionary Learning
- Collaborated with teachers, staff, community partners, and parents to sustain a dynamic, healthy community of 21st century learners
- Supervised 21 lead teachers, teaching assistants, and program coordinators
- Collaborated with school leadership and teaching teams to guide data-informed school-improvement planning and implementation
- Coordinated and supported formative, interim, and summative standards-based assessment
- Facilitated school-wide gatherings and events
- Represented Evergreen and presented at state, regional, and national conferences

2004-2005

Interim Language Arts Teacher, 8th grade, Asheville, North Carolina

- Developed multi-cultural literature curriculum for diverse student body
- Collaborated with colleagues to serve ELL, EC, and AIG students

2002-2003

Lead Teacher, 6th grade, Mountain Discovery Charter School

- Founding teacher of new charter school
- Implemented Expeditionary Learning school design
- Coordinated school-wide writing program

- Organized and facilitated staff meetings and served as staff liaison to principal and Board of Directors

1994-2002

Educational Consultant and Writing Teacher

- Conceived, marketed, planned, and taught writing and staff development workshops for schools, non-profits and retreat centers
- Clients included public schools across the S.E., North Carolina Center for the Advancement of Teaching, Duke University Talent Identification Program, N.W. Regional Educational Service Alliance, and others

Freelance Writer

- Published articles, essays, and poems in regional and national magazines

1992-1994

Adjunct English Instructor and Writing Center Tutor

- Community College of Denver
- Metropolitan State College
- Regis University

1986-1990

Assistant Editor, *Signs: Journal of Women in Culture and Society*, Duke University, Durham, NC

- Worked extensively with authors, co-editors, and University of Chicago Press production staff to edit and prepare quarterly international journal.
- Managed peer review of scholarly articles
- Trained and supervised editorial assistants

1986

Editorial Assistant, University of North Carolina Press, Chapel Hill, NC

1983-1985

Editorial Assistant, *Partisan Review*, Boston, MA

Selected Publications

Scholarly Articles and Books

"Story Quilt: A Student Teacher's Mythic Journey," in *Give a Listen: Stories of Storytelling in School*, ed. Ann M. Trousdale, Sue Peterson and Marni Schwartz (Urbana, IL: National Council of Teachers of English), 1994: 77-84.

"Stories and Mores: A Blueprint for Moral Education," *Teaching and Learning: The Journal of Natural Inquiry*, vol. 7, no. 3 (Summer 1993): 23-33.

Sisters and Workers in the Middle Ages, coedited with Judith M. Bennett, Elizabeth A. Clark, Jean F. O'Barr, and Sarah Westphal-Whil (Chicago: University of Chicago Press, 1989).

Essays and Journalism

- "How We Elect the President," *Junior Scholastic Magazine*, November 2003.
- "Called to the Wild," *The Grinnell Magazine*, Winter 2002.
- "Breaking Barriers: All Aboard," *Hope Magazine*, Summer 2001.
- "Life Among Shadows," *Hope Magazine*, January 2001.
- "The Family Way," *Washington Post Sunday Magazine*, February 13, 2000.
- "Bees Die," *Common Boundary*, Jan/February 1998: 11-14.
- "Teaching My Daughter to Yell," *On The Issues: The Progressive Woman's Quarterly*, Winter 1998.
- "Perennials," *Mothertongue* 5, no. 3 (Fall 1997): 4.
- "A Wise Daughter Bearing Gifts," *Mothertongue* 4, no. 4 (Winter 1997): 3.
- "Writing the Motherlode," *Mothertongue* 4, no. 2 (Summer 1996): 10.
- "Religion Like Water," *Spirit in the Smokies*, June 1996; reprinted in *Mothertongue*, 4, no. 6 (Summer 1997).
- "Forgiveness: A Fishstory," *New Moon Parenting* 1, no. 5 (May/June 1994): 14-15.

Poems

- "Petition," in *Pinesong, 2012*, and winner of the North Carolina Poetry Society's Poetry of Courage award.
- "The Bath," "Mother Crow," "After Mother Died," "Taking the Cure in Reserve, Montana," in *Good Company: Poets from Grinnell College*, ed. James Kissane (Grinnell, IA: Grinnell College: 2000): 382-93.
- "Mother Crow," *Women's Studies Quarterly* special issue: *Teaching about Violence Against Women*, 27, nos. 1 & 2 (spring/summer 1999): 240-43.
- "Motherwonder," *Mothertongue*, 4, no. 2 (Summer 1996): 4; reprinted in *Howlings: Wild Women of the West*, 2, no. 2 (Summer 1997): 6.
- "Faith," *Common Journeys* (Fall 1995): 100.
- "Taking the Cure in Reserve Montana," *High Plains Literary Review* 10, no. 3 (Winter 1995): 58.
- "Adolescents Who Risk and Fall," *Clearinghouse* 65, no. 4 (March/April 1992): 254.

Presentations

- "MAP Data Analysis for Student Performance and Growth," teacher training for Union Academy, Charlotte, NC, January 2011.
- "Green Culture, Green Curriculum, Great Results," in collaboration with other Expeditionary Learning school leaders, Green Schools National Conference, Minneapolis, MN, October 2010.
- "MAP Data: Informed Practices for Growing Instruction," NC Charter Schools Conference, Raleigh, NC, October 2010.
- "Where Expeditionary Learning Meets Environmental Education," Expeditionary Learning Site Seminar at Evergreen, Asheville, NC, November 2009.

“MAP Data, What Now? Setting a Course for Student and School Success,” NC Charter Schools Conference, Raleigh, NC, October 2009.

“Building a Learning Community through Teacher-Led Professional Development,” NC Charter Schools Conference, Raleigh NC, October 2008.

“The Expedition Expedition: New Teacher Orientation at an EL School” Expeditionary Learning National Conference, Oakland, CA, March 2007.

Writing Awards

Regional Artists Project Grants from the North Carolina Arts Council, Fall 1999 and Spring 1997.

Hambidge Center, a two-week residency awarded biannually to selected writers, Winter 1999.

North Carolina Writers’ Network Blumenthal Writers & Readers Series. One of five North Carolina writers chosen to read their work under the Network’s sponsorship at sites across N.C. Appeared at North Carolina Literary Festival, Chapel Hill, April 5, 1998.

DANIELLE BEUPARLANT MOSER

(828) 329-4623 | danielle@blendedlearningteam.com | www.linkedin.com/in/daniellemoser

EXECUTIVE & CAREER COACH

Specialize in coaching clients to “Work Better, Live Better because life’s too short for work to stink.” Blend innovative business strategies with sound career management practices. Relentlessly prepare clients for competitive global marketplace building their ‘sustainable employability.’

P&L owner who gained business acumen through direct line management and personal entrepreneurship. Thrive on building / sharing the vision, gaining buy-in, and driving implementation. Focus on outcomes; demand accountability.

EMPLOYMENT SUMMARY

[RIGHT MANAGEMENT - Manpower Group](#), Home-Based and North Carolina 2009 to Present

Consultant - Executive Coaching Team: Coach candidates to develop and execute action-able project plans through performance feedback sessions: determine career focus / personal brand, develop world-class résumés / marketing materials, leverage connections through ‘solutions networking’ efforts, prepare for interviews and negotiations, and manage career development efforts.

[BLENDED LEARNING TEAM, LLC](#), Texas and North Carolina 2009 to Present

Managing Partner / Career Strategist & Executive Coach: As Managing Partner, drive operational efforts. As coach, teach clients to manage their long-term (i.e. sustainable) employability; clients range to c-level executives. Sought after based on ability to ‘get to the heart of the issue,’ develop a clear brand, and identify, with laser-like focus, viable option and solutions.

[LIGATURE PARTNERS](#), North Carolina 2010 to 2011

Senior Recruitment Research Consultant: As consultant for retained search firm, utilized web and LinkedIn to source executive candidates (passive candidate pool). Conducted screening interviews and completed reference checks.

[Lee Hecht Harrison \(LHH@HOME\)](#), California, Florida, and North Carolina 2001 to 2009

Senior Consultant / Virtual Delivery Specialist: Hand-picked as Lead Consultant on several change management and corporate restructuring projects based on ability to quickly assess needs and deliver client organization high-quality customized services. Managed full service career center; set-up, relocation of services, and closing of operations.

[JACK IN THE BOX INC.](#) California 1997 to 2001

Manager, Training & Development Systems: Held director-level position managing Talent Solutions (employee engagement) project for 45K+ employee organization. Drove organizational culture change effort linked to workforce retention. Other projects: management development, executive development, and corporate training systems.

EDUCATION

Doctoral Coursework: Leadership Studies, University of San Diego, San Diego, CA

MS in Education: Human Resource Development, University of Southern Maine, Portland, ME

BS in Business Administration: Marketing, Providence College, Providence, RI

PUBLICATIONS

Co-authored book on Personal Branding: [FOCUS: Creating Career & Brand Clarity](#)

COMMUNITY INVOLVEMENT

Founding Board Member, Vice Chair – [The Franklin School of Innovation](#) (2012 - Present)

Chair, School Board – [Evergreen Community Charter School](#) (2011 - 2013)

Founding Board Member – [Foundation for Evergreen](#) (2010 - 2013)

JUTTA VON DIRKE

(828) 712.2186 | jutta.vondirke@gmail.com

PROFESSIONAL PROFILE

Bilingual Financial Analyst with extensive background developing pro-forma financial statements, conducting market research, and developing financial models for start-up operations. Business expertise includes strong focus on business development and strategic planning. Committed to educational reform and passionate about progressive education that includes character / leadership development. Experienced fund raiser; skilled grant writer.

EMPLOYMENT SUMMARY

CERAHELIX, INC., Orono, ME 2009 to Present

Strategic Advisor

Provide early stage financing, market research and commercialization expertise. Currently working on a grant application through the Small Business Innovation Research Program (SBIR), establishing networks and negotiating with potential strategic partners. Participated as a principal advisor to Cerahelix in the 2012 Cleantech Open Northeast Competition (Semifinalist).

ROBINSON BALLET COMPANY, Bangor, ME 2009 to 2010

Member, Board of Director

In volunteer capacity, developed and executed plan for organization's Annual Fund Campaign seeking out new donors to provide critical funding streams. Raised 33% more than prior year.

SABBATICAL: Relocate to USA; raise three children 2000 to 2009

DEUTSCHE BANK, AG, Munich, Germany 1996 to 2000

Financial Analyst

Focused on identifying high value Biotech and IT start-up companies. Structured capital market transactions and developed products to meet early stage financial needs (Private Equity, Venture Capital, Mergers & Acquisitions). Attended trade fairs and conferences for Deutsche Bank.

DEUTSCHE BANK, AG, Frankfurt, Germany 1995

Corporate Finance Trainee

Completed on-the-job training in various corporate finance departments. Served as member of Deutsche Bank's strategic planning team for "Electronic Banking." Managed the subproject "banking kiosk."

UNIVERSITY OF FRANKFURT, Frankfurt, Germany 1992 to 1995

Research Associate

Performed research in environmental economics and public finance. Within class, coached students; reviewed assignments, exams and diploma theses; and developed course curriculum and seminars. Pre-selected and assisted in editing articles to the FinanzArchiv, an international academic journal of economics.

EDUCATION

Chartered Financial Analyst Program (CFA): Passed all three exams

Master's Degree in Economics (Diplom Volkswirt), University of Frankfurt, Germany

Undergraduate Degree in Economics, University of Heidelberg, Germany

German Baccalaureate (Abitur), Evang. Heidehof Gymnasium, Stuttgart, Germany

M. KATHLEEN LOCKE

FORWARD-THINKING PROGRAM DEVELOPMENT & TRAINING MANAGER

Design & Deliver Engaging Learning & Marketing Programs for Non-Profit, Education & Government Agencies

Leverage international learning and development expertise to design engaging programs that optimize efficiency, drive team performance and improve impact customer service ratings. Track record of applying Presentation, Partnership Building and Stakeholder Relationship Management Skills to increase brand awareness, build market share and exceed fundraising goals. Strategically-focused manager who leads by example and through collaboration which fosters both respect and personal accountability.

Research & Analysis | Training Design, Implementation | Editorial Development | Change Management

Multi-Media Educational Material Design | Staff Training | Event Management | Budgeting

PROFESSIONAL EXPERIENCE

Program Development & Marketing Consultant

MARY K. LOCKE | Asheville, NC & George Town, CAYMAN ISLANDS

2009 – Present

Founded international consultancy serving non-profit, educational and government agencies. Sample projects:

- **Fundraising, Event Planning**, RAINBOW MOUNTAIN CHILDREN'S SCHOOL: Spearheaded Annual Campaign, increased participation by 25%, doubled actual contributions. Created fundraiser generating 20% more funds than all previous efforts. Co-created event that engaged entire community in strategic planning process.
- **Art/Literature Programs, ARTICULATE, LTD.:** Optimized \$75K budget and talents of 5-member staff; developed 30 events, courses and summer camp programs targeting and serving entire Western Caribbean populace (40K+).

Training & Customer Service Inspections Officer

CAYMAN ISLANDS DEPARTMENT OF TOURISM | George Town, CAYMAN ISLANDS

2007 – 2009

Designed Personal Responsibility Training program that increased Excellent Customer Service Ratings by 14.6%; doubled training workshops while reducing program costs by 25%+, all within the first year of implementation.

PRIOR EXPERIENCE

Learning Mentor, BONUS PASTOR SECONDARY SCHOOL | London, ENGLAND

2000 – 2001

Designed, developed At-Risk Student Program, established and oversaw execution of all associated processes that ensured successful achievement of program goals, and laid foundation for future goal achievement for 200+ students.

Trainer, EBOOKERS, PLC | London, ENGLAND

1999 – 2000

Established 4-member Customer Service Department, designed and delivered comprehensive Travel Agent Customer Service Training Programs that produced skillful, computer literate (3 separate systems) and highly effective teams.

Social Studies Instructor, KANSAS CITY MISSOURI SCHOOL DISTRICT | Kansas City, MO

1987 – 1998

Designed, delivered Social Studies Curriculum, created/oversaw programs that improved graduation rates (At-Risk Student Mentorship, Career Pathways Program) and served as Faculty Advisor and Curriculum Committee Member.

EDUCATION

Certificate in Education, Secondary Social Studies | University of Missouri, Kansas City, MO

Bachelor of Science, Communications (Minor: Marketing) | Missouri State University, Springfield, MO

TECHNICAL PROFICIENCY

Mac/PC Computer Platforms, Microsoft Office Suite (Word, Excel, PowerPoint, Project), Social Marketing Platforms (Facebook, Twitter, LinkedIn, etc.), Constant Contact, Salesforce.

LINDA TATSAPAUGH

PROFESSIONAL PROFILE

High-impact Educator and Exceptional Education Advocate. Deep experience starting-up middle and high schools and achieving SACS and CARF accreditations. Shaped and executed educational missions demonstrating the profound impact the right educational environment can have on the learner. Extensive background leading and serving on non-profit boards. Hiked the Appalachian Trail; proud mother of one fine young teenage son.

WORK HISTORY

WESTERN NC ALLIANCE (WNCA), Asheville, NC

Chair, Board of Directors

2012-Present

In volunteer capacity, lead diverse board members in ensuring organization's mission is upheld by focusing on fundraising and organizational sustainability. Maintain organization's standing as a trusted community partner to protect the region's natural heritage.

TALISMAN PROGRAMS, Zirconia, NC

Executive Director, Talisman Summer Camp

2001-2010, 2012

Oversaw all aspects of running camp for 300+ campers with ADHD or Asperger's syndrome. Managed HR, finance, training, program development, risk management, facility improvement, admissions, and marketing. Created semester program for students with Asperger's that separated into Talisman Academy in 2010.

TALISMAN ACADEMY, Hendersonville, NC

Executive Director

2010-2012

Created boarding school for middle and high school students with Asperger's Syndrome and similar social needs. Directed management team of seven who oversaw daily school operations. Achieved SACS and CARF accreditations. Formed Transitions program for young adults with Asperger's; simultaneously oversaw summer camp operations.

CAMP ELLIOTT / STONE MOUNTAIN SCHOOL, Black Mountain, NC

Family Liaison & HR Manager

1997-2002

Maintained open lines of communication with families of residential students, in school for boys with social and behavioral needs. Served as HR Manager handling employee relations, payroll, benefits, and staffing needs.

Program Director

1991-1997

Oversaw and assisted in the development of an evolving program for boys with social and behavioral needs, including a move from public to private sector. In charge of all hiring, training, and supervision of direct care staff, and program development and implementation.

EDUCATION

MS, Child & Youth Care Administration - NOVA SOUTHEASTERN UNIVERSITY, Fort Lauderdale, FL (1994)

BA, RELIGION, DAVIDSON COLLEGE, Davidson, NC (1998)

- Phi Beta Kappa; Charles Malone Richards Service Award

MEMBERSHIPS

- National Association of Therapeutic Wilderness Counseling (NATWC) – past chair
- National Association of Therapeutic Schools & Programs (NATSAP)
- Association for Experiential Education (AEE)
- American Camp Association (ACA)



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

THE FRANKLIN SCHOOL OF INNOVATION, INC.

the original of which was filed in this office on the 25th day of October, 2012.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 25th day of October, 2012.

Elaine F. Marshall

Secretary of State

Certification# C201229700199-1 Reference# C201229700199-1 Page: 1 of 4
Verify this certificate online at www.secretary.state.nc.us/verification

SOSID: 1284511
Date Filed: 10/25/2012 9:32:00 AM
Elaine F. Marshall
North Carolina Secretary of State

C201229700199

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: The Franklin School of Innovation, Inc.
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 639 Pennsylvania Road
 City, State, Zip Code Arden, NC 28704 County Buncombe
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
Michelle Vruwink
6. The name and address of each incorporator is as follows: _____
Michelle Vruwink, 639 Pennsylvania Road, Arden, NC 28704

7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street 639 Pennsylvania Road
 City, State, Zip Code Arden, NC 28704 County Buncombe
11. The mailing address *if different from the street address* of the principal office is:

Revised January 2000

Form N-01

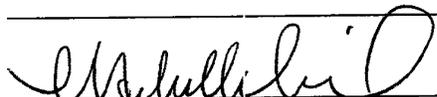
CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

12. These articles will be effective upon filing, unless a later time and/or date is specified: _____

This is the 8th day of October, 2012.



Signature of Incorporator
INCORPORATOR
Michelle Vruwink

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

Form N-01

CORPORATIONS DIVISION

P. O. BOX 29622

RALEIGH, NC 27626-0622

ATTACHMENT TO ARTICLES OF INCORPORATION FOR**THE FRANKLIN SCHOOL OF INNOVATION, INC.**

8. Distribution of the Corporation's Assets upon its dissolution. Upon dissolution of the corporation, assets thereof after all liabilities and obligations of the said corporation have been paid or adequate provisions made therefore, shall be disposed of exclusively for the purposes of the corporation in such manner or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal revenue law), as the Board of Directors shall determine, or shall be distributed to the federal government, or to a state or local government or local education authority, for a public purpose as the board of directors shall determine and as may be more particularly provided in the by-laws of the corporation.

9. Additional Provisions.

- a. Purposes. The Corporation is organized and will operate exclusively for charitable, religious and educational purposes including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or any corresponding section of any future federal tax code.

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- (c) All items described in the application requirements;
- (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (f) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (h) A copy of proof of applicant's non-profit status;
- (i) The applicants' DUNS and TIN numbers;
- (j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Michelle Vrawink
NAME OF AUTHORIZED OFFICIAL

Executive Director
TITLE

[Signature]
SIGNATURE OF AUTHORIZED OFFICIAL

07-08-14
DATE

The Franklin School of Innovation
APPLICANT ORGANIZATION

07-11-14
DATE SUBMITTED

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**FSI CSP Budget Narrative
Year 1**

Travel \$ 2,800.00

Air fare and hotel for Project Director and one staff person to attend the Project Director conferences and National Charter Schools conference.

Equipment \$99,485.00

FSI has located a supplier of used school furnishings, which enables the school to meet our equipment needs in a very cost-effective manner.

Furniture (used supplier SOSurplus)

Includes student desks and chairs, teacher desks and chairs, storage cabinets, file cabinets, bookshelves, student lockers, dry erase boards for 12 classrooms, and office furniture to meet the furnishing needs for 300 students and 25 faculty/staff members

Subtotal *\$35,830.00*

Science Laboratory (used supplier SOSurplus)

Equipment to outfit Multi-Science laboratory to support hands-on science curriculum.

Flammable Liquid Storage (30 Gal.)	1	\$250	\$250
Science Lab Tables	12	\$125	\$1,500
Microscopes	6	\$20	\$120
Science Safety Equipment and Supplies (Consumables)			<u>\$4,000</u>
			<i>Subtotal</i> <i>\$5,870.00</i>

Technology: IT Equipment (actual quotes)

Computers and technology equipment to support effective instruction. Chromebooks will be provided for high school students who cannot afford them, estimated at 50% of student body.

Chromebooks for faculty and staff	25	\$300	\$7,500
Classroom Chromebooks 6 per classroom	72	\$300	\$21,600
Chromebooks for ca. 50% of HS students	40	\$300	\$12,000
Chrome Management Console			\$4,110
Digital cameras 1 per classroom	12	\$100	\$1,200
Telephones leased per year	25	\$87	\$2,175
Printers	4	\$500	\$2,000
Projectors 1 per classroom	12	\$600	<u>\$7,200</u>
		<i>Subtotal</i>	<i>\$57,785</i>

Instructional Supplies \$11,000.00

FSI will utilize the Expeditionary Learning ELA modules for grades 6 - 8. These modules exemplify the EL teaching methodologies and are Common Core aligned.

(supplier EL: <http://www.americanreading.com/expeditionary-learning/#item-a-la-carte>)

Curriculum Material (Consumables, grades 6-8, each 2 modules) *\$11,000*

Contractual \$77,000.00

Expeditionary Learning *\$55,000*

Contract expenses for two weeks on-site pre-opening curriculum design and training and year-long support for comprehensive professional learning, including whole school trainings, small group workshops, one-on-one teacher coaching and mentoring, and off-site trainings.

Technical Consultant *\$10,000*

Contract costs to support design and implementation of school network, internet connectivity, filtering, network configuration

Translation *\$ 500*

Contract costs to translate marketing, enrollment, and overall school informational materials

Funding for intensives 5 days each \$1,000 *\$5,000*
Funding will be used to provide stipends and material costs for outside organizations and individuals to assist or lead “Intensives”; mini-courses that provide an opportunity for students to select topics of interest for deep learning. The Intensives also support differentiation and enrichment.

Tutoring 10 hours per week, each at \$20 (36 weeks of school) *\$7,200*
Tutoring will be offered to students who are struggling with key learning targets, or who enter our program with prior academic disadvantages, as a mechanism to support high levels of learning and achievement for all students.

Other \$5,000.00

Marketing *\$ 5,000*
Costs to support community-wide marketing and informational campaign, including media advertising, printing of materials, room rentals for informational meetings

Total - Year 1 \$195,285.00

**FSI CSP Budget Narrative
Year 2**

Travel \$ 2,800.00

Air fare and hotel for Project Director and one staff person to attend the Project Director conferences and National Charter Schools conference.

Equipment \$83,650.00

*Furniture per additional student and staff member \$221
(assuming purchase of used and new equipment)* *\$20,995*

Science Laboratory *\$10,000*

FSI seeks to implement the ITEEA Engineering by Design curriculum, or components thereof, to support our students in the development of STEM-related expertise. This curriculum is a hands-on program, available at no charge. FSI contacted ITEEA to learn about costs associated with equipping a lab to support the curriculum, a full lab would be \$20,000. We are planning on implementing the first components for the ITEEA Lab in year 2 and adding more components in year 3.

Library Equipment

A well-equipped library is essential to support students in developing literacy, research skills, and encouraging habits of lifelong learning. As a new school, FSI does not have existing media resources. Efforts will be made to find low-cost furnishings; if this is possible funds will be shifted to provide for more books. Additional fundraising will occur from local private efforts.

Library Tables, chairs and bookshelves	\$ 5,000
Books and media	<u>\$ 8,000</u>
<i>Subtotal:</i>	<i>\$13,000</i>

Art and Music Equipment *\$5,000*

FSI students will have access to a range of creative electives, including choral and instrumental music and arts. We believe it is essential for students to explore their creative skills, and to perform for authentic audiences. Funds will be used to provide portable risers for use in music performances as well as materials and equipment to enrich the arts learning experience. More components will be added in year 3.

Technology

Computers and technology equipment to support effective instruction. Chromebooks will be provided for high school students who cannot afford them, estimated at 50% of student body.

Chromebooks for new faculty and staff	11	\$300	\$3,300
Classroom Chromebooks 6 per new classrooms	24	\$300	\$7,200
Chromebooks for ca. 50% of HS students	40	\$300	\$12,000
Chrome Management Console (upgrade necessary for additional users)			\$5,310
Digital cameras 1 per new classroom	4	\$100	\$400
Telephones leased per year	35	\$87	\$3,045
Printers	2	\$500	\$1,000
Projectors 1 per new classroom	4	\$600	<u>\$2,400</u>
		<i>Subtotal</i>	<i>\$34,655</i>

Instructional Supplies \$11,000.00

supplier EL: <http://www.americanreading.com/expeditionary-learning/#item-a-la-carte>

Curriculum Material (Consumables, grades 6-8, each 2 modules)

Contractual \$67,700.00

Expeditionary Learning *\$55,000*

Contract expenses for two weeks on-site pre-opening curriculum design and training and year-long support for comprehensive professional learning, including whole school trainings, small group workshops, one-on-one teacher coaching and mentoring, and off-site trainings.

Translation *\$ 500*

Contract costs to translate marketing, enrollment, and overall school informational materials

Funding for intensives 5 days each \$1,000 *\$5,000*

Tutoring 10 hours per week, each at \$20 (36 weeks of school) *\$7,200*

Other \$34,000.00

Teacher Stipends

In year 2 FSI will have 5 grades (6 - 10), with a total of 16 lead teachers and 5 specialty teachers for languages, music, arts, and technology. Stipends will be used for 4 teachers/curriculum designers, one per core subject, to work on curriculum design for the month prior to the school's opening. Stipends will also be provided to the remaining teachers who will participate in an intensive one-week (ongoing teachers) or two-week (new teachers) summer training institute, led by our Executive Director, Director of Curriculum & Coaching, and Expeditionary Learning School Designer.

Lead Personnel Stipends:	3	\$1,000	\$3,000
Ongoing teacher stipends for 1 week workshop	20	\$500	\$10,000
4 incoming lead teachers developing curriculum	4	\$2,500	\$10,000
6 incoming teachers stipends for 2 week workshop	6	\$1,000	<u>\$6,000</u>
Subtotal			\$29,000

Marketing *\$ 5,000*

Costs to support community-wide marketing and informational campaign, including media advertising, printing of materials, room rentals for informational meetings

Total - Year 2 \$199,150.00

**FSI CSP Budget Narrative
Year 3**

Travel \$ 2,800.00

Air fare and hotel for Project Director and one staff person to attend the Project Director conferences and National Charter Schools conference.

Equipment \$77,807.00

Furniture per additional student and staff member \$221 *\$20,995*
(assuming purchase of used and new equipment)

Engineering Laboratory

Expansion of the Engineering and Science Lab:

Subtotal: *\$10,000*

Library Equipment

Additional Books and Expansion

Subtotal: *\$5,000*

Art and Music Labs

Expansion of the Art and Music Labs

Subtotal: *\$ 5,000*

Technology

Computers and technology equipment to support effective instruction. Chromebooks will be provided for high school students who cannot afford them, estimated at 50% of student body.

Chromebooks for new faculty and staff	11	\$300	\$3,300
Classroom Chromebooks 6 per new classroom	24	\$300	\$7,200
Chromebooks for ca. 50% of HS students	40	\$300	\$12,000
Chrome Management Console (upgrade necessary for additional users)			\$6,510
Digital cameras 1 per new classroom	4	\$100	\$400
Telephones leased per year	46	\$87	\$4,002
Printers	2	\$500	\$1,000
Projectors 1 per new classroom	4	\$600	<u>\$2,400</u>
		<i>Subtotal</i>	<i>\$36,812</i>

Instructional Supplies \$11,000.00
 supplier EL: <http://www.americanreading.com/expeditionary-learning/#item-a-la-carte>

Curriculum Material (Consumables, grades 6-8, each 2 modules)

Contractual \$67,700.00

Expeditionary Learning *\$55,000*

Contract expenses for two weeks on-site pre-opening curriculum design and training and year-long support for comprehensive professional learning, including whole school trainings, small group workshops, one-on-one teacher coaching and mentoring, and off-site trainings.

Translation *\$ 500*

Contract costs to translate marketing, enrollment, and overall school informational materials

Funding for intensives 5 days each \$1,000 *\$5,000*

Tutoring 10 hours per week, each at \$20 (36 weeks of school) *\$7,200*

Other \$39,500.00

Teacher Stipends

In Year 3, FSI will add grade 11. Stipends will be used for 4 teachers/curriculum designers, one per core subject, to work on curriculum design for the month prior to the first day of school. Stipends will also be provided to the remaining teachers who will participate in an intensive one-week (ongoing teachers) or two-week (new teachers) summer training institute, led by our Executive Director, Director of Curriculum and Coaching, and Expeditionary Learning School Designer.

Lead Personnel Stipends:	3	\$1,000	\$3,000
Ongoing teacher stipends for 1 week workshop	31	\$500	\$15,500
4 incoming lead teachers developping curriculum	4	\$2,500	\$10,000
6 incoming teachers stipends for 2 week workshop	6	\$1,000	<u>\$6,000</u>
<i>Subtotal</i>			<i>\$34,500</i>

Marketing

\$ 5,000

Costs to support community-wide marketing and informational campaign, including media advertising, printing of materials, room rentals for informational meetings

Total - Year 3

\$198,807

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

The Franklin School of Innovation, Inc

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	2,800.00	2,800.00	2,800.00			8,400.00
4. Equipment	99,485.00	83,650.00	77,807.00			260,942.00
5. Supplies	11,000.00	11,000.00	11,000.00			33,000.00
6. Contractual	77,000.00	67,700.00	67,700.00			212,400.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	5,000.00	34,000.00	39,500.00			78,500.00
9. Total Direct Costs (lines 1-8)	195,285.00	199,150.00	198,807.00			593,242.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	195,285.00	199,150.00	198,807.00			593,242.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization The Franklin School of Innovation, Inc	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Michelle		Vruwink	

Address:

Street1:	639 Pennsylvania Road
Street2:	
City:	Arden
County:	
State:	NC: North Carolina
Zip Code:	28704
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
828 490 1661	

Email Address:

mvrwink@thefsi.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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