

FRANKLIN DISCOVERY
ACADEMY
Let's Learn!

*“Tell me and I forget, teach me and I remember,
involve me and I learn.”*

~ Ben Franklin

Charter School Proposal
2016-17 Academic Year

I. Required Information

1. Name of proposed charter school: Franklin Discovery Academy

2. Name of applicant: Franklin Schools Foundation

3. Authorized agent: Jennifer Price

4. Mailing address: 115 S 1370 E, Lindon UT 84042

5. Phone number: 801-374-3500

6. Email address: provojenn@byu.edu

7. District(s) where proposed charter school is located: Alpine and Provo School Districts

8. District contact(s) and date complete application submitted to district(s).
Submitted to Ana Davis (person) who works at Alpine School District on Dec 10, 2014.
Submitted to Shelly Shelton (person) who works at Provo School District on Dec 10, 2014.

9. Form of organization: Nonprofit Corporation

10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Name	Email	Member Type	Position on Board
Jennifer Price	provojen@byu.edu	Curriculum	Chair
Julie Chacon	juliechaconmsw@gmail.com	Social Work	Co-Vice Chair
Wendy Porter	wendy.woodfield@gmail.com	Curriculum	Co-Vice Chair / Legal
Pamela Luke	pambluke@gmail.com	Educator	Secretary
Audrey Bridgstock	stone3diamond@yahoo.com	Educator	Member
Teresa Haws	teresalynette@gmail.com	Finance	Member
Russell Duncan	russell.duncan@gmail.com	Educator	Member
Daniel L. Randall	dan.randall26@gmail.com	Curriculum	Member
Cindy Busard	cindy.busard@gmail.com	Business	Member
Jana Duncan	jana.L.duncan@gmail.com	Curriculum	Non-voting / Advisory
Dr. Gerald A. Price	gerald.price@icloud.com	Medical	Non-voting / Advisory

11. Year school will start: 2016-2017 school year

12. Grades served: K-6	
13. Number of Instructional Days: min of 180 (up to 220, depending on student's track)	
14. Number of Instructional Hours: between 1000 and 1300, depending on student's track	
15. Requested Enrollment:	
Operational Year 1: Total: 400	Grade K: 100 Grades 1-3: 300 Grades 4-12: 0
Operational Year 2: Total: 500	Grade K: 75 Grades 1-6: 425 Grades 7-12: 0
Operational Year 3: Total: 750	Grade K: 100 Grades 1-6: 650 Grades 7-12: 0
Year 3 Campus 1: SubTotal: 575	Grade K: 75 Grades 1-6: 500 Grades 7-12: 0
Year 3 Campus 2: SubTotal: 175	Grade K: 25 Grades 1-6: 150 Grades 7-12: 0
<p><i>Note: Year one will serve grades K-3, Year 2 and forward will serve grades K-6. Year 1 will contain an enrollment "bubble" at 100 students per grade level. In Year 2 when all grade levels are in operation, enrollment will be reduced to an average of 75 students per grade level. This reduction will occur through normal attrition. The school may need to adjust individual grade level enrollment numbers based on demand, but will not exceed overall capacity number.</i></p>	
Does proposed grade configuration match resident district grade configuration? Yes	
16. Target percentage of educationally disadvantaged students: 55%	
17. Is this proposal seeking special treatment under UCA 53A-1a-501.9 ? Yes	18. Is this proposal seeking priority consideration under UCA 53A-1a-502.5 ? No
19. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here. None	
20. List persons whom you have designated as founding members of the school. Children/grandchildren of a Founding Member (an individual who has had a significant role in the development of a charter school application), children/grandchildren of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of founder's child or employee child. Jennifer Price, Julie Chacon, Audrey Bridgstock, Russell Duncan, Teresa Haws, Cindy Busard, Daniel Randall, Wendy Porter, Pamela Luke. The board may identify other founding members who have made significant contributions before the first day of school. Percent of students eligible for preferential enrollment: 5%	

II. Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

- ✓ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- ✓ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- ✓ The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.
- ✓ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- ✓ The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- ✓ A copy of the charter will be supplied to interested individuals or groups on request.
- ✓ The charter school will be fully accredited no later than its second year of operation.
- ✓ The charter school will acquire and maintain nonprofit corporate status.
- ✓ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond.
- ✓ The charter school will maintain accurate student transcripts.
- ✓ The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.

- ✓ The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- ✓ The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.
- ✓ The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.
- ✓ The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.
- ✓ The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Board of Education and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

• Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in *Section II. Assurances* above.

Name of Authorized Agent: Jennifer L. Price

Signature of Authorized Agent



Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Charter School Board Chair (if different than Authorized Agent)

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Executive Summary

At the heart of Franklin Discovery Academy is a belief in the extraordinary capacity of *every* child to learn. Educational vocabulary is often filled with words like “slow,” “average,” or “gifted.” But what if even the most “slow” or “average” of students is capable of amazing academic achievement? In 1984, educational researcher Benjamin Bloom published a groundbreaking study documenting that very reality.

Bloom demonstrated that using one-on-one tutoring with mastery learning techniques the “average” child outperformed even the most advanced students taught under traditional methods of direct instruction. Bloom argues that these results “change popular notions about human potential.” There are not A, B, or C students when the best educational methods are used – almost all students can master a subject at the A level.

With mastery learning students stay on topic until that topic is mastered; a student moves on only when mastery is demonstrated through an assessment. Compare this method to a typical classroom approach of “today we’re studying multiplication, tomorrow division—hope you can keep up!” With mastery learning, instruction is student-paced, which means a student can use more or less time to complete a unit of instruction.

Bloom’s research has not yet resulted in a transformation of education because of the cost-prohibitive nature of one-on-one tutoring and the complexity of setting up mastery learning



At Franklin Discovery Academy, we celebrate every child's sense of wonder and stimulate their power to learn.

instruction. In the 1980s, this was largely a conundrum. But thirty years later, we have the technology and tools to do it.

Franklin Discovery Academy will implement a mastery learning style curriculum in a blended learning environment along with real-world adventures so that every child can master a world of learning. Our real-world adventures will support the curriculum by allowing students the opportunity to learn from authentic experiences. Drawing on influence from research studies of the Finnish school system, whose students consistently rank top in the world, Franklin Discovery students will be encouraged to experience life through play, nature, field trips, music, travel, and other activities.

The importance of play to academic and social development has recently been the focus of several research studies. In schools where recess has been cut down or eliminated in order to spend more time on academic endeavors, student performance has actually gone down. Children, especially young children, need to learn with input from all of the senses. They need to be able to move around, run, twirl, jump, and wiggle. Our academic model and physical facility will be designed around the needs of a student population on the move.

We plan to create an educational wonderland where every child is recognized as a born explorer with curiosity, talents, and gifts. Our students will be the exception to research that shows children typically experience school burnout by the fifth grade.

We will foster a passion for discovery by providing three distinct avenues for learning. First, students will participate in *Foundations* classes and gain core-aligned foundational knowledge through differentiated, computer-facilitated instruction. In order to avoid the pitfalls of isolated computer-based learning, our students will work on *Foundations* classes in a homeroom located at the main school or satellite location.

An academic coach in each homeroom will provide one-on-one instruction, answer questions, monitor student attendance, and track progress towards learning goals. *Foundations* classes will follow a mastery-learning model with students setting their own pace. Homerooms will also be an opportunity for students to tutor one another and develop a sense of community.

Second, students will learn to make connections among the different subject areas in our seven learning labs: math, science and technology, literacy, social science, music, art, and wellness. In the labs, students might be learning about the life cycle by taking care of a butterfly or learning about fractions in a cooking class. Labs will also feature open hours for additional one-on-one tutoring or project time.

Third, our students will be encouraged to engage with the world around them through service, field learning, travel, and hosting exchange students and teachers. Students will have expeditionary *Engage!* opportunities that begin with day field trips in kindergarten,

progress to overnight excursions, and culminate with a sixth grade super-trip. *Engage!* classes may be sponsored by the school and/or parents. Learning lab directors, teacher/mentors, volunteers, parents, school employees, or fellow students will teach *Engage!* classes.

We will also encourage parents to take children out of school for useful educational experiences by building two weeks of vacation time into each of our five tracks.

Our learning program is designed to be flexible. Rather than telling a student to do math at precisely 10:00 a.m. each morning, our students will proceed at their own pace and dive deeper into the areas that interest them. They will progress through the curriculum in ten color-coded achievement levels by completing required and optional points for each level. Just like adults, children need purpose. They need to understand the purpose for learning and not just the mechanics of school attendance. Students will know upfront what they need to do to complete each level.

Along with the freedom of choosing when and what to study comes greater accountability. We will help students set goals and monitor their own progress through frequent formative assessments. Our teacher/mentors will meet with students and parents to develop an individually tailored Student Education Map. Progress meetings will take place several times per year with the student's assigned teacher/mentor, academic coach, and parents.

Our program is designed in a way that eliminates assigned homework, which often devolves into an argument between parent and child. Although the curriculum can be completed entirely at school, students have the

option to accelerate learning at home or during travel if they choose.

We will use a unique, extended-hour learning model based on research supporting extended learning hours as one of the most significant variables to increasing learning outcomes. Homerooms will be open daily from 7:30 a.m. to 5:30 p.m. for 220 days per year. Students can come to school during any of these hours in addition to a track chosen by their parents.

Our individualized approach with extended learning hours will be made financially viable by separating the role of traditional teacher into three areas, utilizing economies of expertise principles. Academic coaches will typically be part-time, pre-service teachers. They will provide direct one-on-one help to students and take on many of the time-consuming monitoring roles a teacher does but at a less expensive rate. Teacher/mentors will be part-time licensed teachers. They will work with students to create their educational map and certify student achievement.

Lab directors will be master's level professional teachers. They will develop, approve, and supervise *Foundations* curriculum and teach *Engage!* classes. They are also responsible for creating exciting educational spaces in the Learning Labs. To stretch resources further, we will also use interns and volunteers to

teach *Engage!* classes whenever possible.

Franklin Discovery Academy is set to serve the varied student population of central Utah County with a location in Vineyard or west Orem. The Founders joined together with a common desire to create a school using the principles and experience gained in educational settings, business management roles, and graduate-level instructional design programs. We will place high priority on making our curriculum replicable for future satellite campuses that will serve rural or typically underserved student populations.

At Franklin Discovery Academy, we plan to celebrate and focus on the abilities of each student. We will provide a highly customizable education in a learner-centric environment. Our premise is that every child has a unique set of talents that when properly engaged lead to intellectual, academic, and life-long success. We aim to produce technology-savvy students who can communicate effectively in an increasingly global world. They will value the intellectual courage necessary to persist and achieve. They will learn to produce more than they consume. They will learn to serve and lead. Our vision is an individually tailored education for each student focused on our values of curiosity, character, creativity, culture, courage, and citizenship.



Foundations



Engage!

Section 1: School Purpose and Goals

A. Mission, Vision, and Educational Philosophy

Vision

At Franklin Discovery Academy, children actively decide to learn in a collaborative effort among parents, teachers, fellow students, and the learning community. Our school recognizes that each child is an individual and encourages them to become creative and driven stewards of their environment through our highly customizable, goal-oriented curriculum.

Mission

Franklin Discovery Academy will cultivate a life-long sense of wonder and curiosity in every student. We will equip students to discover meaningful value and purpose in the world and reach their full potential by helping them develop the ability to think critically, communicate effectively, and excel academically.

Values

Our values are curiosity, character, creativity, culture, courage, and citizenship.

B. Purpose

Driven by our mission to provide a high-quality individually tailored education that instills in our students a life-long sense of wonder and love of learning, our school will be a leader in a broad range of the purposes outlined in Utah Code 53A-1a-503. We will:

- **Improve student learning with one-on-one tutoring.** Our program of having students complete foundational instruction in the homeroom with the help of one-on-one tutoring from academic coaches is based on research-proven methods of improving student performance (Bloom 1984, Begeny 2012). Anecdotally, the Associated Press recently reported on a Utah success story of the impact one-on-one help has made at Highland High School. It was reported that after students starting receiving weekly visits with a counselor to set goals, graduation rates for minority students rose from 62% to 84%. (AP 2014). The fact that one-on-one attention for students makes a significant difference in learning outcomes is intuitive; however, it has been difficult for education providers to figure out a cost-effective method for providing it. By combining our computer-facilitated instruction with real-life help from academic coaches, our students will get the one-on-one help that is so crucial for learning outcomes. Our academic coaches will help students set goals and answer questions as they encounter different parts of the curriculum. For additional remediation, students can also get help from the learning lab directors.
- **Improve student learning by using mastery learning.** Our foundational curriculum will be delivered using technology-facilitated, mastery-learning techniques, which is also a research-proven method for improving student learning outcomes (Gutskey, 1986).

- **Improve student learning by using new forms of accountability.** A key component of mastery learning is the frequent use of assessments. Our *Foundations* classes will have formative assessments throughout the curriculum and will be used to help guide the student through the mastery of each topic. Quick, formative assessments will be taken each time a student begins work on *Foundations* material.
- **Improve student learning for the full spectrum of learners.** Our model will help those learners identified as “gifted” or those identified as “students with disabilities” and everyone in between by allowing students to work at their own pace and providing remediation or enrichment activities as appropriate.
- **Improve student learning with extended hours.** Our homerooms will be open from 7:30am to 5:30pm each day for 220 days per year. That is 2,200 hours of available learning time each year, allowing students to greatly expand and tailor their educational opportunities. Students will pick one of five tracks, of which three are extended hour models.
- **Employ innovative teaching methods.** Several members of our Founding Board have or are pursuing graduate degrees in instructional technology and psychology. We have been exposed to the cutting edge of teaching method research and have made our own contributions to the knowledge base. One first priority upon receiving a charter will be to develop our own curriculum for the *Foundations* classes using the latest in innovative practices.
- **Educator participation.** Our lab directors will be licensed teachers and graduate level instructional designers. They will each have stewardship to review, choose, vet, create, and evaluate the *Foundations* classes. Initially, we may need to procure some of the instructional content as we work to develop our own. The lab directors will ensure that any third-party content is appropriate. They will also be expected to use their instructional design training to replace purchased content with content they develop. Additionally, these lab directors will oversee the *Engage!* classes taught in their content area.
- **Increased choice in learning opportunities.** Franklin Discovery Academy is about students making active choices to be educated. Our students will work with their academic coaches, teacher mentors, and parents to make choices about the *Engage!* classes they will take. They will also get to significantly increase their learning opportunities with ongoing activities and projects in the labs such as participating in the school choir or building a science fair exhibit. Built into the program will be time for student travel and field learning.

C. Educational Foundation and Philosophy

Franklin Discovery Academy is founded on the philosophy that students learn best when they are able to proceed at their own pace and receive one-on-one help. To help fulfill our mission, the following curriculum and teaching method philosophies will guide us:

- **Foster each student’s sense of wonder.** The school will emphasize hands-on, real-world experiences to increase motivation, relevance, and achievement for our students as well as foster their natural curiosity of the world around them.
- **Integrate the Utah Core standards into our blended curriculum to ensure academic excellence.** Frequent formative assessments, as well as state-mandated testing, will be used to monitor student achievement in *Foundations* classes.
- **Provide one-on-one tutoring.** Time with the academic coaches and teacher/mentors will supplement educational instruction received in computer-based *Foundations* classes.
- **Use a mastery-learning approach for foundational subjects.** Students will proceed at their own pace and start on new concepts after demonstrating mastery of previous ones in our highly customizable, learner-centric *Foundations* classes.
- **Promote our values** of curiosity, character, creativity, culture, courage, and citizenship by providing a wide variety of learning opportunities.
- **Develop a goal-oriented and accountability culture.** Students will learn to make and keep goals.
- **Provide opportunities for a variety of Engage! classes.** Students will attend in-person, integrated subject classes to enhance core learning and promote motivation. Students will engage with the world through educational travel and service. These activities will help instill students with a sense of belonging in order to develop active, productive citizens who recognize their roles and responsibilities to themselves, their neighbors, and the world.
- **Provide a well-rounded curriculum.** This includes opportunities in STEM, literacy, the arts, humanities, and wellness, while emphasizing interrelationships and teaching how to learn and how to think, not what to think.
- **Make learning motivating and fun by using play.** Our Wellness Learning Lab will have many opportunities for student educational play. We will also have a STEM recreation area modeled after a children’s discovery center.
- **Use technology to facilitate (not dominate) learning and assessment.**
- **Use testing to facilitate (not dominate) learning.** Students will naturally be ready for tests (both internal and state mandated tests) as an outcome of the program, not because of testing dominating the curriculum.
- **Develop partnerships within the community.** We will use the local community and environment to teach concepts across all areas of the curriculum and seek volunteers for our classes and readings labs. We will also vigorously seek sponsorships and grants to increase the number of *Engage!* trips for students.
- **Replicate our learning model.** We will develop our curriculum in a way that can be replicated through satellite campuses, paying particular attention to identifying underserved or rural areas that may not have the resources to offer such a diverse program.
- The following purposes merit additional consideration under Utah Code 53A-1a-501.9:
- **Helping students at-risk of academic failure.** Our learning model uses several research-proven techniques for closing the achievement gap for at-risk students, specifically extended learning hours and one-on-one tutoring.

- **An international focus:** Our *Engage!* program will have opportunities for older students to travel and experience field learning. Our younger learners will participate in virtual National Geographic Young Explorers expeditions. We will host student/teacher exchanges when possible.

D. Culture

As we look out five to ten years, we plan for our school to have developed a culture that celebrates learning while being part of a community. Our students will feel safe in our dynamic, exciting environment. They will enjoy working at their own pace on the *Foundations* classes as well as the camaraderie from participation in the *Engage!* program. Our culture will respect each student and their learning interests, and students will be motivated to set and reach their goals. We plan to be celebrating the individual successes of the students and the success of the school as a whole as demonstrated on statewide assessments.

For our employees, we will work to develop a high expectation/high accountability culture. The hard reality exists that running a school is a business. If we are wise stewards of our financial resources, we will be better able to educate our students. This is why we have placed a strong priority on developing a school with sound financial practices and recruiting several people with business experience and MBAs to be on our board. With our year-round model, full-time employees will work hard but be compensated with a competitive living wage and benefits.

E. Target Population

Franklin Discovery Academy's main campus will be a K-6 school located near 800 North and 1200 West in Orem or a few blocks west in Vineyard. We propose an initial enrollment of 400 students at our main campus with a request to grow to 700 students with an additional satellite campus by the end of operational year 3. With our main campus location, we are likely to attract a diverse cross-section of Orem, Vineyard, Lindon, and Provo students. This diversity is our goal! A monolithic population would do little to serve our goal of opening the eyes of our students to the wonders and variety of the world.

Within a five-mile radius of the school, we find neighborhoods of educationally disadvantaged students, English language learners, children from high socioeconomic backgrounds, and everything in between. Because our educational model puts the student at the center by allowing them to master material at their own pace and receive individual tutoring that recognizes their unique gifts, talents, and struggles, we believe our program will suit the needs of any student and family looking for an individually-tailored education with significant one-on-one attention.

Our location offers two great benefits. First, we will be located close to an I-15 on-ramp for both easy commuting for parents and to help facilitate our *Engage!* programs. This easy freeway access will allow us to increase our field-trip options by reducing travel time. Second, we have located here to specifically attract children who will be moving into the new @Geneva community development project. This massive residential project will take the population of Vineyard from 200 to 26,000. The first phases of the project, 424 already-sold townhomes, have just recently been finished.

After implementing our model at the main campus during the 2016-17 school year with grades K-3 and adding grades 4-6 in year two, our next priority is to open a satellite campus in the Franklin neighborhood of Provo, a location that would benefit tremendously with additional educational choices. This satellite is part of our model to expand with “neighborhood homerooms,” locations close to residential areas where students can attend homerooms and then be shuttled to the main campus for Learning Labs. We propose Franklin for our first neighborhood homeroom because the area has an 80% educationally disadvantaged population, and as such, we feel could benefit from additional educational choice. Students will be able to participate in all of the *Engage!* trips offered at the main campus. Having neighborhood homerooms will allow us to offer a larger variety of *Engage!* classes to traditionally underserved populations. We are also looking at them as a way to develop smaller learning communities that are close to home for the local population without sacrificing the ability to enjoy the resources of a larger campus.

F. Mission Specific Goals

Our mission is to “cultivate a life-long sense of wonder and curiosity in every student. We will equip students to discover meaningful value and purpose in the world and reach their full potential by helping them develop the ability to think critically, communicate effectively, and excel academically.” The Board is keenly aware that, as stated in Utah Board of Education Rule R277-700-5, “Student mastery of the Core Standards is the responsibility” of the Governing Board. We have developed five goals that will serve as basic performance measures for the Board. *Table 1.1* below indicates our goal, as well as a minimum that, if not reached, would trigger certain provisions in our bylaws that require a certain amount of board turnover and elections. We feel that on these goals, if we can’t at least hit the minimums, something must be wrong with the Board’s execution of the mission and a new set of eyes should be brought on to help correct the problem. Section 5 includes many more goals that we also feel are vital, but those below are the minimum for the Board to reach in order to prevent election triggers.

Table 1.1: Board mission-specific goals

Measure	Metric	Minimum	Board Goal
Reading at grade level	At or above grade level score on DIBELS Next in the third grade	>70%	100%
Year-to-year re-enrollment rate	Percentage of students re-enrolled from one year to the next	>75%	>90%
Rank on Utah State Assessment, SAGE (or successor)	Percentile rank on the SAGE testing in all three areas.	35 th percentile	66 th percentile
Student engagement	Percent of students completing at least 6 <i>Engage!</i> classes per year	>60%	>90%
Fiscally Sound	Percent of retained earnings each year.	0%	8%

The first goal on mission specific goal’s list involves reading. Teaching students to read at or above grade level is a top priority at Franklin Discovery since it provides the foundation for success in all other subjects. We also recognize it is a top state educational priority with a goal that all third grade students perform at or above grade level on reading as indicated on the DIBELS test by the year 2020. We have made this our goal as well.

We also feel the student re-enrollment rate is a significant indicator of stakeholder satisfaction. The re-enrollment rate for traditional public schools in the Alpine School District is 91%. If we deviate significantly from this number, we will know that parents are not satisfied. The SAGE score is an indicator of how well we are helping students grow academically compared to others across the state. We have set a goal to perform in the top third of the state on SAGE testing. We also want to measure how students are participating in the *Engage!* program as an indicator of their engagement. Finally, it is critical that we run as a financially sound organization. We will include other financial goals in later sections, but the Board’s mission-specific goal will be that we end the year with a budget surplus of 8% of revenue each year.

G. Governing Board

The Governing Board will meet monthly in addition to a yearly, two-day long board conference. Our March meeting will also serve as our annual meeting for the purposes of board elections. Our meetings in February and August will be accountability meetings. At these meetings, we will review data that shows how well we are meeting board goals. Prior to this meeting and the accountability meetings, the following sources of data will be collected for review: Parent surveys, interviews with students of personal learning experiences, student progress on the achievement levels, observations from academic coaches and teacher/mentors, student attendance and re-enrollment data, student test scores on state tests, and financial records

Through these data sources, the Governing Board will evaluate whether we are meeting the vision, mission, and educational philosophy set forth in this charter agreement. The discussions will revolve around the following criteria and observable measures:

Desired Result	Observable Measures of Results	Evidence of Priority
Student life-long sense of wonder and curiosity	<ul style="list-style-type: none"> Asking questions Taking advantage of opportunities to pursue a particular subject or interest Student engagement and enjoyment of courses 	Providing ample opportunities for teaching a variety of subjects. Providing adequate resources to foster student curiosity. Providing opportunities and resources for children to learn through play. Providing extended learning hours.
Help students discover meaningful value and purpose in the world	<ul style="list-style-type: none"> Applying what they learn in other contexts Seeking opportunities to help other students 	Providing opportunities for students to use individual talents to contribute to the community. Providing students the opportunity to

	<ul style="list-style-type: none"> Percent of student participating in service learning 	<p>tutor younger students and participate in leading Engage! classes.) Providing a well-rounded curriculum. Providing value education. Provide opportunities for students to travel, domestically and internationally.</p>
Help each student develop the ability to think critically, communicate effectively, and excel academically.	<ul style="list-style-type: none"> Utah Core standards incorporated into courses Student mastery of core courses and test scores Samples of student work 	<p>Investment in developing high-quality instructional materials and curriculum. Using technology to facilitate, not dominate, course instruction.</p>
Individualized instruction	<ul style="list-style-type: none"> Number of students who have mastered individualized courses. Individualized schedules and course selections. 	<p>Individualized learning takes precedent over cost. Low teacher-student ratio. Choice of five different tracks to best meet learning style needs.</p>

Section 2: Market Analysis

A. Market Context

Our target location is within the Alpine School District. The district encompasses all of Utah County north of Provo and is the largest school district in Utah with some 72,194 students enrolled in 2013-14. Alpine has also been the fastest growing district in the state—adding 21,137 students between 2000 and 2011—and expects to continue growing. The district operates 53 elementary schools with current elementary enrollment at 40,916 and projected enrollment increasing to 42,945 by 2016.

Franklin Discovery Academy will serve a broad cross-section of central Utah county students. Although the area has several outstanding elementary schools, both charter and traditional, evidence shows that there is a need and demand for additional options in public education. Each of the nearby charter elementary schools have waiting lists and the overall percentage of students attending charter versus traditional public schools is rising. Further, the new @Geneva community is projected to increase the population of Vineyard by 26,000 residents.

Only three charter elementary schools are located within a five-mile driving distance from our location: Noah Webster Academy (3.7 miles), Timpanogos Academy (3.8 miles away), and John Hancock Academy (3.8 miles away) and none are within the typical two miles radius from which most students would come. Each of these schools has waiting lists in the grades we will serve. These waiting lists are a strong indicator that parents are looking for an alternative to local traditional public schools.

There are seven traditional public elementary schools located within a two-mile drive of our location, five of which are Title 1 schools. A fast growing population of educationally disadvantaged students has created challenges for these schools. Most report problems in achievement: All but two scored below the state average on CRT testing. Each of these schools has high enrollments of 450 to 750 students.

1. Local Schools

A total of 26 traditional, charter, and private schools are located within a 5 miles radius of our location. As seen in *Figure 2.1* below, this radius extends out to include areas of American Fork, Pleasant Grove, Lindon, Orem, and Provo.



These schools serve a broad and varied population with students at both ends of the socioeconomic spectrum. Among this group are high-performing traditional public schools such as Foothill Elementary and struggling schools such as Vineyard Elementary. For instance, in 2013 state CRT testing only 60% of Vineyard students scored grade-level proficient in science and 77% scored grade-level proficient in math (<https://psdreports.schools.utah.gov/Gateway/>), whereas Foothill School in Orem scored 92% in math and 91% in science. These schools also are representative of the differences in the types of students coming from within our 5-mile radius. Foothill elementary reported 22% of students as coming from low income families, whereas Vineyard reported 54% low-income students. *Table 2.1* provides a list of these 26 schools and basic demographic information.

Table 2.1

School	Driving Distance	City	Title I	Enrollment	Minority	ELL	Low Income	SWD
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Charters:

John Hancock Academy	4.5 miles	Pleasant Grove	No	184	14		24	14
Noah Webster Academy	3.4 miles	Orem	No	598	27	9	27	11
Timpanogos Academy	2.9 miles	Lindon	No	447	15		4	11

Public:

Aspen	1.8 miles	Orem	No	461	14	9	42	16
Bonneville	1 mile	Orem	Yes	740	24	15	51	12
Canyon Crest Elementary	4.8 miles	Provo	No	532	9		23	12
Cascade	3.3 miles	Orem	No	620	17	8	30	10
Central	4.8 miles	Pleasant Grove	Yes	547	15	9	54	10
Cherry Hill	5 miles	Orem	Yes	603	41	22	59	13
Foothill Elementary	8 miles	Orem	No	637	9	4	22	17
Geneva	1.2 miles	Orem	Yes	501	46	38	81	13
Greenwood	6.8 miles	American Fork	Yes	578	27	20	61	17
Hillcrest	4.4 miles	Orem	Yes	405	26	11	56	25
Lindon	3.2 miles	Lindon	No	646	14	7	26	13
Northridge	3.0 miles	Orem	No	701	11	4	27	9
Orchard	2.7 miles	Orem	No	682	17	7	35	13
Orem	2.5 miles	Orem	No	674	19	9	45	13
Rocky Mountain	3.1 miles	Lindon	No	550	14	5	22	16
Scera Park	1.6 miles	Orem	No	467	22	13	46	12
Sharon	2.3 miles	Orem	Yes	429	59	45	77	16
Suncrest	1.4 miles	Orem	Yes	458	47	42	73	13
Vineyard	2 miles	Vineyard	Yes	721	28	18	54	10
Westmore	4.5 miles	Orem	Yes	421	39	26	69	19
Windsor	2 miles	Orem	Yes	522	42	30	68	13

Private

Kids Village	2.4 miles	Orem	No	30	<i>Not available</i>			
Motessori Learning Center	1.8 miles	Lindon	No	75				

Because most of our school population is likely to come from a 2-mile distance around our school, we project our population will most resemble the populations at Aspen, Bonneville, Geneva, Suncrest, Scera Park, Vineyard, and Windsor elementaries. Although the 5-mile radius touches on the southern border of American Fork and Pleasant Grove, we find it unlikely any significant proportion our population will come from that far out.

Of these seven schools, five are Title 1 schools. Although these schools serve students at both ends of the socioeconomic spectrum, the growth of educationally disadvantaged students has outpaced that of students at the high end of the spectrum (see Alpine School District’s superintendent’s report).

Table 2.2 lists test scores for our seven local schools. Five of the schools have scores that are below state averages and indicate areas where additional choices in education may be helpful and needed. Schools with a score below the state average of 434 are highlighted.

Table 2.2

School	Statewide School Performance Score	Below Growth Point	Language Arts	Math	Science
Aspen	483	88	83	83	81
Bonneville	425	63	80	81	75
Geneva	391	72	<i>Not reported</i>	<i>Not reported</i>	67
Scera Park	450	85	84	83	80
Suncrest	400	68	75	66	64
Vineyard	384	50	87	77	60
Windsor	438	51	88	76	69

2. Local Demographics

Because of our location near the southeastern end of the Alpine School District, our students will generally come from either the Alpine or Provo school districts and from the cities of Provo, Vineyard, Orem, and Lindon. Based on US census data, we expect a school-age population from which we can draw to be 38,679 students. A brief demographic summary of these 38,679 students is found in the table below.

	Total Pop age 5-14 years	Attends Traditional Public	Attends Charter	White	Racial Minority	Low Income	Spec. Ed.
Provo	22,441	90%	7.7%	66%	34%	50%	7%
Vineyard	24	89%		92%	8%	33%	
Orem	13,978	89%	8.6%	87%	11%	42%	10.1%
Lindon	2,236	89%		92%	8%	23%	

We expect most of our population to come from the 2-mile radius around our 800 N 1200 W Orem location. In particular, we will focus recruiting on the high-growth areas around Vineyard and the new @Geneva developments on the west side of I-15.

If we average out the enrollment demographics of our seven local competing schools (Aspen, Bonneville, Windsor, Sharon, Geneva, Vineyard, and Suncrest), we can expect a student body that is approximately: 32% minority, 24% English Language learners, 59% low income, and 13% students with disabilities.

Table 2.4 shows various demographic information and test scores for students at these seven schools. Note that the average UCAB Student Performance Score is below the state average of 434.

Table 2.4

School	Minority	ELL	Low Income	SWD	UCAB Score	Below Grade	Language	Math	Science
Aspen	14	9	42	16	483	88	83	83	81
Bonneville	24	15	51	12	425	63	80	81	75
Geneva	46	38	81	13	391	72			67
Scera Park	22	13	46	12	450	85	84	83	80
Suncrest	47	42	73	13	400	68	75	66	64
Vineyard Elementary	28	18	54	10	384	50	87	77	60
Windsor	42	30	68	13	438	51	88	76	69
Average	32	24	59	13	424	68	83	78	71

B. Market Growth and Trends

Both Alpine and Provo School districts show an increase in students choosing to attend charter schools. According to superintendent reports, charter school enrollment is growing at a faster rate than traditional school enrollments. Charters were up 9% in enrollment last year, compared to an overall student growth rate of 2.3% in Provo and a 4.2% in Alpine.

Of the local charters within a five-mile drive of our location, Timpanogos Academy reports having waiting lists of 5-10 students per grade, even after opening up a new class in each grade level for 2014. Noah Webster is currently over-enrolled, based on their charter posted on their website and state enrollment data, by about 15-20 students. John Hancock has full-enrollment and waiting lists in the grade levels we will be serving.

Charters account for about 8% of the enrollment in area schools. Although the superintendent reports project flat enrollment of about 2% growth per year, given the size of the area's population, a 2% population increase in the four target cities (Orem, Vineyard, Lindon, and Provo) amounts to approximately 640 new elementary school-aged children each year—enough to fill the average-sized elementary school. Further, according to Alpine School District's 2013 projections report prepared by James Hansen, these numbers do not take into account the new @Geneva development. This development, which just opened in the fall, is slated to increase Vineyard's population from 235 to over 26,000. Although many neighborhoods within the Provo and Orem area are not growing, particularly along the east benches, our southwest Orem location is situated to address the needs of the fast growing area on the west side of I-15.

We spoke with @Geneva developer Rich Bennion to get an idea of completion and growth expectations for Vineyard. Three major residential projects are currently underway, with the first apartment project opening early this past fall with 304 units. The other two projects will add 750 townhomes and singles family homes by June of 2015. An additional 800 units are slated to begin construction in the next 18 months. Based on average occupancy rates of 3.6 people per household for the Orem area, as reported by the US Census Bureau, we can estimate that these 1,800 plus residential units will house approximately 6,480 people, of whom about 15%, or 972 will be children aged 5-14. These numbers represent the near term development plans of one Vineyard developer. Other developers and long-term development has experts predicting Vineyard growth to 26,000 over the next ten years. For a news article detailing Vineyard plans, see:

http://www.heraldextra.com/news/local/central/vineyard/article_ce0503e3-c8b2-5864-932a-4ea5b2b79866.html

We spoke with Michelle Draper of Alpine School District to find out the district's plans regarding the @Geneva development. Although the district is aware of the development, as a matter of policy they are not yet able to make any plans for enrollment increases. They cannot expend any resources to acquire land or build buildings until the students are there and other schools are over capacity. Michelle indicated that they will bring in portables or realign boundaries if necessary. At present, students moving in to @Geneva are assigned to Vineyard Elementary, a Title 1 school that already has an enrollment of 721 students.

C. Competitive Advantage

Our school is about choice. We will provide both students and their families a new and flexible choice in learning in a safe and pleasant environment. Our flexible school format is in striking contrast to the traditional 180 day, 990 hour school format. Parents can follow a traditional school year track if they

like, but we will also offer other track options and build in two weeks of vacation time so that just about any schedule can be accommodated.

Our one-on-one tutoring, emphasis on mastery-learning, and extended learning hours will help our educationally disadvantaged students compete on par with their peers. Extended learning hours has been shown to be an equalizer in education among socioeconomic groups (see our Section 4 for research documentation). We believe offering flexibility, one-on-one attention, and extended learning hours gives us a strong advantage over competing educational choices. We will conduct outreach efforts to educate potential families about the school and its opportunities in a broad and inclusive manner (more details about outreach plans can be found in *Section 3.C*).

Any student choosing to come to Franklin Discovery Academy will be provided with the educational opportunities needed to succeed. Students will make active choices of what and when to learn with guidance from the academic coaches and teacher/mentors. Our program is different from traditional public schools in the following areas:

- Curriculum – We offer computer-based mastery learning delivered at each student’s individual pace. It is structured, yet flexible. Students will have a clear understanding of what they need to do to complete the different subject levels with as much time and guidance as they need to master each subject.
- Extended learning hours – Students have the opportunity for greatly increased instructional time with our open hours of 7:30am to 5:30pm.
- Parental involvement – Parents will be highly encouraged to actively participate in their children’s education. Students with parents who are unable or unwilling to participate will not be penalized and instead be provided with the individual guidance from academic coaches needed to mitigate the disadvantages created by low parental involvement.
- Adult/student ratio – Our academic coach design enables us to provide a low 1:7 adult-to-student ratio.
- Accessibility – Our flexible curriculum is inherently more accessible than traditional curriculum because students will be presented with content at their own speed and level, rather than the pace of the class.
- Physical facility – Our facility will match our commitment to play and experiential learning.
- Field learning – Our exciting *Engage!* program will keep learning fun.

Section 3 - Student Population

A. Target Population

Because our educational approach is individualized and student-centered, we anticipate a diverse initial population of about 400 students. With our main campus location we are likely to attract a wide cross-section of Orem, Vineyard, Lindon, and Provo students.

Our objective is to capitalize on students' unique backgrounds and abilities in order to enhance the learning of self and others. In addition to the ethnic majority in the area, there is also a large population of students who are English language learners and learning English as a second language in the same area as the school. We hope many of these students will elect Franklin Discovery Academy as their place of learning. Our school also welcomes students with mild-to-severe individual, special needs, though depending on severity, off-site and at-home programs will be coordinated.

Our mission statement declares that students will extract a life-long sense of curiosity and wonder from Franklin Discovery Academy. We plan to achieve this through our teaching method of *Engage!* classes. In these classes, all students, regardless of academic achievement, ability, or language deficiencies, will interact with hands-on, real-world applications pertaining to learning concepts. Through lively applications, students will begin to understand their own desire for exploration as they realize their own strengths and interests. Via the hands-on and real-world involvements in *Engage!* classes, students become equipped to discover meaningful value and purpose in the world and reach their full potential as they develop the ability to think critically, communicate effectively, and excel academically.

One of Franklin Discovery Academy's most unique assets is our blended learning teaching method that directly works to facilitate students at all learning levels. The state core curriculum will be taught and individually tailored with the help of computer software. This model will suit those who excel academically as well as those needing more individualized adaptations.

B. Educationally Disadvantaged Populations

We estimate 45-60% of our student population will come from educationally disadvantaged environments. Taking into consideration overlaps in the different categories, the following table indicates our estimates of the types of educationally disadvantaged populations we will serve.

Table 3.1

Low-income	59%
English learners	24%
Students with disabilities	13%
Transient students	5%

Based on Provo School District statistical reports and the superintendent's statement, we expect that the number of low-income and English learners will grow each year. Although educationally disadvantaged students typically cost more to educate than those that are not disadvantaged, our model is designed to accommodate the needs of educationally disadvantaged students without adding significant financial burden to the school. In other words, our program is already designed to provide an individually tailored education regardless of the specific situation or IEP. Our curriculum is designed in a way to provide remediation as needed without extra expense. We recognize in some situations a particular student's situation may require resources outside of those we have identified (such as an aide for a student with a severe physical disability), but we feel confident we can provide those in an effective and efficient way. Upon enrollment, every student will be assigned a teacher/mentor and academic coach. The teacher/mentor will be responsible for identifying any possible educational disadvantages facing the student and working with the student to develop an appropriate list of academic goals.

Franklin Discovery Academy will provide a continuum of services in order to accommodate our population. It is our goal to meet students' needs with the Least Restrictive Environments and the Least Restrictive Behavior Interventions. Franklin Discovery will employ a highly qualified and licensed special education director to oversee and implement additional services to certify all IEPs are being properly satisfied. As needed, Franklin Discovery Academy will employ contractors to provide supplementary services for special education students. All individuals working with special education students will be trained in confidentiality and child find procedures. When beneficial, Franklin Discovery Academy will implement off-site placements and home-school study with supportive service, on-site placements, in-class indirect support, and pull-out direct support on both a short-term and long-term basis.

Franklin Discovery Academy will identify all students who are in need of additional support services that permit a more successful academic experience. Franklin Discovery Academy is mindful of students of all learning levels regardless of their experiences (expulsions, suspensions, etc.) at prior schools. We understand that some students need very limited services while others will need a more intense support system to achieve academic success. Because Franklin Discovery Academy will not initially extend to upper grades, at this time we do not have a way to support students who are attempting to complete the last few years of high school. However, as our school grows and expands, we will welcomingly support students who did not graduate with their class to earn a diploma in achieving their academic goals as permitted by state and federal law. We plan to identify students' needs through a variety of methods.

Our enrollment application will include questions about students' past education experience including admission in a special education program or related services. Additionally, parents will be asked during the enrollment process if their student has received any special education services in their prior schools or education experiences. If Franklin Discovery Academy finds that a child has received special education services prior to entering our school, Franklin Discovery Academy will make a timely phone call to the prior schools to gain access to special education records. We will follow all rules expressed for both the in-state and out-of-state student transfer checklist from USOE.

As a means of identifying students who are suspected of having a disability but who have yet to receive special education services, Franklin Discovery Academy will annually train all staff on being

watchful for behaviors indicative of a students' possible special needs and provide staff with a handbook (that will also be provided to all students/parents) to allow staff to identify and initiate the referral process and remind staff of services and resources for qualifying students.

Franklin Discovery Academy understands that parental consent is required prior to the completion of an evaluation that will occur after the proper referral channels have been completed. The parent will also receive written prior notice of the evaluation. Franklin Discovery Academy will complete the necessary evaluations within 45 days of receiving parental consent. During the evaluation process, Franklin Discovery Academy will review existing data, review additional assessments (by using a variety of assessment tools, using multiple procedures, using properly functioning instruments, using tools that are not racially or culturally discriminating, administering assessments in students' native language or method of communicating, following each assessment's publisher's administration standard, administering assessments by properly trained personnel, using assessments according to that which the assessment purports to measure, using assessments in relation to all aspect of students' disabilities, and using comprehensive assessments to thoroughly determine students' disability), and maintain evaluation requirements. Reevaluation procedures (as outlined in IDEA Policies and Procedures) will also be strictly executed.

The special education director will also be responsible for the possible hiring of contractors or additional staff to make certain that evaluations are conducted and completed in a timely manner and will be responsible for certifying all evaluators are sufficiently trained in the assessments they are administering.

C. Recruiting and Outreach

We will market the school in an inclusive manner so that a broad cross-section of families will have access to information regarding Franklin Discovery Academy. Our objective is to have a diverse student population representative of the children living within a two-mile area of our school. This includes an expected socioeconomic profile of 59% economically disadvantaged students, 32% culturally and ethnically diverse students, and 24% English language learners.

Our outreach efforts will include: A well-designed school website, social media presence, printed materials, open houses, press releases, and other promotional materials designed to inform the parents of potential students. We also plan to produce and distribute a compelling video of the Franklin Discovery model. We intend to proactively educate parents of economically disadvantaged students about Franklin Discovery Academy by having a presence at local community events and by utilizing outreach volunteers to visit with parents of targeted student populations. For instance, we plan to have a booth at the Festival Latinoamericano in Provo in August 2016. This annual festival is currently in its 11th year. We understand that in order to attract a culturally diverse student body, we need to speak directly and appropriately to our target groups, including speaking to parents in their native languages and translating our printed marketing materials.

Our planning year employee will be asked to utilize as much "free" marketing as possible by doing press interviews, writing press releases, and engaging with potential parents via social media and blogs. We have conducted some focus groups at this point, but we plan to conduct a marketing specific

focus group upon charter approval in order to learn more about how and where we should concentrate marketing efforts.

With our initial focus group efforts, we met with 8 parents of school-aged children living in our target area and described our model. Parents most often cited the individual attention, individual pace, flexible and extended hours, and no homework policy as the most attractive components of the model. We will focus our marketing efforts at describing these aspects of the school.

Interviewed parents responded enthusiastically to our model. In many cases our policies resonated with them as they shared a homework “horror story” or a disappointing experience with attendance or discipline policies at traditional schools. For instance, one parent reported having their first grader suspended for not turning in homework. Another talked about the devastating effects of the school’s green, red, yellow discipline tracking system. Their child just couldn’t sit still through a rigid schedule. This parent thought our flexible format would solve those issues. We will conduct additional focus groups to learn the outreach methods most likely to reach our target audience.

Our most elaborate marketing idea is a tentative plan to open the Franklin Discovery Center in 2015 or early 2016. The Franklin Discovery Center would be an indoor play place with a children’s discovery museum atmosphere. This discovery center may serve as the basis of our STEM recreation area. As guests visit Franklin Discovery Center, they will simultaneously be informed of Franklin Discovery Academy. Both will be advertised through newspapers such as KSL. Franklin Discovery Center may be advertised through KSL Deals and/or Groupon. More information about the Franklin Discovery Center idea is in *Section 8.C*.

D. Admissions and Lottery

As a public charter school, Franklin Discovery Academy will follow all Utah and federal laws, regulations, and statutes, including McKinney Vento regulations, with regard to admission. Franklin Discovery will not discriminate against students’ race, religion, ethnicity, creed, color, gender, national origin, homelessness, or physical ability. Franklin Discovery will follow all applicable laws regarding enrollment, transfer, and lottery, as stated in current law 53A-1a- 506 and will make any necessary changes as a result of future laws. The school will follow public notification procedures and list all lottery and enrollment procedures on its website.

Franklin Discovery Academy will not make any enrollment decision on any basis prohibited by state or federal law, including federal civil rights laws and the Individuals with Disabilities Education Act. Specifically, Franklin Discovery will not request any data of applicants other than their name, grade level, priority status, and parent contact information prior to the lottery. Franklin Discovery is committed to conducting a lottery in accordance with charter school law and policies and will make alterations to the following policy at the request of the State Charter School Board.

Notice of the opportunity to submit an application for our initial 2016-17 school year and enrollment procedures will be published on the school’s website beginning no later than December 1, 2015. The school’s website will provide the following enrollment information: (i) a description of the procedures for applying for admission to the school; (ii) the lottery and school calendar; and (iii) a description of how a student may transfer from the school to another charter school or district school.

Our open enrollment period allows a currently enrolled student to continue through subsequent grades without reapplying. Returning students must submit an intent to re-enroll form by February 1 of each year. Siblings of current Franklin Discovery Academy students are exempt from the lottery, provided parents provide the school with notice of intent to enroll by February 1. A new applicant would be subject to an enrollment lottery if the number of applicants exceeds the number of available spaces. An open enrollment period will begin on January 1 and continue until February 1, 2016 (subsequent years will follow a similar calendar adjusted by year). Applications will be submitted electronically.

The following students will receive priority admission status in the following order: children and grandchildren of the Founding Board; children and grandchildren of Founders; children and grandchildren of the active Governing Board, siblings of children enrolled in the school, children of full-time employees (those working more than 30 hours per week), children of part-time employees, and students living within a 2 mile radius of the school. Such students will not, however, be given priority notice or guaranteed admission. No more than 5% of the total student population will be enrolled as a result of priority based on founder or employment status of the student's parent(s).

After open enrollment closes, admission offers will be made to all students provided there is sufficient space. If there are more applications for admission than space, a lottery will be held. All spaces not held by returning students and their siblings will be lottered. All new, non-sibling students will participate in a general lottery for the remaining slots, except those participating in the priority admission status lottery under the 5% rule.

Franklin Discovery will conduct its lottery electronically and notify accepted students via e-mail or via telephone. Each applicant will be assigned a computer-generated random number for purposes of the lottery. The school will follow the provisions of Utah Code § 53A-1a-506.5 and R277-470-5 regarding notifying prospective students and parents and enrolling students. Once a family is notified of an opening, they will have five business days to accept or decline the opening in writing. If no response is received, we will consider this a decline, and the space will be made available to the next student on the waiting list. Students who apply after the enrollment period will be admitted depending on space or will be added to the waiting list.

Once a student is admitted in the lottery, their siblings are automatically accepted depending on space availability. If space is insufficient for a certain grade, siblings will be put on a priority on a waiting list. All students not immediately accepted due to space will be placed on a waiting list and will be admitted in numerical order based on the lottery with preferences given to siblings of attending students. Students will be notified of lottery outcomes within two weeks of the lottery. Throughout the school year, as space becomes available, students on the waiting list will have the opportunity to transfer. Applications will not be carried over from year to year.

Section 4. Program of Instruction

Career Education:

- ✓ We do not intend to offer career education. *Skip to the next section.*

Distance or Online Education:

- ✓ We intend to offer distance and/or online education. *Complete this section. See Section 4.F below.*

Gifted Education

- ✓ Gifted education is a purpose of the school. *Complete this section. See Section 4.B.6 below.*

Four-Year College and/or University Affiliation

- ✓ We do not intend to partner with a four-year college or university and offer early college options. *Skip to the next section.*

Franklin Discovery Academy Mission

Franklin Discovery Academy will cultivate a life-long sense of wonder and curiosity in every student. We will equip students to discover meaningful value and purpose in the world and reach their full potential by helping them develop the ability to think critically, communicate effectively, and excel academically.

A. Curricular Approach

Consistent with our mission statement, Franklin Discovery Academy's core academic approach will be to integrate a variety of research-based learning strategies and methods in a highly individualized, learner-centric curriculum. By individually tailoring the curriculum, we believe our students can and should learn something new everyday. Our educational plans and philosophies are research-proven techniques for improving student learning outcomes. Our program will provide engaging and stimulating curriculum that allows students to learn at their own pace. We will provide the tools and resources to help students get excited and ready to learn, no matter their challenges. We will develop much of the curriculum ourselves, as well as use free or purchased content, in a process described in the development section of this document.

There are four essential elements to our curricular approach:

1. Mastery Learning Combined with One-on-One Tutoring

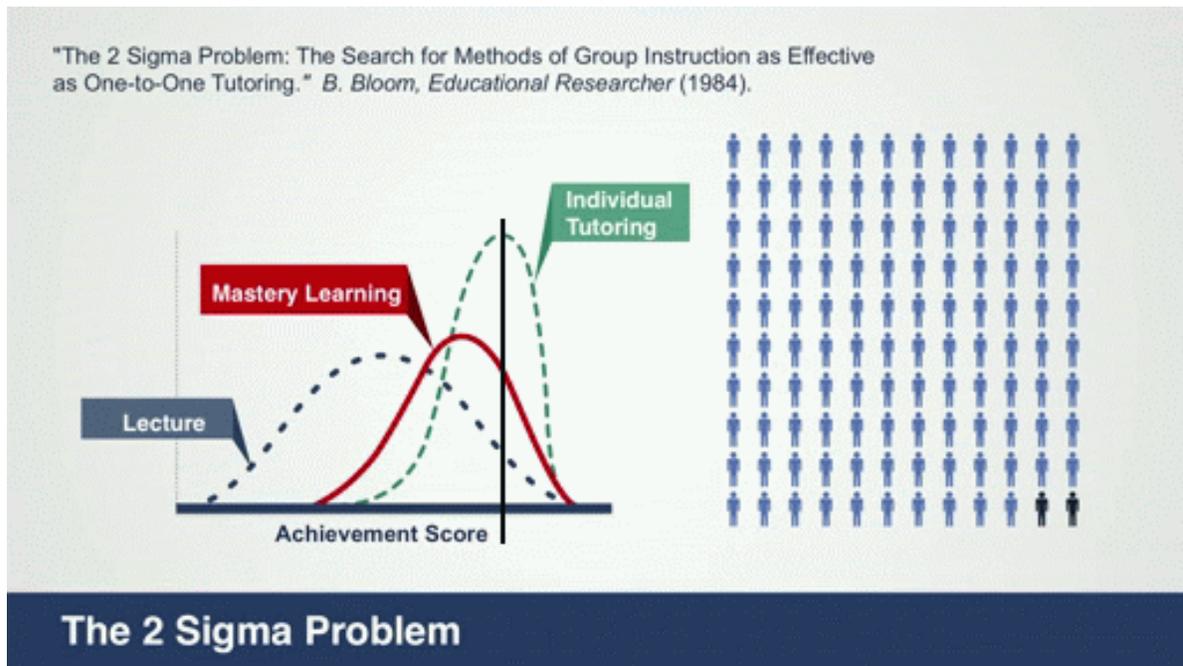
Mastery learning is a philosophical approach to learning where students master objectives in a logical, sequential progression. Students master the preceding objective before moving on to the next one. Mastery learning is a term coined by University of Chicago educational researcher Benjamin Bloom. In the 1980s, Bloom compared conventional classroom methods to his proposed ideal methods. There were two aspects to Bloom's ideal methods:

- **Mastery Learning:** A student stays on topic until that topic is mastered, and only then moves on. Compare this to the traditional classroom approach of “we are studying nouns today, and verbs tomorrow, and we hope you keep up!” With mastery learning, instruction is student-paced, which can mean more weeks to a course or more hours of instruction in a week. Instruction is no longer time-dependent or bound.
- **Tutoring:** In the studies by Bloom and his graduate students, learners received individual one-on-one tutoring. The tutor would spot-correct errors, answer questions, and clarify misconceptions as the student worked, one-to-one.

Not surprisingly, these methods improved outcomes. Bloom found that the average student using ideal methods (mastery learning plus tutoring) performed better than 98% of the students taught under conventional classroom methods. In other words, a C student can become an A student using ideal instructional methods. As Bloom states, this result can “change popular notions about human potential.” There are not C students and A students when the best methods are used – almost all students can master a subject at the A level.

Bloom published his findings in the 1984 paper, “The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring.” By “2 Sigma,” Bloom refers to the magnitude of improvement, which was two standard deviations. Such an improvement is extraordinary. As noted on the following graph included as figure 4.1 and adapted from Bloom’s paper, moving the normal curve over two standard deviations meant almost everyone in the ideal methods group scored as high or higher than the best students in the conventional group.

Figure 4.1



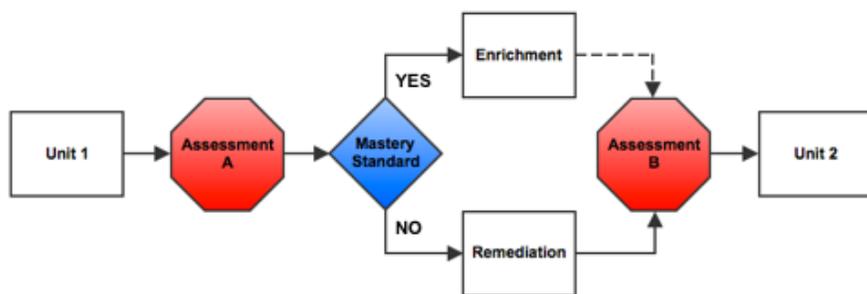
By the 2 sigma *problem*, Bloom refers to the fact that no society can afford to widely deploy his ideal methods of every student working at her own pace with a fully qualified teacher by her side. In the 1980s, this was largely a conundrum. But thirty years later, technology and adaptive personalization software are providing solutions to Bloom’s 2 sigma problem.

In Bloom’s study, he proposed solving the funding problem by applying mastery learning principles in a conventional classroom. In his application, teachers would present instruction, conduct an assessment, and then have students passing the assessment work on enrichment activities while those who did not pass were given additional instruction on the same content but in a different way. Although students taught under this model had significant gains in outcomes over traditional classroom methods, mastery learning adapted to a conventional classroom proved to be too cumbersome and time consuming for widespread adoption (Anderson, 1994).

Technology has allowed us to remove some of those barriers to implementation. Several recent research articles have shown that a technology-facilitated implementation of mastery learning can achieve some of the same high-level learning outcomes observed by Bloom (Dutta, 2014). Our *Foundations* classes will follow a mastery-learning approach in a blended learning environment. Students will be able to watch and interact with content asynchronously at their own pace. One-on-one tutors, in the form of academic coaches, teacher/mentors, and lab directors will be available in instances when student interaction with the content is not sufficient to pass assessments. Our *Engage!* classes will provide the enrichment our students need to synthesize and understand what they have learned.

Mastery learning is an educational approach, not specific content. Instruction can take place using any teaching method or style as long as a learning cycle of pre-assessment–instruction–assessment–enrichment or remediation–mastery is followed (see Figure 4.2). Educators can apply mastery learning using a variety of pedagogical techniques. For instance, the “enrichment” activities Bloom described can be in the form of field trips, projects, performances, reading assignments, etc. Some of the types of activities important to the Founders that will be included in our educational approach include field trips, projects, music and arts, peer tutoring, peer teaching, student presentations, student journals, physical activities and wellness, and lab experiments. These specific educational approaches have documented research supporting their importance to student learning outcomes (Aslan, 2014).

Figure 4.2



One compelling reason for using mastery learning is due to the fact that students in today's schools are becoming more academically diverse. There are more students identified for more interventions in special education, more students for whom English is not their first language, more students struggling to read, and a growing economic gap between segments of the student population. There is a need to ensure advanced learners are appropriately challenged despite accountability pressures to focus on only basic competencies. It seems unrealistic to think that these diverse student groups will thrive in classrooms that disregard their learning differences. We intend to apply a mastery learning model that recognizes instruction should be multifaceted, adapted to the context, tied to students' interests and experiences, and differentiated according to the knowledge, skills, dispositions, and background characteristics of students (Tomlinson, 2008).

Researchers today generally recognize the value of the core elements of mastery learning. Since Bloom's initial study, additional research has shown that, in general, mastery learning programs have led to higher achievement in all students as compared to more traditional forms of teaching (Anderson, 2000; Guskey & Gates, 1986; Kulik, 1990). Criticism of mastery learning is generally limited to the difficult and time-consuming nature of proper implementation (Anderson, 2000; Grittner, 1975). As a result, fewer studies are being conducted on the mastery learning process itself. Instead, researchers are looking for cost efficient ways to implement mastery learning programs and attain even more impressive gains by improving students' learning processes, curriculum and instructional materials, and providing a focus on higher level thinking skills. Work on integrating mastery learning with other innovative strategies appears especially promising (Guskey, 1997). By leveraging technology, our mastery learning model will allow us to quickly adapt to include innovative content and programs that recognizes the abilities and needs of individual students.

Pre-assessments will also be essential to our model. Most mastery learning models stress the importance of administering a quick and targeted pre-assessment to all students before beginning instruction to determine whether they have the prerequisite knowledge and skills for success in the upcoming learning sequence (Kulik, 1990; Guskey, 1996). Using frequent pre-assessments and other formative assessments will help students navigate the curriculum in a straightforward and understandable way.

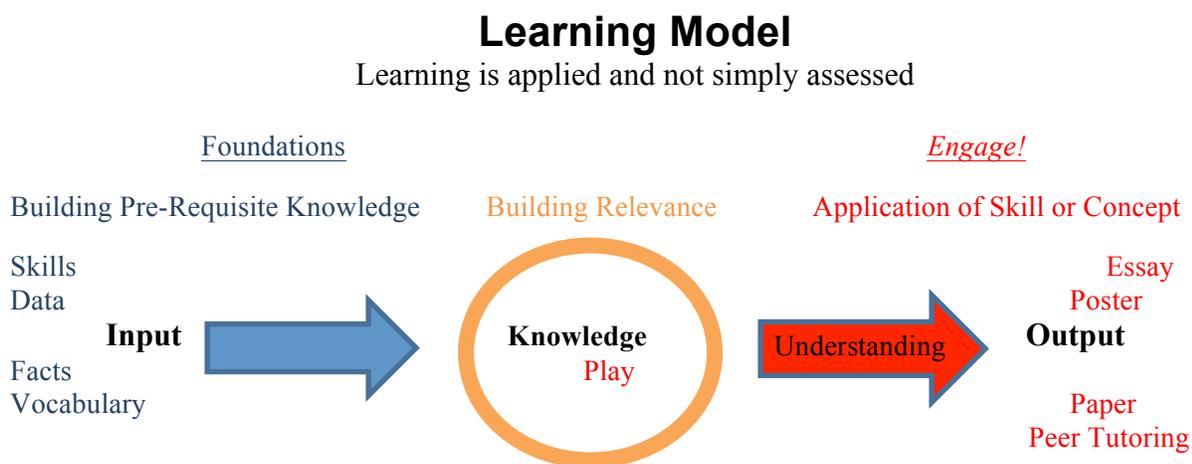
For our *Foundations* classes, students will demonstrate mastery by passing a criterion-referenced type of summative assessment. To pass one of the achievement levels, of which *Foundations* classes are one component, students will be required to demonstrate understanding through qualitative synthesis and performance tasks. Part of the summative assessment process will include opportunities for students to apply skills, data, and facts in a variety of creative endeavors such as writing an essay, conducting an experiment, or designing a poster. These practical applications and creative processes will be further enhanced in our *Engage!* classes.

Recognizing students when they achieve mastery is another important element of our model. Students will know at any given time how much of the *Foundations* class they have mastered and how much they have left to complete. As they demonstrate mastery, they will earn badges, pins, or other awards. Such frequent recognition has been shown to be an effective learning strategy (Randall, 2013). How mastery is defined and achieved is determined by the application of each

particular mastery learning program. One application may focus on mastery of facts, while another may focus on mastery of a skill or concept. We will take the approach that mastery is not simply correctly repeating facts once, but a demonstration of understanding over an extended period of time (more details about our assessment plans are in Section 5 of this document).

Additionally, in our adaptation of mastery learning, we recognize that teaching a concept demonstrates the highest level of mastery. Accordingly, as part of the summative assessment process, students will “teach” concepts to their peers. They can do this by tutoring others, developing a presentation, or writing an explanation of a concept. Figure 4.3 illustrates our applied mastery learning model.

Figure 4.3



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* Articles bolded indicate a founding board member is one of the authors

2. Computer-facilitated Blended Learning

Using a blended learning delivery system, we will customize student learning and increase one-on-one interaction. Scholars have noted that blended learning – the combination of face-to-face and computer-mediated instruction – offers a number of important student benefits (Graham, 2006; Graham, Allen, & Ure, 2005). For example, Mattox (2011) noted that the computer-mediated component of blended learning allows students to work at their own pace until they have fully mastered a topic. In addition, the computer-mediated portion of blended learning allows schools to customize learning opportunities, by tailoring curriculum to students’ “unique needs, talents, learning styles, stages of development, and personalities” (Mattox, 2011, p. 1).

The computer-mediated portion of blended learning also allows instructors to interact with their students one-on-one. For example, Bergmann and Sams (2012), winners of the Presidential Award for Excellence for Math and Science Teaching, recognized that many of their students needed one-on-one assistance as they struggled to apply course content. They decided to provide their course content online, have students review it before coming to class, then use class time to complete application problems. Their approach – termed the “flipped classroom” – not only allowed their students to learn course content at their own rate, it also allowed students to receive one-on-one assistance during class time in order to more effectively apply the content.

We plan to customize our students’ learning in a similar way at Franklin Discovery by delivering core curriculum online. This will typically occur in the students’ homeroom as part of our *Foundations* classes. As students work through curriculum online, academic coaches will be present to monitor student progress and provide one-on-one assistance when students encounter questions or concerns. In this way, we will use a blended learning approach to customize our students’ learning and increase one-on-one interaction with academic coaches.

As a Founding Board, we have experience teaching in a blended learning format and have published multiple articles on best practices for blended learning implementation (see Graham, Woodfield, & Harrison, 2013; Porter & Graham, 2014; Porter, Graham, Spring, & Welch, 2014).

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*Note: W. Woodfield is now Wendy Porter, founding board member.

3. Extended Learning Time

The average public school student spends 180 days and 1000 hours in school (Silva, 2012). The number of instructional hours required in school is mandated in all but three states (Wallace Foundation, 2011). As a public charter school, Franklin Discovery Academy will adhere to the same state laws as traditional public schools regarding instructional time requirements. We must meet these basic minimums, however this is also one area where we can clearly differentiate ourselves from competing schools by offering additional instructional time. Research from Curto, Dobbie, and Kaplan all note that extended learning time (ELT) programs have a high marketing value because they are quantifiable in a way understandable to parents. A school either offers an ELT program or they do not. In his 2012 review of ELT research, David Farbman noted there are about 700 ELT programs at public schools in the U.S. and of those about 75% of them are at charter schools.

Our homerooms will be open year-round from 7:30am to 5:30pm. Students will be expected to attend one of five tracks, but may also come to a homeroom at any time during open hours, giving them the option of up to 2,200 hours of instructional time, more than double the number of hours required by the state. Of our five tracks, three will meet the U.S Department of Education requirements to be an ELT program. All students will be encouraged to complete an ELT track, but it will be required for students not making adequate yearly progress. Extended learning time has been shown to be an equalizing factor in closing the achievement gap for educationally disadvantaged students. Thus, our program will provide students of traditionally underserved populations an environment to succeed.

The Department of Education defines an ELT program for grant and funding purposes as one that adds 300 instructional hours to the school year (2012). ELT programs are generally offered in two ways: either days are added to the school year or hours are added to one or more school days. Some unique variations of ELT programs that have been reported in research include the SEED schools which offer a M-F boarding program, the KIPP charter schools in New York that require Saturday attendance (Farbman, 2012), and schools that partner with outside entities to provide activity-based after school programs that complement their academic curriculum.

The premise of an ELT program is simple: offering more instructional time leads to better academic results. One study reported by the National Center on Time and Learning (NCTL) provided impressive statistics on benefits of ELT programs. They note that, on average, only 51% of minority students graduate from high school. At ELT charter schools serving traditionally underserved minority populations, some reach graduation rates as high as 90%. ELT schools report a variety of improved student outcomes including: higher test scores, lower dropout rates, and higher college attendance (NCTL, 2014).

Since No Child Left Behind (NCLB), there has been a shift in the way instructional time is used. From 2002 to 2007, 230 minutes a week of time has been added to math and language instruction. As a result, 243 weekly minutes have been lost in physical education, arts, music, science, and social studies (Farbman, 2012). Some charter schools report using ELT to add back arts and music programs that may have suffered because of NCLB and the emphasis on standardized testing (Farbman, 2012; Silva, 2012; NCTL 2014).

One research study described how using an ELT program to increase arts education has had a positive impact on student academic achievement (Chenoweth, 2007). Another study reported that for every 10% increase in time a 2% increase in actual learning was measured (Silva, 2012). Some schools use the extra time for hands-on learning and activities such as karate club. Such schools have also noticed a decrease in discipline problems (Dobie, 2011). Extended-hour programs have also shown better results than educational reform efforts that concentrate on lowering student-teacher ratios. These research experiments generally followed an experimental model of comparing students at comparable schools without extended learning time to the charter school using the extended learning time program

Critics of ELT programs argue that, at least in failing schools, other variables must be addressed first. Failing schools won't succeed merely because a few extra hours or days are added to attendance requirement. A failing curriculum will still be a failing curriculum. Simply adding hours potentially adds additional "drudgery" to student and teacher lives (Wallace Foundation, 2011). ELT programs are also expensive, adding, on average \$1,300 per student per year in costs (Farbman 2012). Despite this criticism, research shows that ELT programs can clearly have positive impacts on student achievement when implemented correctly. The bottom-line is that the implementation is critical. Time by itself is not the critical factor, but how time is used. "The ELT movement is more likely to leave a legacy of school and student success if it becomes less about time and more about quality teaching and learning" (Silva 2012). Our implementation, with its focus on homerooms and blended learning, is both cost-effective and conducive to learning.

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4. Experiential Learning

One of the key features of an education at Franklin Discovery Academy is our *Engage!* program. This experiential learning program is about active learning by balancing the core "book learning" in the *Foundations* classes with authentic hands-on, project-based, and expeditionary experiences. It is about nurturing every student's sense of wonder and curiosity of the world around them.

Foundations coursework will come alive for students by connecting learning to real-world issues and needs in the *Engage!* experiences. Academically rigorous learning expeditions, projects, fieldwork, and service learning will inspire students to think and make connections to the world around them. Our *Engage!* learning labs will be alive with discovery, play, inquiry, critical thinking, problem-

solving, and collaboration with other students. Learning expeditions support literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service. Projects and expeditions encourage the authentic integration of disciplines. *Engage!* classes will be challenging and meaningful and propel students toward self-discovery.

Hands-on learning and expeditions are effective because they situate learning and facilitate knowledge transfer, positively influencing students' learning attitudes, interests, and motivation (Berger, 2011; DeWitt, 2008). Research also shows that student recall of material encountered during a field trip is significantly better than recall from direct instruction in a classroom setting (Falk, 1997; Nadalson 2012). Further, research shows field trips have a positive impact on student behavior (Farmer, 2007; Nadalson, 2012).

We plan to combat student burnout with exciting projects, field learning opportunities, and play. These opportunities will include experiences such as visits to local museums, touring engineering facilities, service in the community, and trips to historical sites and state and national parks. An *Engage!* class may be held in a learning lab or in the field as an expeditionary experience. The core element is authentic experience whether it is learning to play the violin in the Music Learning Lab or learning about geology on an expedition at Provo's Rock Canyon Park.

Students will spend approximately half of their learning time in *Engage!* classes. This will include time in the *Engage!* Learning Labs and *Engage!* expeditions outside the school walls. Expeditions offer valuable opportunities to practice the Franklin Discovery values of curiosity, character, creativity, culture, courage, and citizenship, as well as broaden students' education. Arts, culture, geography, physical and social challenges, community service and student reflection are all parts of the *Engage!* experience.

Parents may also certify student time on family learning adventures to fulfill *Engage!* requirements. Every track includes two weeks of possible vacation time that families can use to engage in their own adventures.

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B. Curricular Content

1. Core Alignment

Franklin Discovery academy will implement a comprehensive and rigorous core curriculum. The Utah State Core Standards will serve as the fundamental standard for *Foundations* classes. Each *Foundations* class will be aligned to the standards found in the Utah Core. Both in-house development and purchased curricular materials will meet all state standards and prepare students for

annual state assessment tests. Curriculum will be evaluated yearly for alignment to the state core to ensure that as changes and updates are made, those changes are reflected in our curriculum.

Our curriculum is focused on our seven achievement areas: language arts (reading, writing, listening, and speaking), mathematics, social studies, science and technology, music, arts, and wellness. The educational program emphasizes experiential, hands-on, collaborative learning based on the assessed individual needs of students as envisioned in the school mission. All Franklin Discovery requirements and courses will be in accordance with Utah Board of Education Rule R277-700-5. In accordance with that rule, “Student mastery of the Core Standards is the responsibility” of the Governing Board. See the Governance section for details on the board’s goals and responsibilities.

2. Achievement Areas

Recognizing that no one curriculum style or strategy is perfect for all learners, Franklin Discovery Academy will use a variety of curriculum content. Our structure allows us to easily adapt, innovate, and plugin learning modules as part of *Foundations* or *Engage!* classes. Where possible, we intend to develop our own curriculum. However, some external programs such as Saxon Math, K12, Edgenuity, or the Core Knowledge Sequence, noted for their documented successes, may be used as a component of a *Foundations* or *Engage!* class.

Our *Foundations* mastery-learning model will also allow us to use adaptive technology to differentiate instruction in the achievement areas for different learners. One learner might demonstrate mastery with just one interaction with the content, while another might need multiple presentations. These presentations may include videos, games, interactive websites, iPad apps, etc. and may come from a variety of sources. For instance, we may develop content on a topic for the initial presentation, but then also use a Khan Academy segment as a secondary presentation.

Because *Foundations* classes will follow a mastery-based learning model, students will be presented with a pre-test, followed by a content module and then an assessment. If a student demonstrates mastery (as defined by 90% accuracy), they are allowed to proceed to the next content module. Each student will also have the opportunity to refine elementary critical thinking skills through various *Engage!* activities and project-based learning. Increased collaborative effort between students will help students ensure learning processes and progressions are being accomplished. At Franklin Discovery Academy, students will be constantly on the move, learning through exploration and play.

Our approach is holistic. We want our students to have meaningful educational experiences integrating cognitive development with health, wellness, character, and service. No choice happens in a vacuum. We want to help our students to see the ripple effect their choices have on themselves, their peers and family, and their school and community. Our approach also emphasizes depth over breadth. We will organize the achievement levels so that the subjects are covered more in depth over the year instead of skimming over the surface year after year.

There are seven subject areas, which include literacy, mathematics, science and technology, social science, music, the arts, and wellness. These subject areas provide students with knowledge, skills, and concepts that students can explore to understand the interconnected nature of the subject areas and interdisciplinary themes. Whenever possible, specific curriculum will integrate as many content areas as possible.

a. Literacy

The ability to read effectively is a primary, overarching goal at Franklin Discovery Academy. Reading is foundational to student success in all other areas. Research has confirmed that the ability to read on grade level by 3rd grade is one of the biggest predictors of future academic success (Hernandez, 2012; Lesnick, 2010). A study released by the American Educational Research Association reports that a student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. "Third grade is a kind of pivot point," said Donald J. Hernandez, the study's author. "We teach reading for the first three grades and then after that children are not so much learning to read but using their reading skills to learn other topics. In that sense if you haven't succeeded by 3rd grade it's more difficult to [remediate] than it would have been if you started before then."

Reading on grade level will come before all other academic goals. During the goal setting meetings with teacher/mentors, academic coaches, and parents, assessment data will be reviewed to determine how much time should be dedicated to reading instruction and whether specific interventions are needed. Students who are not reading on grade level will spend more time in the Literacy Learning Lab than other labs. They will also be assigned more peer reading opportunities. English Language Learners will spend time in an intense immersion program until they are reading on grade level. Our Literacy Learning lab will have a large area for one-on-one reading between students and volunteer readers. An emphasis on reading and comprehension will be embedded throughout the curriculum. All seven of the achievement levels will include a booklist for students to complete as part of the level requirements.

Vocabulary

Using an integrated spelling and writing program, new spelling and vocabulary words will be presented to students in context, contained within a paragraph format. Spelling will always be tested in context, allowing not only for words to be spelled correctly, but also in their proper form within sentences, tying together the students' use of proper spelling with experiences in applying capitalization, punctuation, handwriting, form and organization.

Writing

Students will also gain a mastery of written language and learning to write through specific instruction on writing skills and the use of tools such as journaling, creative writing, portfolios, reports, and poster presentations.

Because successful writing leads to successful communication, Franklin Discovery Academy will utilize various writing resources including the Six Traits of Writing model, the Utah Write web resources, and the Spalding Writing Scope and Sequence to help our students write more proficiently and learn to apply their writing to real world communication.

We also recognize the value in learning cursive handwriting and plan to implement a cursive first program. Although the *Foundations* classes will be delivered online, for each achievement level there will be a workbook for students to work on written skills. Handwriting will be incorporated into everyday curriculum, especially at the lower grades.

Serving English Language Learners

Franklin Discovery will serve and provide for English Language Learners (“ELL”) at the school site through a sheltered English immersion program. Under this program, students will receive full-time intensive English instruction until they are reading on grade level. They will not begin work on the achievement levels until they are within at least one grade level of target. However, they will participate in field trips as deemed appropriate by their teacher/mentor in order to gain authentic experience in English language settings.

The Academy will comply with all applicable laws in regard to services and the education of ELL students. We will develop, implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures will ensure the following takes place:

- Identification of students who need assistance.
- Development of a program that, in the view of experts in the field, has a reasonable chance for success.
- Ensuring that necessary staff, curricular materials, and facilities are in place and used properly.
- Developing appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and assess the success of the program and modify it where needed.

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b. Math

Students in our math *Foundations* classes will be taught through opportunities to solve engaging problems and building on the natural ways children make sense of numbers. Rather than primarily giving students worksheets of problems and prescribing formulas to find answers, the *Foundations* classes will include demonstrations of fundamental concepts that allow students not only to make calculations and memorize math facts, but also to solve problems that are meaningful to them.

Students will use achievement workbooks that include places for students to explain their thinking. By explaining how they solve problems, children learn that math is a process of thinking and a tool to use in life. Students’ thinking moves developmentally from the concrete to the abstract. In this way, students gradually become adept at higher levels of critical thinking, such as synthesizing, analyzing, and applying.

Research has shown that when children construct new ways of thinking about problems, understanding is deeper and can therefore be applied to new situations. While all students at Franklin Discovery Academy will learn to use math for problem solving and abstract thinking, our *Engage!* program will allow us to differentiate our math curriculum for students of different abilities

and learning styles. Students will sometimes work in flexible ability groups for math instruction in the Math Learning Lab.

Also important to our approach is math play. We want to demystify math and make it “fun.” In the Math Learning Lab, students will be exposed to learning situations through movement and play. For example, 1st graders will use their whole bodies to learn and practice math skills by using math games, Lego® math, hopping mats, etc. When given the opportunity to play, students are able to immediately internalize what they've learned as they exercise both brain and body.

c. Science and Technology

We are excited about our model’s potential to bring joy to our students in science and technology instruction because of our ability to provide authentic and exciting hands-on experiences. In our capital facility plan, we intend to include a STEM recreation area (an area in addition to the Science and Technology Learning Lab). This area can best be described as similar in design and purpose to a children’s museum or discovery center. Watching a child run from exhibit to exhibit with an almost tangible sense of wonder can only be described as pure happiness. Our STEM recreation area will include exhibits we build and design ourselves (hopefully with input from our own students!) as well as traveling exhibits we rent from other discovery centers. The following photos are from various discovery centers around the western US and are representative of the type we plan to build.

Figure 4.4



Students will complete basic science and technology training, aligned to the Utah core, in the *Foundations* classes. Our *Engage!* program will complement this instruction with projects, interdisciplinary labs, experiments, expeditions, and field trips. One day a student might participate in a Lego® robotics competition and another day program an iPhone app.

The *Foundations* classes call for early introduction of science facts, concepts, and terminology, but focuses on understanding the scientific process by using it to explain observations, make predictions, and represent concepts and conclusions in multiple ways. We want our students to be able to use these fundamental ideas in a range of familiar situations to explain observations and make predictions, then use them in unfamiliar situations, and represent them in different ways (words, graphs, diagrams, and charts).

The science curriculum will also allow students to build connections that link science to technology and societal impacts. Science, technology, and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges.

For our technology program, some technology will be taught explicitly, including computer programming *Engage!* classes. However, technology will also be a fundamental component of all *Foundations* classes. We are committed to using technology in the homerooms and labs as an effective and efficient tool for instruction and eagerly prepare students for a technologically sophisticated world.

d. Social Science

The Social Science *Foundations* curriculum will include instruction in history, geography, and culture. We intend to use principles from the Core Knowledge sequence by E.D. Hirsch, Jr. as we develop the curriculum (see coreknowledge.org). Hirsch developed a sequence of factual content that, as proctored by the Core Knowledge Foundation, should be known by any culturally literate person. The theory is that as a member of a community there is shared experience and history that every member of that community should know and understand.

With the *Engage!* program, students will dive deeper through interdisciplinary expeditions. Students will study local, state, national and global issues throughout history through the use of technology, primary and secondary sources, and local resources. Students at all achievement levels will have access to these resources through community partnerships, visiting experts and field trips.

The local ecosystem will serve as a unifying theme for much of Franklin Discovery's social science *Engage!* curriculum, given its centrality to a wide variety of topics and our access to its related resources. In this way, students will develop an awareness that they are a small, but important, part of a broader civilization, culture, and world. Students will gain an enriched knowledge about the world through reading, film, and direct experiences.

e. Music

At Franklin Discovery Academy, we plan to reverse trends that show a reduction in music education as an emphasis on standardized testing has grown. We are firmly convinced that music education is not a luxury but a necessity for academic growth. This is because music is not just art

but is partly science and math. Music helps students recognize patterns, learn discipline, and build self-confidence.

The Founders have investigated El Sistema music program and plan to follow such a program during the 3pm to 5pm hours in the Music Learning Lab. Students electing to participate in this *Engage!* offering will have two hours a day of intense music training and will perform with the school orchestra. El Sistema music programs have been shown to positively influence academic achievement, decrease dropout rates, increase student confidence, and build social skills. All students will have music opportunities and requirements regardless of participation in the El Sistema program.

Studies have shown that students who play an instrument perform better in mathematics and science. In one recent study, researchers found that students who participated in an instrumental program performed 16-33% higher in mathematics and English than students with no music training at all. According to *The Journal for Research in Music Education*, "The results were even more pronounced when comparing students from low-income families. Those involved in orchestra or band were more than twice as likely to perform at the highest levels in math as their peers who were not involved in music." The journal also stated that "nearly 100% of past winners in the prestigious Siemens Westinghouse Competition in Math, Science, and Technology (for high school students) play one or more musical instruments." (Johnson & Memmet 2006).

We will include not only a strong instrumental education, but include opportunities for participation in choir as well. In *The Chorus Impact Study*, Todd Estabrook found that children who sing in choruses get significantly better grades than those who have never been part of a chorus. In a survey, Estabrook showed that on average, children in choral groups perform 10% higher than those who do not, and "61% [of parents] say their child's academic performance overall improved after he or she became a member of a choir" (Estabrook 2009).

References

- Johnson, C. and Memmet, J. (2006). Examination of relationships between participation in school music programs of differing quality and standardized test results. *Journal of Research in Music Education*. vol. 54 no. 4 293-307.
- Estabrook, T (2009). *The Chorus Impact Study*. A research report by Chorus America.

f. The Arts

Like music education, art education also combines math and science, yet is often sacrificed as time constraints put pressure on educators to increase seat time in math and science. Our studio-style Art Learning Lab will let children enjoy the wonders of creativity. With our open lab time, a child who is just not having a good day focusing on academics can instead enjoy time drawing or painting in the lab. The art program will also include a formal component as a *Foundations* class for students to learn the basics of art history, color, design, and balance. The arts program will also include instruction in drama and theatre.

g. Wellness

No education is complete that does not help the development of the whole child. We consider it our duty to give students a solid foundation in health and fitness as a starting point for building a successful education. Our wellness education will also expressly provide training in improving

emotional intelligence and study habits. Research has demonstrated the effectiveness of helping students believe that they can achieve and “be smart” (Mayer, 2004; Sutton 2003). In fact, in one study, students who believed that intelligence could be improved rather than it being a static, unchangeable attribute scored significantly better on learning outcomes (Sutton 2003.) Everything we do will be from the perspective that we will never harm a child’s ability to believe in themselves.

Our wellness education program will include the areas of physical education, dance, nutrition, financial literacy, study skills, emotional intelligence, social competency, service, and character education. Our Wellness Lab will include training and activities in these areas as well as a rest area for students to rest or take a nap.

Being healthy can be challenging. We believe that health and social education should be a priority for all students. Health and social education provides the opportunity for students to become aware of potential hazards and make informed choices relating to respecting their own body and mind. Students will be introduced to coursework, projects, and experiences that help them develop these essential character traits to further help both physical and social development. Service learning will be a major component of many *Engage!* experiences. We will also collaborate with the community as much as possible.

One important component of our Wellness program will be the school garden. Our garden will create opportunities for students to discover fresh food, make healthier food choices, and become better nourished. Gardens offer dynamic, beautiful settings in which to integrate every discipline, including science, math, reading, environmental studies, nutrition, and health. Such interdisciplinary approaches cultivate the talents and skills of all students while enriching the students’ capacities of observation and thinking. Our students will experience deeper understanding of natural systems and become better stewards of the Earth by designing, cultivating, and harvesting a garden with their own hands.

Students will also receive training in character education as embedded in the *Foundations* curriculum. It is an integral part of our culture at Franklin Discovery Academy. The training will be scoped, sequenced and age appropriate. We plan for the curriculum to be Positive Action, a nationally recognized, evidence-based program that improves academics, behavior, and character. Components include drug education, a family program, bullying prevention, and conflict resolution.

We will also use Character Counts, an approach to character education that focuses programs and materials on six ethical values called the Six Pillars: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. At Franklin Discovery Academy we believe that each individual has value in society and that value should be explored, developed, and shared with students, staff, educators, and community. Through specific *Engage!* activities during the year students will be introduced to character building projects and instruction to further enhance the learning process.

References

- Mayer, J. D., Salovey, P., & Caruso, D. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15, 197–215.
- Sutton, R.E., & Wheatley, K.F. (2003). Teachers’ emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15, 327–358.

3. Student Education Map

The Student Education Map is a document created at the beginning of each school year by the student with assistance from their teacher/mentor, academic coach, and parent(s). Here, the student will set realistic goals for completing the different achievement levels. Students will also get to discuss with their academic team the content areas that interest them most and how they can best develop their interests. For instance, one student may have a strong interest in science and makes goals to complete extra science *Engage!* classes. Another student might want to develop exceptional violin playing skills.

The map will list the learning targets for each student to be checked off as the student completes the required and optional items on the achievement levels. This map will be available in “real time” to parents, mentors, and coaches to help facilitate the student’s completion of goals.

The map will help students become learners who are self-directed and self-motivated. They will be able to independently organize, seek out resources, and plan their learning needs and process as well as follow that plan to the end goal of mastery.

4. Course Requirements

To complete the curriculum, students will work through a color-coded system of ten achievement levels in each of our seven areas of study: literacy, math, science and technology, social science, music, the arts, and wellness. The structure of these credits will align with the Utah core in that by completing them, students will have covered the standards in the core areas. As students demonstrate mastery of the material, they will be recognized and awarded completion certifications for each of the color-coded achievement levels. Students may complete the levels as quickly as they would like. If a student falls behind their expected age-based grade in the mastery levels, they will receive additional remediation in the Learning Labs.

The workbooks will be written and developed by the lab directors. They will choose the required and optional activities in accordance with our program standard and educational philosophies as outlined in this document. A common required activity listed in all workbooks will be completion of the *Foundations* course. This course will also be developed (or purchased and vetted) by the lab director. The workbooks will provide for our curriculum to be “plug and play,” meaning we can insert components that we develop in-house as well as other activities or programs that are external. For more information on the development plans, see *4.CI* later in this section.

To complete a level, students will have a workbook with a list of required and optional activities. The workbook will contain learning objectives, information for parents, forms for parents to certify time, and suggestions for completing the level. Figure 4.4 below is an example of how the requirements would be listed for the purple level of Literacy.

Purple Literacy Requirements:

- Complete the Purple Literacy *Foundations* class
- Complete the Purple Literacy *Foundations* class a second time at least one month after the first time completed
- Complete the Purple Literacy writing journal
- Complete 50 points of peer-reading
- Complete 25 points of reading in the Literacy Lab
- Complete 20 points of Literacy *Engage!* activities
- Add one learning artifact to the student portfolio
- Read 15 qualifying books

Notes:

- The online *Foundations* class will be designed to take the average student 50 hours and include a final assessment to demonstrate mastery. The course will be adaptive and differentiated by giving different tutorials based on the results of formative assessments taken throughout the course. Students will continue to repeat the coursework until the final assessment is passed. Students will get additional remediation help from the Literacy Learning Lab if they do not pass after the first attempt.
- Each achievement level will be designed to take 100 hours and will include the *Foundations* class and supporting *Engage!* activities. Because of the critical nature of early literacy skills, each level will require choosing and reading books from a list relevant to the respective subjects.
- Each *Foundations* class is taken twice because repetition is critical for young learners. The online system will be designed to deliver instructional content based on assessments and as such students should complete the course much faster the second time because they may need to complete fewer examples to pass the formative assessments and move on to the next content area.
- Students earn 1 point of peer reading for every 20 minutes spent reading to a peer in the Literacy Learning Lab or for every 20 minutes spent reading to a parent or sibling (parents will certify).
- Each *Engage!* class will be worth a certain number of points based on the amount of time it requires. Academic coaches will work with students to sign-up for appropriate classes to meet the requirement.
- Parents can certify *Engage!* points with travel they take or educational visits to museums, zoos, plays, and other events.
- Students can complete these requirements at their own pace and in whatever order they like. When they are in their homeroom, they can choose to work on a *Foundations* class, read a book, or get additional help from their academic coach. The teacher mentors will monitor progress and set goals to help them complete the curriculum on pace with their equivalent age-based grade level.

- Each *Foundations* and *Engage!* class will include the opportunity to add learning artifacts to the student portfolio. The portfolio will be a collection of student work and assessment data. Students will create and add to portfolios throughout their enrollment at Franklin Discovery, selecting work samples that highlight students' progress toward meeting academic and nonacademic goals. Students will play a key role in the management of these portfolios, not only in selecting the work to be included, but also in using the portfolios to identify academic and nonacademic goals for themselves, and reflect on their progress toward meeting those goals. During the goal-setting meeting held three times a year with teacher mentors, academic coaches, and parents, students will share products they are proud of, discuss projects that interested them, and identify individual goals for the upcoming year. Portfolios give students, teacher mentors, and parents rich data on student progress in acquiring content mastery and ownership of learning.
- Students are free to earn more points than those required. We will develop a “plus” program to earn, for instance, a “purple plus” badge for exemplary work.
- We will involve parents whenever possible to help choose appropriate *Engage!* classes. We will also try to keep parents excited about the progress their child is making by awarding “parent pins” as their students complete levels.

5. Kindergarten

The *Foundations* and *Engage!* program will start at the first grade. Kindergarteners will have a more structured routine focused on basic skills of learning to read, learning to learn, and learning to be part of the academic community. They will attend classes in a separate kindergarten room with their own Learning Labs. The program will model and prepare students for the achievement level program. Kindergarten will help children succeed by providing the technology background needed to interact with the *Foundations* classes. We will have an am and pm kindergarten that each lasts for four hours with three hours of instruction and one hour of time in a reading lab.

6. Gifted Education

Although we do not intend to offer a separate gifted education program, we are confident that our learner-centric model will be an exciting and fulfilling option for gifted children. Gifted children will be able to proceed through the *Foundations* material at their own pace. We will combat boredom and provide deeper instructional opportunities for them by allowing them to take extra *Engage!* classes in areas that interest them.

Typically, gifted students will still be assigned to their age-based grade level. In the event a student demonstrates extraordinary achievement and the parent wishes them to be assigned to a more advanced grade, the teacher/mentor will convene an assessment of the student's academic, emotional, social, and physical readiness for accelerated advancement. Advancements must be approved by the student, parent, teacher/mentor, school counselor, and school director.

Gifted and talented students will be identified by a variety of methods that may include standardized creativity instruments, teacher rating scales, standardized group achievement tests, standardized group aptitude tests, standardized individual achievement tests, and standardized individual aptitude tests. Franklin Discovery Academy's gifted and talented program will include the

components that the Utah State Office of Education has identified as necessary for a gifted and talented program to have a positive impact on gifted and talented learners. These components are identification, peer association, content differentiation, differentiated instruction, and pacing.

7. Transferring Students

Students transferring into Franklin Discovery Academy will be tested using computer adaptive software to determine placement in the achievement levels. For instance, a third grader transferring in would not begin at the lowest of the ten achievement levels but would be given credit based on scores. They might place at different levels in the seven content areas. For instance they might be placed in green math, yellow literacy, or purple science. They would be assigned to their homeroom based on their age grade level.

Students transferring out of Franklin Discovery Academy would be certified by their teacher/mentor to their age-based grade level unless there are strong indicators the student should not be. In this case, the teacher/mentor, school director, school counselor, and parent would meet to approve an appropriate grade level designation to be noted in the student's school record.

C. Development, Implementation, and Continuous Improvement

1. Development Plans

Our plans to develop our own content for the *Foundations* and *Engage!* classes include an emphasis on research-supported methods. The Founding Board has significant experience and training in instructional design and blended learning technologies. We will use this expertise to design and implement the curriculum in a manner consistent with generally accepted best practices (Gange, 2004; Merrill, 2002, Price, 2010, Price 2013).

Although we intend to develop much of our own curriculum, our trained instructional designers will also use their skills to evaluate existing content and vet it for appropriateness in our instruction. We recognize the considerable expense involved in developing all *Foundations* classes ourselves and will use outside sources when appropriate. If an outside course is purchased, our designers will ensure its fit to the achievement level program. We are also interested in the enormous amount of free or open educational resources available. However, free does not always equate to quality content. Although we plan to use free content when available, our designers will evaluate all content for accuracy and appropriateness.

Each *Foundations* class will go through an ADDIE design process. The ADDIE model is a framework that lists generic processes for building effective educational content in five phases: Analysis, Design, Development, Implementation, Evaluation (Forest, 2014).

References

- Forest, E. (2014). The ADDIE Model: Instructional Design. Educational Technology website, Frameworks and Theories.
- Gange, R. (2004). *Principles of Instructional Design*. Cengage Learning.
- Merrill, D. (2002). First principles of instructional design. *Educational Technology Research and Design*, 50 (3), 43-59.

- Mott, S. E., Ward, C. M., Miller, B. J., Price, J. L., & West, R. E. (2010). Educational technology research journals. *British Journal of Educational Technology*, 31-35.
- Price, J. (2013). Jenn's Table: A practical vehicle for designing layers. In A. Gibbons, *Instructional Design: An Architectural Approach*. Routledge.

2. Implementation Strategies

Implementation of learning content will be part of the ADDIE continuum. We will place high priority on the constant revision cycles that are part of the ADDIE process, particularly the regular use of data analytics. Another key component is the culture we create for our professional staff. The Founders have many years of business implementation and project management experience. With this experience we have seen first-hand how essential employee culture is for smooth implementation. Our culture will be a high-expectation/ high-reward environment. Our school director will be a business professional with a track record for creating positive working environments. We will create a place where professional educators are compensated with a living salary for their high-level efforts, allowing them to focus on being effective teachers rather than finding supplemental work to support their families.

3. Program Evaluations

Our master's level lab directors will have taken coursework in educational evaluation. They will use this training to evaluate the effectiveness of each *Foundations* class. We will keep statistics from year-to-year on the correlations between student completion of the courses and standardized test scores. Lab directors will perform regular evaluations of their own courses as well as those of their peers. This reciprocal feedback system will be part of our continual improvement process for the courses. Directors will use methods developed by educational evaluation experts Robert Stack and Eliot Eisner. Further, each course will also undergo a five-year outside evaluation by a professional educational evaluator.

We will monitor student progress in the *Foundations* classes as part of the evaluation process, by applying statistical tracking regarding completion rates, correlations to completion and test scores, and student testing scores. We will use information learned in the evaluations to continually improve and upgrade the curriculum and evaluate new cutting-edge forms of instructional design that may help our students. We will also stay informed of the latest trends in instructional design by reading industry information, attending conferences, and reporting on our own research. Our goal is to make our classes a model of academic excellence.

4. Professional Development

Franklin Discovery will support educators by providing professional development for lab directors, teacher/mentors, and academic coaches. Instructional staff will meet weekly as Communities of Practice (Wenger, 2002) to discuss various questions and solutions regarding the design and implementation of the curriculum. In addition, guest speakers from other charter schools and curriculum developers may be invited to address these audiences to share best practices with them during their regular meetings. Instructional Designers will also be provided funding to attend and/or

present at applicable conferences where they can contribute to the existing conversations regarding best practices in designing and implementing curriculum.

Reference

Wenger, E., McDermott, R. A., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Harvard Business Press.

D. Assessment

Franklin Discovery Academy is committed to a strong assessment program so that both instructional design decisions and student-level decisions are made based on accurate and reliable data. A core practice of our assessment program will be using multiple sources of data to improve student achievement.

We will use a variety of assessment techniques, including formative and summative assessments developed as part of our *Foundations* classes, state-mandated tests, outside privately available tests, evaluations of student-created artifacts, portfolios, and student participation data in our effort to accurately monitor the progress of each student.

Our *Foundations* classes will be aligned with the Utah Core to ensure that all students meet or exceed grade level expectations. Formative and summative assessments administered at regular, appropriate intervals, will help inform and drive development of the *Foundations* classes. Academic coaches will use formative assessments to alter individual instructional plans to meet the needs of students and provide remediation where needed. We will have an online student dashboard system that will allow students, academic coaches, and parents to view academic progress in real-time. In our system, each student has their own academic goals plan developed in conjunction with their academic coach, and testing will allow us to further tailor each student’s plan to make sure they are on track for academic success.

Along with all Utah state mandated summative tests, Franklin Discovery Academy will participate in the Iowa Tests of Basic Skills (ITBS), nationally recognized as a valid and reliable test. More information on assessment and our student assessment goals can be found in Section 5, Performance Measures.

E. Schedule, Calendar, and Tracks

Integral to our methods will be the flexible school schedule and optional extended learning hours. We will be open year round from 7:30am to 5:30pm, with the exception of holidays, breaks, and three weeks in July. A sample calendar for 2016 would look like:

School year: July 1, 2016 to June 30, 2017

July 1-24	Summer break	Jan 2-Feb 10	Session 3
July 25-Sep 5	Summer session*	Feb 13-17	Session 3A
Sep 6-16	Welcome and Residency weeks	Feb 20-Mar 31	Session 4
Sep 19-Oct 28	Session 1	Apr 3-7	Session 4A- Residency week
Oct 31-Nov 4	Session 1A	April 10-14	Spring break
Nov 7-Dec 16	Session 2	April 17-May 26	Session 5

Dec 19-23	Session 2A	May 29-June 2	Session 5A
Dec 24-Jan 1	Winter break	June 5-June 30	Session 6

* Note: we will not hold summer session in 2016. It will begin in 2017.

Students and their parents will make the choice of whether to enroll following a traditional school-year track or one of our alternative tracks. After a student has completed one year at the school and has proven an ability to set goals and stay on task, the student may be approved for extra flexibility in their schedule by attending school in a schedule approved by their teacher/mentor and parents.

Students will report to their homerooms and meet with an academic coach when they first arrive at school. The student, along with input from the academic coach, can then choose to work on *Foundations* classes, go to open hours in one of the Learning Labs, or go to a previously scheduled *Engage!* class. The academic coach will assist them in getting to their class location as needed for younger students.

Engage! classes will be taught in either the 1-week or 6-week sessions. They may be self-contained within those timeframes or continue into another block. The Learning Labs will also have open hours for students to come and work on projects, receive additional tutoring, or participate in continuous activities such as choir, orchestra, art projects, etc.

During summer session, we will offer a larger variety of *Engage!* opportunities and also encourage families to participate in their own educational pursuits. Our summer session *Engage!* program will focus on providing immersion experiences in STEM, the arts, or foreign languages. Students who are not testing at grade level will be required to attend summer session at the school for remediation.

State assessments will take place during our mandatory residency weeks. Other assessments will take place on a regular basis and as required by law. See *Section 5* for additional information on assessment.

1. Tracks

Students and their families will be able to choose from one of five tracks. Each of these tracks has built into them two weeks of vacation time that can be taken as the family chooses. Three of our five track options are extended learning hour models, meaning they include an additional 300 hours of instructional time per year. We will encourage families to sign up for an extended learning track when possible in order to take advantage of the full Franklin Discovery Opportunity. We will apply for extended learning hour grants for students enrolled in these tracks. Further, students have the option of coming to the homerooms at times outside of their tracks anytime Monday to Friday between 7:30am and 5:30pm.

It is important to note that we will not be placing quotas on the tracks. This is not necessary because of our open homerooms. Students can choose any track. These different tracks are available to assist students and families in having a flexible environment and one that works best for them as a family. For instance, the four-day a week track might work well for a family with a parent working 4/10s. The “A sessions off” track may work for families wanting to travel at various times throughout the school year. In a focus group we held, we encountered one mother who indicated that the M-W-F track would be perfect for her autistic daughter. She explained that her daughter had difficulty with daily school attendance but a break between days would help her behavior.

All tracks require attendance at three residency weeks, two in the fall and one in the spring. The one week A sessions will include self-contained *Engage!* classes and a variety of educational field trips. Summer session is required for all tracks except Track 1. Tracks 3 through 5 are extended hour.

The tracks are:

Track 1: Traditional Monday-Friday with summer off, 8am-3pm

Track 2: Three Days per Week (M, W, F), 8am-5pm

Track 3: Four Days per Week (M,W, or F), 8am-4:30pm

Track 4: Traditional Monday-Friday with Summer Session, 8am-3pm

Track 5: A Sessions Off, 8am-3:45pm

The following table summarizes the track offerings. The instructional hours listed factor in two-weeks of vacation time. In other words, if a student is on track 4 and does not use any vacation time, they will have an additional 70 hours of instructional time in addition to the 1302 listed.

Track	Days	Hours	Extended Hours	Summer Session	Instructional Hours
1	M-F	8am-3pm	no	no	1014
2	Three Days per week	8am-5pm	no	yes	990
3	Four Days per week	8am-4:30pm	yes	yes	1306
4	M-F	8am-3pm	yes	yes	1302
5	M-F, A Sessions Off	8am-3:45pm	yes	yes	1328

2. Sample Room Schedule

The Learning Labs will have a mixture of open walk-in times as well as structured classes. For instance, in the Science Learning Lab, any student can come in between 2 and 3pm for one-on-one help with the lab director or assistants (designated as “open hours” in the sample below). From 9 to 10am the lab director will *Engage!* students with fun experiments in physical science. This 9 to 10am block can also belong to a structured class. For instance, there might be an *Engage!* class taught during Session 2 entitled: “*Water works: fun facts and properties of water*” and it is taught every Wednesday during the 9am block. Specific *Engage!* classes may have age or achievement level prerequisites. Academic coaches will work with students to ensure that they are in the right classes. Once Session 2 ends, a different *Engage!* class will be taught during this time.

One benefit of our modular scheduling in the labs is that we can quickly “plug and play” outside curriculum or programs into our schedule. For instance, the Founders are interested in implementing a rigorous music program, such as El Sistema. This music program is designed as an intensive 2 hour per day after school music training program. We could designate our Music Learning Lab to include

an *Engage!* class of El Sistema from 3pm to 5pm each day. An additional benefit of being able to “insert” other classes and programs into our *Engage!* program is that many of them are available with grants. Labs will have open time during the lunch hours so that students going to Lunch A can visit a lab during the Lunch B time.

Sessions may also include immersion style *Engage!* classes. For instance, in session 3, the Science Lab may offer a “*Lego and Robotics*” class everyday for five hours a day for one week. Such immersion classes will generally be offered during the A sessions, but will also be made available in other sessions.

On every Wednesday at 10am during regular sessions (i.e., not A sessions), we will hold an assembly. During this assembly, students will have the opportunity to be recognized for advancements, share stories of their adventures, listen to presentations, or receive training on topics applicable to all students, such as a training on school safety.

From 3 to 5pm, most Learning Labs will focus on reading. In the Science Learning Lab, students can read a science book independently, read a science book to a peer, or have a peer read it to them. Lab directors will also plan and schedule *Engage!* classes at various off-site locations. They will be conducted by the lab director, parents, or volunteers.

F. Online Education

Our *Foundations* classes will be delivered online at the students’ own pace. They will be delivered asynchronously, meaning each student will determine when and where they will receive the instruction. In general, students will be expected and provided with the opportunity to complete *Foundations* classes in their homerooms, although the option exists for them to complete these classes on any computer or tablet with an internet connection.

Each of our color-coded achievement levels requires approximately 100 hours of instruction. Each level has a *Foundations* class for students to complete as part of the requirements for the level. For example, a student must complete a specific *Foundations* class in order to pass “purple math.” The math, science, literacy, and social science *Foundations* classes are each designed to take the average student 50 hours to complete. The art, music, and wellness *Foundations* classes will be designed to take the average student 25 hours, thus leaving more time for hands-on learning.

To finish an achievement level, students will complete the balance of the 100-hour requirement in *Engage!* classes or labs, meaning 50 hours of *Engage!* time for those content areas requiring a 50 hour *Foundations* class and 75 hours of *Engage!* time for those requiring 25 hour *Foundations* classes. Across the seven content areas, students will receive a minimum of 500 hours per year of computer-based instruction and 500 hours per year of *Engage!* opportunities. This balanced approach between online work and in-person instruction and field work will help our students not only receive necessary instruction in core material, but enjoy stimulating learning adventures to help develop a life-long sense of wonder and curiosity.

Homerooms will be equipped with computers and/or tablets with sufficient capacity to deliver the *Foundations* classes. Since the classes will be programmed to be delivered within an internet browser, most standard desktop computers, laptops, and tablets will work. Using standard browser technology,

the *Foundations* classes may include videos, photos, illustrations, text, games, interactive elements, and assessment modules.

We intend to apply for technology grants to help facilitate having as many quality devices as possible. Ideally, we hope grants and funding will allow us to provide one device per student, although we have worked into the budget a plan to provide a minimum of one device per three students.

We plan to use computer adaptive technology (CAT) to help track the student through progress of the *Foundations* class. We are looking at using open source CAT programs such as Concerto or OSCATS. Each of these programs has the benefit of being free and still allowing us to develop rigorous computer adaptive tests.

Our program is designed to emphasize mastery rather than seat time. However, student tracks will include appropriate seat time in homerooms and *Engage!* classes to complete the required levels. Our model will allow students flexibility in how seat time is used, rather than a specific delineation of online and offline time. If a student finishes a particular *Foundations* class in, say, 35 hours instead of 50 hours, they will be able to use the extra time in a variety of ways—such as spending extra time on other *Foundations* classes, spending time in a Learning Lab, taking extra *Engage!* classes, or spending time in our Wellness recreation area. Our computer system will automatically log the time students spend interacting with *Foundations* classes. Our lab directors will use this information to adjust content as needed to meet the time to completion goals. Academic coaches will be responsible for monitoring student attendance based on their tracks. The coaches will also assist students in getting to their *Engage!* classes and coaching them in a way conducive to completing the *Foundations* classes. Parents will be expected to have students attend their tracks. Parents will also be given the option to certify time outside of school during educational travel towards *Engage!* requirements. These expectations will be included in the Student/Parent Handbook.

1. Technical Support

Our *Foundations* classes will be delivered within a web browser. We will use the latest professional standards of instructional design to develop these classes with an emphasis on interface simplicity. *Foundations* class will follow a pattern like the one shown below.

- The student logs in.
- The student is presented with a personalized “dashboard.” The dashboard shows their status in each of the seven achievement levels.
- The student selects which of the seven areas to work on. The system may suggest an area based on what they have been working on and their progress within the levels.
- The student is presented with content and formative assessments. Content may include videos, photos, illustrations, games, and other interactive elements.
- The student completes modules and proceeds to the next module after mastery is demonstrated.
- The student is given a summative assessment after all modules in an achievement level are successfully completed.

To complete these *Foundations* classes, the student will need basic keyboarding and mouse skills, as well as a first grade level of reading, writing, and speaking skills for the beginning levels. At the start of the school year, incoming first to sixth grade students will be given an assessment on these skills and basic instruction on how to navigate and complete the coursework (see the Kindergarten section for information on their separate program). Students not having sufficient keyboarding and mouse skills to complete the *Foundations* classes will receive intensive remediation in the Wellness Lab during the Welcome Residency Week. Students not testing at a first grade level of reading, writing, and speaking skills will be assigned intensive English immersion classes in the Literacy Lab. Academic coaches will also be responsible for helping students with navigation and technical support throughout the year.

a. **Students with disabilities**

Technology will help us greatly in ensuring that our *Foundations* classes are accessible and effective for students with disabilities. For instance, a visually impaired student will be able to increase font size or turn on a reader that will allow them to hear the text.

Each *Foundations* class will be built to include feedback systems that allow for multiple explanations of the same concept. This option for multiple presentations of the same content will help our students with learning disabilities. Students with learning disabilities will benefit by allowing them to repeat watching content as much as they want., We also remove pressure from them to keep up with others or draw comparisons to others that may be demotivating. For instance, if a student demonstrates mastery of “Concept A” after watching “Video 1,” they will be able to move on. If they don’t, they will be presented with videos 2, 3, 4, and so on until they master the subject. If they continue to score too low on the assessments after watching all available content, the system will auto generate a notice to the academic coach and the lab director. The lab director, as the highly qualified teacher responsible for that content, will be responsible to provide in-person, one-on-one remediation. Students with behavior disabilities will also benefit in that we will be able to customize a schedule most conducive to their needs.

2. Authenticity of Work

Our student Code of Conduct will include expectations for academic honesty. Students and parents will be expected to sign a commitment to the Code of Conduct. Our Wellness program will include a proactive approach to emphasizing honesty, citizenship, and integrity in the academic program. We believe educating students and parents on expectations is the most important part of creating a culture where all students appropriately complete their own work. We also will emphasize students being helpful to each other and tutoring one another, but provide them with the appropriate training to know when they are helping and when they are doing the work for someone else.

The summative assessment portions of the *Foundations* classes will be required to be completed in the presence of an academic coach or an authorized testing facility. Otherwise, all other parts of the *Foundations* classes can be completed in any location. Our intent in allowing *Foundations* work outside of school is for students to have the option to go on educational family travel at any time of the year and be able to continue academic progress. Because most *Foundations* work will be completed in the homeroom with an academic coach in the room, the coaches will be able to closely

monitor students progress. The coaches will be responsible for ensuring students complete their own *Foundations* classes. In our *Engage!* classes, we will follow traditional professional standards to monitor student authenticity.

By allowing online work, we understand there is potential for abuse of the system in that a student could allow someone else to login and work on a *Foundations* class for them. However, technology will also allow us to build monitors into the system that will flag potential problems, such as reporting on a student that is logged in to two classes at once, logged in from a questionable location or time, completing the work too quickly in comparison to their performance on the summative test, and so on. Further, our academic coaches will be “on the ground” working closely with each student and trained to be able to identify major breaches of academic honesty. Because the teacher/mentors are ultimately responsible for certifying student achievement, they will be responsible for addressing and resolving any problems.

3. Feedback and Parent Communication

Frequent student feedback will be a fundamental component of the *Foundations* classes. Course design will include automated feedback based on student answers in the formative assessments. The classes will be a constant loop of pre-assessment, content presentation, assessment, and feedback.

Students and parents will both be able to login and check on a student’s status within the program. A student will always know exactly what they have completed and what still needs to be completed. The system will auto-generate a progress report email to the parent once per week noting the student’s progress in each achievement level. Academic coaches and lead academic coaches will be available to meet with parents as needed. The parent agreement will include a provision in which parents will agree to meet with coaches in-person three times per year.

4. Student/Teacher Ratios

Our unique model will allow students to interact with a variety of professionals. Unlike a traditional one teacher/twenty-five student class model, students will be assigned a teacher/mentor (a Utah licensed highly qualified teacher) and an academic coach (likely a college student studying education). Additionally, students will receive instruction from seven different highly qualified, master’s degree level teachers in each of the different achievement areas in the learning labs. In a location with 400 students, our budget (see *Section 8*) will allow us to hire with the following ratios:

1. Academic coaches: 1 per 8 students (50 coaches)
2. Teacher/mentors: 1 per 80 students (5 teacher mentors)
3. Lab Directors: 1 per 57 students (7 lab directors)

These numbers equate to a ratio of 1 professional per 6.45 students and one highly qualified teacher per 33.3 students.

5. The Online Educational Landscape

Because our model includes the option for students to complete the *Foundations* classes on any computer with an internet connection, we were advised by representatives of the Utah charter school

association that our model would be considered online education. Although in most cases students will complete the classes in their homeroom, they will have the option to complete them anywhere. At Franklin Discovery Academy, we have taken a proactive approach to addressing possible concerns with offering online education, specifically those concerns as outlined in the recent Utah audit of online/distance education programs. Our program addresses these challenges in the following ways:

- We will know the status of our students at all times. Our students will not be at home working through a third-party to complete coursework, but will be working directly within our course framework. We will know exactly where they are in completing their levels at any given time.
- The Founding Board has extensive experience and training in developing instructional material, particularly technology-facilitated and blended-learning modules. We are well-versed in the issues and challenges of these environments. This is our area of expertise and interest. We will not be delegating this role to a third-party.
- Students will generally be completing the computer-facilitated instruction onsite in their homerooms. They will be given the option to complete work at home if they choose, but it will not be required or expected. The tracks will be designed in such a way that there will be enough time built into the system for the students to make appropriate progress simply by attending the time designated in their track. A student can be successful in our program without having to complete *Foundations* classes off-site.
- Our assessment program and educational analytics will allow us to identify problems and intervene quickly.
- Our academic coaches will be in the homerooms with students to answer questions and provide students with encouragement to meet goals. Academic coaches will report any possible issues to the lead Academic Coach.
- A highly qualified teacher (the teacher mentor) will constantly monitor and certify student achievement.
- Lab directors—highly qualified teachers with training in instructional design—will develop the curriculum. In this way, students will be interacting with the curriculum and receive their instruction from a properly licensed and endorsed teacher. The lab directors will use assessment data to evaluate the level of effectiveness of their instruction and make improvements. Individual student assessment data will also be used by lab directors to address issues with students on an individualized basis. Lab directors will be available during open lab hours to communicate and provide assistance to students as needed.

G. School Safety

Franklin Discovery Academy will be a safe, orderly, and respectful learning environment. We will adopt a student Code of Conduct that will encourage students to take responsibility for their actions and develop self-discipline. Franklin Discovery will hold all students, employees, and other adults to the highest standards of behavior on school property and during school-sponsored activities.

Recognizing that threats to safety may occur despite our best efforts to prepare students, we will conduct a school safety audit, performed by an outside school safety expert, before our initial opening year, as well as yearly thereafter. We will also follow the self-assessment program developed by safeandsoundschools.org. The academy's director will be designated as the lead safety officer and develop a school safety committee. This committee will meet regularly, hold trainings, and conduct drills to ensure an orderly response from students and employees in the event of an emergency.

H. Student Behavior Policy

Students and families will receive written student behavior expectations, known as our Student Code of Conduct, on a regular basis. The school will include this document in the Parent and Student Handbook. The Code of Conduct will be a positive document describing acceptable behavior.

Our philosophy on student behavior is that discipline policies and procedures should be measured and tempered with common sense. We do not believe extremely applied "zero tolerance" policies are fair or build a learning environment where students feel safe. Instead, we feel they lead to student fear of the school itself, in which one accidental infraction will lead to expulsion. No student will be expelled for eating their sandwich into the shape of a gun! Instead, we will model correct behavior, be clear on expectations, and give students appropriate due process. Of course, a few dangerous or criminal behaviors would constitute a zero tolerance situation, but in most cases students will receive social skills remediation help rather than suspension or expulsion. Our Code of Conduct policy will detail how this will occur. Students will be treated with respect and dignity as we strive to teach them correct behavior. Our policy will be to give students the benefit of the doubt whenever possible.

The purpose of our Code of Conduct is to foster a safe, positive environment for learning by teaching and modeling the practices of self-discipline, goal-setting, citizenship, and social skills. Our policy is proactive, meaning we will not wait for a problem to manifest itself before teaching expected behaviors, but expressly provide social skills training in our Wellness Learning Lab. The Wellness program is one of our seven core areas where students are required to complete instruction.

Because academic coaches are the daily administrators of the homerooms, they will be responsible for the majority of discipline issues and are responsible for providing an environment that promotes learning. They will receive frequent training on how to properly conduct a homeroom. Any issues will be referred to the students' specific teacher/mentor and reported to the school director. For issues needing further elevation, teacher/mentors will work with the school counselor and school director on any disciplinary issues.

Academic coaches will set behavior expectations from the beginning by presenting the Code of Conduct on the first day of school and reinforce the expectations consistently throughout the school year. The Wellness program will also include modules on appropriate behavior as part of the character education program. Coaches may include both positive and negative reinforcements that are consistent with recognized best practices and do not violate the policy of Franklin Discovery or any applicable state and federal law. Most problems will be handled in the homerooms and labs. If the coach or lab director is unable to remedy a problem generated by a student, the teacher/mentor will work closely with the student, parents/guardians, the school director, and/or other school staff to coordinate their efforts in the

resolution of discipline matters. In the event that suspension/dismissal is required, Franklin Discovery staff will act pursuant to the applicable student discipline policy and in accordance with IDEA and all other applicable state and federal laws.

Despite efforts to model and encourage good behavior, a student may commit an infraction that requires a formal discipline process. Academic coaches, teacher/mentors, Learning Lab directors, parents supervising field trips, and any employed staff or volunteer may report inappropriate behavior to the director and/or school counselor. The director and school counselor will determine if the infraction is major or minor. Infractions will be handled in the following ways:

1. Major Infractions

Major infractions will be referred by the school director and counselor to the Board of Directors for possible expulsion or extended suspension (defined as more than ten days). A major violation threatens or harms the school, school property, a person connected with the school, or property associated with a person connected with school. Such harm is forbidden regardless of where it occurs. A major infraction includes:

- Committing any crime (at any location) that leads to an arrest and conviction
- Possession of a real weapon
- Possession of explosive or dangerous material
- Actual or threatened use of a weapon or look-alike weapon with intent to intimidate or cause disruption
- Repeated bullying or bullying that causes significant harm
- Other infractions that occur on a repeated basis despite interventions

Although it is expected that the Governing Board will recommend expulsion from the school for one year for a major violation, particularly any involving a real weapon, the actual discipline is at the discretion of the board. The board may consider extenuating circumstances (nature of the incident, age, school discipline records, etc) in considering action taken.

An expulsion is the formal process of dismissing a student from school for an extended period of time, up to one year. Expulsion also transfers the primary responsibility of providing educational services for the student during the expulsion period from Franklin Discovery to the parent/guardian, and makes the parent/guardian responsible for compliance with the state's compulsory law for the duration of the expulsion. The school counselor or director may recommend expulsion, but only the Governing Board can ultimately expel a student (Utah Code 53A-11-907(2)). An expelled student will be entitled to due process, which may include the following procedures:

- Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation. The notice shall be in writing, and the student shall be notified of the hearing date.
- Right to a hearing and a fair hearing officer (credible and objective person or panel – not necessarily uninformed).
- Right to an adult representative and/or legal counsel at the hearing.

- Opportunity to testify and to present evidence and witnesses in his/her defense. Opportunity to examine the evidence presented by the school administration and to question witnesses. (However, the Board or its President may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the hearing officer or panel. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness shall be made available to the student.)
- A summary written record shall be maintained by any means. An electronic recording may be made; however, the electronic recording is not the official record of the hearing.
- All witnesses appearing at the hearing shall be placed under oath.
- If the hearing officer or panel conducting the hearing upholds the expulsion decision, findings of fact in support of the decision shall be prepared.
- The decision must be made by a preponderance of the evidence. The decision will be based exclusively on the evidence presented at the hearing. The final decision shall be communicated to the student and parent/guardian within ten working days. Franklin Discovery officials and the student have a right to legal counsel at any step in the process.
- If a student is suspended or expelled for more than ten (10) school days, the parent or guardian is responsible for undertaking an alternative education plan that will ensure that the student's education continues during the period of suspension/expulsion.

Franklin Discovery shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the student's transcript.

2. Other Infractions

All other infractions will be handled by the school counselor and reported regularly to the school director. These infractions include repeated disruptive classroom behavior, bullying in any form, fighting, use of foul language, repeated dress code violations, and academic honesty violations. The school counselor may refer more serious or repeated cases directly to the school director and governing board.

Where possible, students will be asked to develop their own plan for resolving the inappropriate behavior. They will initially be sent to sit in a time-out room located next to the counselor's office to work on this plan. They will write this plan on a paper that they and the counselor will sign.

As deemed appropriate by the school counselor and school director, students who are not able to come up with their own plan will be sent home from school for 3 days. They will be asked to return with a written behavior improvement plan. This plan will be discussed with the student and parent. Students sent home for more than 10 days during the school year will be referred to a hearing before the Governing Board.

There is no set order of penalties since each student and case is different. Each problem or incident will be treated individually with the goal of finding the appropriate solution for each particular student. Our hope is for common sense to prevail in any disciplinary setting.

The school counselor and director may use their discretion to apply the following penalties: forfeiture of *Engage!* trips, written assignments designed to encourage students to think about their behavior, additional reading assignments, detention, suspension, or expulsion. If the school counselor or director recommends expulsion, this decision must be affirmed by the Governing Board.

3. Behavior Policy and Students with Disabilities

The director will be responsible for understanding the legal requirements for discipline in relation to students with disabilities. In most cases, behavioral expectations will be the same for all students unless the behavior is a manifestation of a student's disability and/or special considerations have been made relative to a student's IEP. Ultimately, ensuring the safety of all students and school personnel will be our first priority.

Franklin Discovery Academy adheres to state and federal law for students with IDEA plans. If the pupil qualifies as a disabled student under IDEA 2004, or if the student has a 504 plan or is currently being evaluated for special education services, suspension must follow all applicable state and federal laws regarding students with disabilities. The special education team (including parents, school director, academic coaches, and school counselor) must ensure that any disciplinary or suspension procedures are aligned with the student's IEP and are carefully documented. When making decisions on behavioral interventions for students receiving special education services, the IEP team shall refer to the USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines for information on research-based intervention procedures.

4. School Dress Code

Few studies conclusively show that a dress code increases learning outcomes, but they do show that they can reduce disciplinary problems, bullying, and increase student camaraderie (Murray, 1997; Stanely, 1996). We will implement a school dress code as part of our effort to create a safe and inviting school environment. Students will be expected to follow a dress code of non-logoed polo shirts in the school colors and khaki pants or skirts.

References

- Murray, R. (1997). The impact of school uniforms on school climate. *NASSP Bulletin*, 81 (593), 106-12.
- Stanely, S. (1996). School uniforms and safety. *Education and Urban Society*, 28 (4), 424-35.

I. Family Involvement

Parents at Franklin Discovery Academy are literal partners in the education of their students. We value and depend on their daily participation in the educational process and advocate for their continued involvement in decision-making for their students.

Decades of research shows that when parents are involved, students enjoy the following benefits: higher grades, test scores, and graduation rates, better school attendance, increased motivation and better self-esteem, lower rates of suspension, and decreased use of drugs and alcohol (Jones, 2008; Patrikakou, 2008). As noted by Hara and Burke, “The more parents participate in schooling, in a sustained way, at every level – in advocacy, decision-making, and oversight roles...as volunteers and paraprofessionals, and as home teachers – the better for student achievement.”

In order for the parents to be actively involved in their child’s education, there must be frequent and effective means of communication between the school and the parents. Franklin Discovery will assist in this communication by:

- Expecting parents sign to an agreement stating that they will volunteer a minimum of two hours a month at the school over ten months for a total of 20 hours per year. The twenty hours of service is not conditional for enrollment.
- Educating and training parents on the student information access portal.
- Holding parent orientation meetings prior to the beginning of the school year.
- Providing a Student/Parent Handbook at orientation that will include a section outlining parental obligations and opportunities for involvement.
- Providing a monthly newsletter from the school.
- Asking parents for permission to text to their phone frequent student information as well as general school information. (Note: a study recently reported by KSL indicated that frequent texting to parents helps parents stay more involved in student progress).
- Providing weekly email updates on student progress toward goals.
- Providing the opportunity to meet with teacher/mentors and academic coaches as needed.
- Holding goal-setting meetings three times per year as outlined in the Handbook.
- Providing parents with academic coach and teacher mentor email addresses and times when they are available for phone calls during the day.
- Including parents in our evaluation process by inviting them to participate in surveys, interviews, and/or focus groups to gauge satisfaction with the school.
- Inviting parents to attend Wednesday assemblies, particularly any assembly where their own student will be recognized for completing a level.
- Involving parents whenever possible to help choose appropriate *Engage!* classes for their own students. We will also try to keep parents excited about the progress their child is making by awarding “parent pins” as their students complete achievement levels.

References

- Hara, S.R. and D. Burke (1998). Parent Involvement: The Key to Improved Student Achievement. *School Community Journal*, Vol. 8, No. 2.
- Jones, R.D. (2008). Strengthening Student Engagement. A report for the International Center for Leadership in Education. Available at cesdp.nmhu.edu.
- Patrikakou, E. (2008). The Power of Parent Involvement: Evidence, Ideas, and Tolls for Student Success. A report commissioned by the Center of Innovation and Improvement: Twin Paths to Better Schools. Available at centerii.org.

Section 5. Performance Measures

Educationally disadvantaged populations

- ✓ We intend to serve a large proportion of educationally disadvantaged students and choose one of the acceptable Comprehensive Performance Additional Measures. *Complete this section (see below).*
- ✓ We intend to serve a large proportion of educationally disadvantaged students, but do not choose to employ one of the acceptable Comprehensive Performance Additional Measures. *Skip to the next section.*

A. Annual Performance Report

Franklin Discovery Academy is committed to a strong evaluation program of its performance. We will conduct a yearly evaluation that will be submitted to the state charter board. This evaluation will include a report of the following areas:

1. Student academic performance and engagement
2. Financial performance and sustainability
3. Governing Board performance and stewardship
4. Upholding mission and vision

Evaluation plans and mission-specific SMART goals for each of these areas are included below.

B. Student Academic Performance and Engagement

Assessment of academic performance at Franklin Discovery Academy can best be characterized as being integrated with the mastery-based learning approach, in addition to project- and performance-based assessments that are authentic and, whenever possible, tied to a student's interests. Nearly constant formative assessment will take place to help guide students to mastery of the learning content.

As discussed in *Section 4*, the very nature of mastery-based learning requires frequent assessment in order to determine if mastery has been met. Since the *Foundations* courses will be delivered electronically, formative assessments will be integrated into the learning materials. These assessments could take the form of short quizzes, drills (e.g solving a set of math problems that align to the construct being assessed), and assignments or other relevant tasks.

Through the use of data analytics, the learning system will be able to determine if a student has successfully mastered the content or if they need more practice. This data will also be available to the teacher/mentors and academic coaches who can look for trends in the data to identify areas where students may need additional support. Data collected across time can be mined to determine if a student may have deficiencies that have not been noticed through regular class work, such as difficulty reading certain types of material. This same data will help us determine if learning content or assessment items

are functioning properly or if they are producing poor results. Identifying defects will allow us to continue to make improvements to our instructional material.

Summative assessment in the *Foundations* courses will be determined by mastery. We define mastery as consistently being able to demonstrate the desired ability across an extended period of time. For example, a student may successfully complete the learning module on two-digit addition, however their performance with this skill will be tracked as it is used in subsequent lessons for several months. If at any time a student appears to lack the ability to consistently perform the task an intervention will be assigned to help the student improve their abilities or correct false ideas about the construct.

Consistent with mastery-based learning, summative assessment will take the form of modules students have successfully passed, as well as a percentage of constancy in a subject. A summative math score may include a list of all the competencies (each competency being aligned to one module) a student has completed along with a percentage showing how consistent a student’s performance was during a particular time period. A math score might look something like this:

Competencies Learned	Problem set 1	Problem set 2	Problem set 3	Problem set 4	Consistency for the past 4 problem sets
Single-digit addition	92	93	97	98	95%
Double-digit addition	94	94	85	95	91%
Single-digit Multiplication	73	83	76	79	78%

Assessment will also take place outside of the *Foundations* courses. Many of the *Engage!* courses that will be offered to students will be project-based and will provide students with an opportunity to apply what they have been learning in their *Foundations* courses. Put another way, some *Engage!* courses will provide students with an authentic project that will serve as a performance-based assessment coupled with mentoring.

Goals for individual students will be determined during a goal-setting meeting between the student, parent(s), and teacher/mentor during the month of September. Goals set in this meeting will be reviewed periodically by students and parents and monitored consistently by the teacher/mentor. Goals will be revisited in additional goal-setting meetings in January and May to determine if the student is on track to reach them or if interventions may be needed. Individual student progress will be measured against these goals which will be based on the number of levels a student intends to complete during the year in certain subject areas (mathematics, language arts, and science).

To increase the accuracy of assessments in measuring student progress, students will be evaluated using a variety of measures. In addition to a mastery-based learning model (including frequent assessments as has been described earlier), students may participate in the following assessment types in *Foundations* and *Engage!* courses: formative, summative, authentic, performance, and project-based. Examples of these are listed in the table below.

Formative	Summative
Book groups/clubs	Book authoring
Educational games	Fairs (Ex, science, math, book, etc)
Observational checklists	Portfolios
Quizzes	Poster sessions
Self-assessments	Recitals
Storyboards (ex. for video projects)	State Standardized tests
	Student created videos

Student progress will be measured according to completion of achievement levels and participation in *Engage!* courses. Records will be kept of these numbers each year and over time. Instruction in mathematics, language arts, and science will take place in *Foundations* courses. These will be taught using a mastery-based learning model as previously explained. Concepts are divided into “levels” which students complete at their own pace. (Two levels are approximately equivalent to one grade level.)

Proficiency will be determined using two metrics: accuracy and consistency. Students gain “mastery” over a group of concepts by completing one level with 90% accuracy. Students gain “ownership” of a level by completing it again with 90% accuracy one month later, thus demonstrating consistency. Franklin Discovery will also utilize state standardized assessments as an additional tool for determining proficiency.

1. Student Advancement

Students will be organized in homerooms by grades based on their age. Advancement from one grade to the next will happen annually in September of each year following the six-week summer session. These grades will correspond to grade levels in traditional schools so that if a student were to transfer from the Academy to another public school, the student would be in the same grade as others their age unless there are serious concerns about their level of academic ability.

The individualized nature of our learning system will allow students to do academic work at their level of ability, whether above or below what is average for their age. Regardless of their skill levels they will remain in the same “grade” as others their age. In extreme circumstances, such as when a student demonstrates exceptional skill or exceptional need for remediation, the decision could be made to advance or hold a student back. As this would be a rare occurrence (due to the nature of our individualized learning system), instructional staff familiar with the student’s abilities and the school director would meet with the student’s parent(s) or guardian to determine the best course of action (e.g. advancing to a higher grade or hold the student back a year) to help the student reach their full potential, not just academically but holistically.

Graduation from the school occurs when a student has completed the final year offered by the Franklin Discovery (Grade 6), and has completed all of the levels in the *Foundations* courses or has demonstrated mastery of a level if the student enrolled in the school at a level higher than grade 1.

2. Using Assessment Data

As previously mentioned, mining the data we receive from our learning platform will allow us to identify weaknesses in our instruction and identify areas in which a student may be struggling. If the data indicates the problem may be with the instruction, modifications can be made to the instruction that would be appropriate to fix the problem and the mining of subsequent data will allow us to determine if the problem has been solved. Instances in which the data suggests the problem may not be with the instructional content, but rather that the student is simply struggling to understand a concept, different instructional methods or other similar interventions will be used to help the student master the construct they are trying to learn. Regular observations of academic coaches and *Engage!* course instructors, together with data obtained through our learning platform and other assessment data will help us determine areas in which staff members could make improvements. Regular inservice trainings will be held to address these issues.

3. Standardized Testing

Franklin Discovery Academy’s plan for completing the assessment requirements for Utah public schools is displayed in the table below. We recognize these requirements can and may change. That fact notwithstanding, Franklin Discovery is committed to complying with all state testing requirements and meeting or exceeding state goals.

Assessment	Administered	Students	Subjects	Board Goal
DIBELS	September, January, May	1st-3rd	Reading	90% reading on or above grade level - 100% 3 rd grade.
SAGE Summative	Spring	3rd-12th	English Language Arts, Mathematics, Science	Rank in the top third for Utah
DLM	Spring	3rd-12th (with significant cognitive disabilities)	English Language Arts, Mathematics	Students show progress when compared to previous performance
WIDA Access	February	ELL	ELP	Students show progress when compared to previous performance

Table based on information found at: <http://www.schools.utah.gov/assessment/Testing-Director-Resources/USOE-ASSESSMENT-AND-ACCOUNTABILITY-Testing-Calenda.aspx>

C. Performance Goals

In addition the Board goals listed in Table 1.1 in *Section 1*, the Board will track progress and report on the following SMART goals related to the four evaluation areas:

1. Student Performance and Engagement

Measure	Metric	Board Goal
Progress on Utah adopted assessments	Attainment of minimum status composite score (schoolwide) on Utah adopted assessments, currently SAGE.	Franklin Discovery will rank in the top third of the state
Student Completion of <i>Foundations</i> levels	Percentage of students completing 2 levels each year in each content area.	85% per year
Proficiency levels in Reading	Proficiency score on DIBELS at the end of third grade.	100%
Proficiency levels in Language Arts	Percentage of students scoring in the proficient range on the Language Arts portion of the CRT	90%
Proficiency levels in Mathematics & Science	Percentage of students scoring in the proficient range on the Mathematics and Science portion of the CRT	80%

2. Financial Performance and Sustainability

Measure	Metric	Board Goal
Current ratio	$Current\ Assets \div Current\ Liabilities$	Year 1: >1 Year 2: >1.1 Year 3: >1.2
Debt ratio	$Total\ Liabilities \div Total\ Assets$	Year 1: >1 Year 2: >.9
Facility Costs	$Facility\ Costs \div Total\ Operating\ Revenues$	Year 1: < 22% Year 2: < 20%
Current assets to total annual operating expenses	$[Current\ Assets \div (Total\ Annual\ Operating\ Expenses \div 365)]$	Year 1: > 30 days Year 2: > 45 days Year 3: > 60 days
Adherence to Budget	$(Budgeted\ expenditure - Expenditure) / Budgeted\ expenditure$	All revenue and expenses within 5%

3. Governing Board Performance and Stewardship

Measure	Metric	Board Goal
Board member development	Percent of board passing all available board training modules on the State Charter School Board website	100%
Regulatory compliance and reporting	Percentage of all required reports that are submitted to state agency complete, accurate, and on time.	100%
Regulatory compliance and reporting	Articles of Incorporation, Governing Board Bylaws, and Charter are all in agreement and the school's Charter is not changed without proper amendment from the chartering entity.	100%
Qualified teachers for teacher mentor and lab director positions	Percent of teacher mentor and lab directors qualified for assignment.	100%
Board member stewardship	Percent of board attending all board meetings and the annual conference	90%

4. Upholding Mission and Vision

Measure	Metric	Board Goal
Student engagement: students are highly motivated and engaged in their learning. They don't do just the minimum.	A. Percent of students earning "plus badges" each year B. Percent of students who re-enroll at Franklin Discovery Academy each year.	B. 60% C. 90%
Setting and achieving goals	A. Percent of students completing a written goal sheet for each academic year with an academic coach. B. Percent of students meeting goals.	A. 100% B. 85%
Literacy	Percent of all students reading at grade level by the end of third grade.	90%
Experiential learning	Percentage of students using the full number of <i>Engage!</i> opportunities.	85%

A. Learning Community Involvement Goals

We will encourage involvement in our learning community by inviting participation from parents and community members.

Measure	Metric	Board Goal
Parental satisfaction	Satisfaction surveys	Surveys indicate that 80% of parents are 80% satisfied with their child's education as provided by FDA.
Parental involvement-- Goal Setting	Parents participate in 2 goal setting meetings with their student and the teacher/mentor	75% of parents participate
Parental involvement-- Volunteer hours	Parents agree to volunteer 2 hours per month (20 hours per year)	75% of parents fulfill the agreement
Community involvement	Number of hours of non-parental community involvement, ie donated volunteer hours.	50 hours per month (total for entire school)

Section 6. Governance

A. Overview

The organizational structure and governing body of Franklin Discovery Academy is designed to promote and achieve the mission, purposes and goals of the school. The Governing Board and the School Administration are responsible for implementing and managing the school and its supporting functions. The school's Governing Board will go through two phases. First, during the startup phase the board will develop the conceptual framework of the school and will be responsible for drafting and submitting the charter school application, and will oversee the implementation and set up of the school. Second, when the school begins operations, the board will transition to the governance phase, during which the board oversees the school's operations and growth.

A copy of this application was provided to Alpine School District and Provo School District on 9/30/14 and 12/10/14 as indicated in the "Required Information" section of this application.

B. Founding Board

Our initial Founding Board is composed of a highly motivated and educated group of educators, instructional designers, parents, and businesspeople who reside within or near the community in which the school will be located. Those who are parents plan to send their own children to the school. Among us we have ten bachelor's degrees, seven master's degrees, one MD, one JD, one PhD, and three PhD candidates. We are deeply aware of the level of responsibility we would hold to operate this school and respect the trust the state would place in us as public servants. Following operational year 3, we will hold board elections to further diversify the board, including reserving a seat for a parent of a student.

Full background information sheets and background-check affidavits for each Board Member are included as Appendix D. Our Founding Board:



Figure 6.1 Back, from left to right: Dan Randall, Teresa Haws, Cindy Busard, Jana Duncan, and Russell Duncan. Front: Wendy Porter, Julie Chacon, and Jennifer Price. Not pictured: Pam Luke, Audrey Bridgstock, and Gerald Price.

- **Jennifer Price**, chair. Jennifer has master's degrees in business and instructional design. She is currently a PhD candidate in instructional design at BYU. She also has extensive business experience, having run her own company for 5 years and a twenty-million dollar per year department at BYU for the last five of her 14 years at BYU. She left BYU to start a family and has two small children. From Jennifer:

“My interest in founding a school began around age 11 with a field trip to the Getty Museum. I remember feeling like I was being introduced to a whole new world. I regretted that our school didn't take us more places and began mulling on ideas for what I thought schools should be like. Before hitting junior high, I had already started keeping a file folder of ideas. Another key moment was reading Ben Franklin's Autobiography. I was struck by how much more capable children are to learn than what they are often given credit. My love for travel and belief in its ability to be the best classroom began with a semester spent in Australia as an exchange student. Now with my own two kids, they motivate me to start a school that will foster their talents and open the world to them.”
- **Julie Chacon**, co-vice-chair. Julie has a master's degree in social work. She worked for many years as a job coach and development specialist for Deseret Industries teaching adults with various disadvantages how to get and keep employment. This background will serve our organization well as we seek to make our programs accessible for all types of learners. She recently began a new job with Intermountain Healthcare and hopes for her son to be able to attend Franklin Discovery Academy. From Julie:

“In my career I have seen the long term impacts when education fails: adults who have obtained their high school diploma but are functionally illiterate and adults who dropped out of school because they could not see purpose to education. For many their problems started long before high school as they failed to master basic elementary education material. With Franklin Academy's use of mastering learning techniques and engaging students to see the connection between the world and education our students will excel as adults.”
- **Wendy Porter**, co-vice-chair. Wendy is an attorney who completed a PhD in instructional design in December 2014. She focuses on education law and policy and has also published her work on blended learning in top-tier education technology journals. She will help design a rigorous, research-based *Foundations* program. From Wendy:

“Technology is transforming the landscape of what is possible in tailored learning. Fast finishers and those struggling with content can effectively progress.”

- **Pamela Bayles Luke**, secretary. Pam is an instructional designer, educator, wife, and mother. She received her BA degree from Utah State University in Elementary Education with a minor in Elementary School Music Teaching and a specialization in Spanish. She later received a master’s degree in Instructional Psychology and Technology from Brigham Young University. She is currently a stay-at-home mom by profession. From Pam:

“What I like about this model is that it’s actually different. Having worked at two charters, I can say that a lot of charter schools say they are different but they’re really not.”
- **Audrey Bridgstock**, member. Audrey is a Utah licensed teacher with her ESL endorsement. Prior to becoming a stay-at-home mom to two young daughters, Audrey taught honors, regular, and remedial reading classes and fulfilled the roles of literacy and testing coordinator for her school. From Audrey:

“Through my experience in a public school, I gained personal insight into aspects of education that are working and that are not working. I have spent the last two years as a stay-at-home-mom. During these years, I have had time to reflect on ways I could have met challenges in the classroom more productively. I look forward to bringing my knowledge and acumen to Franklin Discovery Academy. I intend to have my own children attend Franklin Discovery Academy.”
- **Teresa Haws**, member. Teresa has an MBA from BYU and currently works as the operations manager for DoTerra at their distributor Product Center. She brings extensive business and customer service experience, as well as experience directing a fast-paced, fast growing business that has no comparable industry model to follow. For now, Teresa is a voting member of our Founding Board. However, we have identified Teresa as an ideal potential candidate to be school director, at which time she would become an employee if she accepts such a position. From Teresa:

“During the school year I volunteer my time as a reading tutor at an elementary school near my home and I’ve seen first-hand how a child’s learning is accelerated with one-on-one instruction. I love the thought of combining my love for children and learning with my ability to run a sound business environment. I’m looking forward to directing a truly unique school model that has the potential to impact how children learn all over the state of Utah. Wonderful things come from creativity.”
- **Russell Duncan**, member. Russell is a Utah licensed teacher in the field of history and political science. He is beginning a master’s program in instructional design this fall. From Russell:

“When I was offered the opportunity to participate as a founder of Franklin Discovery Academy, I jumped at the chance. From my experience and learning in UVU’s education program, I knew this is exactly the opportunity I was looking for to apply my skills and

knowledge in the field of education. I mainly contributed to the section of the application dealing with the governing board and organizational structure of the school.”

- **Daniel L. Randall**, member. Dan is a PhD student in BYU’s department of Instructional Psychology and Technology. For the past five years, he has taught courses for BYU on how to effectually integrate technology in teaching. His teaching experience also includes teaching history at the secondary level and teaching university courses in face-to-face, online, and blended formats. He has a strong background in instructional design, much of which is focused on designing online learning courses and materials. His research interests include project-based learning, competency-based learning with a mastery approach, gamification, and collaborative creativity. His research and other accomplishments can be viewed at DanRandall.com.
- **Cindy Busard**, member. Cindy works for BYU developing academic materials. She is involved in the design, copyright clearance, and formatting of instructional content for classes at BYU and making that content accessible for all students. From Cindy:

“For two years I worked in the Reading/Writing Center at BYU-Hawaii, helping mostly ESL students with their writing skills. I loved having the opportunity to tailor my tutoring style to each student based on their level of writing and speaking English. On a daily basis, I saw how individualized attention along with adaptation to each student's learning style fostered a greater sense of accomplishment and commitment from the students. This style of teaching and learning is rewarding for all parties and I'm happy to be a part of bringing this educational model to our community.”
- **Jana Duncan**, non-voting member. Jana has a master’s degree in Instructional Psychology and Technology and is currently pursuing a doctoral degree while working part-time as an Instructional Designer. As part of her master’s degree, Jana designed a digital interface for assessment of vocal performance students, evaluated a program dedicated to integrating the arts in schools, and completed an internship with the National Association of Child Development (NACD). From Jana:

“The more I learn, the more I'm convinced of how crucial the early years of our lives are. I feel like this school gives kids the chance to explore and grow in really important, life-changing ways.”
- **Gerald Price, MD**, non-voting member. Gerald is a practicing physician who also has an MBA. He is the husband of board chair Jennifer. He is a non-voting advisor to our group but adds great insight because of his medical and business background, particularly as we develop our Wellness program.

C. Governing Board

Following granting of the charter, the Founding Board will become the Governing Board. Members of the current board will be given the option to transfer to the Governing Board. It is expected that all current board members will stay on for the Governing Board. However, any vacancies that may occur because a founding member elects not to continue will be filled with an election as described in the Bylaws.

The Governing Board is accountable for the financial wellbeing of the school and ensures that the school fulfills its mission to students, faculty, families, and the community. The Board's primary responsibility is to oversee the use of public funds related to the school, as well as to establish policies for all operations such as curriculum, personnel, and facilities. They delegate the execution of these policies to the school administration and management. The Board will be comprised of parents, educators, and community leaders who are entrusted to oversee the function of the school. Board members will have backgrounds in education and instruction, business and finance, or law and policy.

Children or grandchildren of a Founding Member, children of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. The percentage of students eligible for preferential enrollment under the status of founder's child or employee child shall not exceed 5%. "Founders" include those participating on the board during the startup phase, as well as any others who may not be on the board but has had a significant role in the development of a charter school application or contributed to the startup of the school in significant ways, by means of time, money, or other resources.

Board Responsibilities

The Governing Board is charged to:

1. Promote the vision and mission of the school and ensure it is reflected in the operation of the school,
2. Ensure student mastery of the Core Standards,
3. Oversee the finances and facilities of the school,
4. Engages and contracts with firms for various outside services, such as a payroll processing company,
5. Establish policies for the various operations of the school, and
6. Evaluate and hire the school Director who executes the management of the school's day-to-day operations.

Professional Development

To better fulfill Board responsibilities, Board members will participate in annual professional development. Board members of Franklin Discovery Academy take their responsibility seriously and seek to continually improve. A variety of professional development opportunities will be available, including but not limited to:

- Board members will participate in trainings available from the State Office of Education, including the Board Orientation Manual and the USOE's Governing Board Training (GBOT).

- Training in Generally Accepted Accounting Practices (GAAP) will be required once per term.
- Other books, articles, and other materials may be used in training for Board members as they relate to the Board’s purposes and the school’s mission and vision.
- Board members will also be encouraged to attend charter school conferences. Travel expenses will be paid by the Board. Board members may attend other conferences as they relate to Board duties, such as finance, business, instructional design, technology, pedagogy, and curriculum.
- Board members will be encouraged to actively participate in Utah charter school organizations and networks.
- An annual, Board-initiated conference will be held. Members will evaluate the school’s progress, read and discuss books and articles, reports, discuss research, etc. as they relate to Board duties.

Self-Evaluation of the Board

At the mandatory annual Board conference, the board will have the opportunity for self-evaluation. In addition to the measurements regarding how well the Governing Board meets the vision, mission, and educational philosophy of the charter agreement (outlined in Section 1, Part G), board members will also be invited to evaluate the board as a whole according to the following criteria:

- Percent attendance at meetings and Professional development - conferences, trainings, etc.
- How well financial goals were met.
- How well board members went about fostering relationships with the staff and the school community
- How well board members worked together
- Evaluation of the School Management

Once a year, the Board will also evaluate the performance of the School Director, based on the following criteria:

- Relationships with parents and community
- Academic goals
- Management skills, including effective financial management of funds.
- Professional development attendance
- Quality of employees and workplace environment

D. School Management

The school management is headed by the director, who is hired by the Board and is responsible for the direction of the day-to-day operations of the school. The director is assisted by various staff members as deemed appropriate by the Board and the director. Additional details about the management can be found in Section 7, Staffing.

Positions in the School Administration include:

- Director
- Assistant manager
- HR/Employment specialist (contracted)
- School counselor

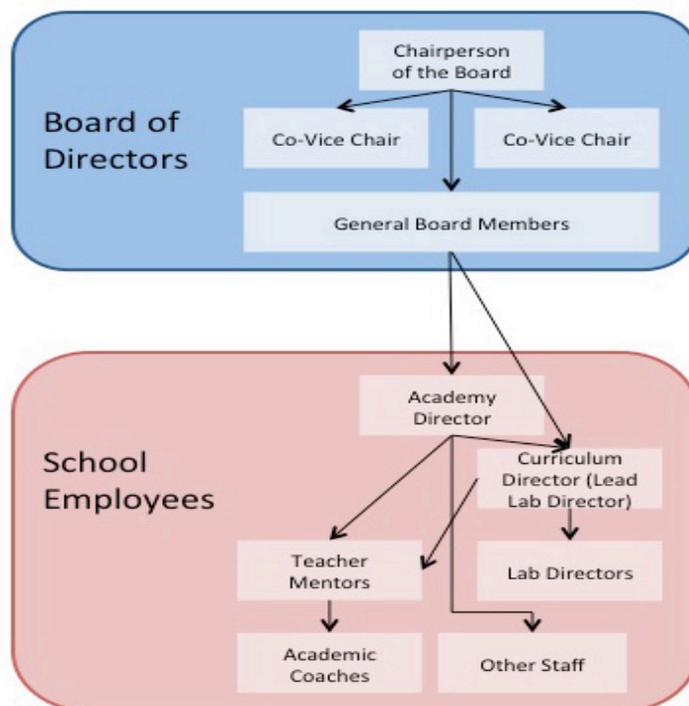
- Curriculum director (lead lab director)
- Information systems director (contracted)

The school director will be responsible for the following items:

- Fulfill the vision and mission of Franklin Discovery Academy
- Implement and adhere to policies established by the Board
- Communicate with and provide information to the Board as requested
- Establish and implement curriculum to ensure accomplishment of the School’s educational mission
- Evaluate and hire school employees and staff
- Develop and implement effective professional development program for employees
- Adhere to and properly oversee administration of the approved budget
- Oversee purchasing and requisition of supplies, curriculum, etc.
- Coordinate with the parent organization to further the school’s mission.
- Develop and maintain operational processes and procedures for the School, including but not limited to check in of students and visitors, dress code enforcement, attendance, and emergency response procedures
- Maintain positive public relations with parents, community, local school district and state
- Oversee assessment of students and develop goals for continual improvement

Organization Chart

Below is an organizational chart showing relationships between the Board, school management, and school staff:



E. Legal Status

Following is a copy of our articles of incorporation as a non-profit Utah corporation.

**ARTICLES OF INCORPORATION
OF
FRANKLIN SCHOOLS FOUNDATION**

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for such Corporation:

Article I

The name of the corporation is **Franklin Schools Foundation**

Article II

DURATION

The period of duration of this corporation is perpetual.

Article III

PURPOSE

A. To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah, and to act and operate as a charitable organization in lessening the burdens of government, providing relief of the poor and distressed or under-privileged, and promoting social welfare by reducing unemployment through economic development.

B. To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

C. To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

D. To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

(i) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;

(ii) no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended;

(iii) the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

Article IV

MEMBERS/STOCK

The corporation shall not have any class of members or stock.

**Article V
BY-LAWS**

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

**Article VI
DIRECTORS**

The number of directors of this Corporation shall be three (3), or more than three, as fixed from time to time by the By-Laws of the Corporation. The number of directors constituting the present Board of Directors of the Corporation is three, and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Jennifer Price
115 S 1370 E, Lindon UT 84042

Julie Chacon
7 Sage Dive, Orem UT 84097

Cindy Busard
165 N 800 W, Provo, UT 84606

**Article VII
INCORPORATORS**

The names and addresses of the incorporators are:

Jennifer Price
115 S 1370 E
Lindon, UT 84042

**Article VIII
REGISTERED OFFICE AND AGENT**

The address of the corporation's initial registered office shall be:

115 S 1370 E
Lindon, Utah 84222

Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation. The corporation's initial registered agent at such address shall be: Jennifer Price. I hereby acknowledge and accept appointment as corporate registered agent.

**Article IX
PRINCIPAL PLACE OF BUSINESS**

The principal place of business of this Corporation shall be the state of Utah. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

**Article X
DISTRIBUTIONS**

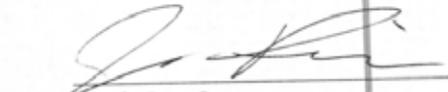
No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not

Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

**Article XI
DISSOLUTION**

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In Witness Whereof, I, Jennifer Price executed these Articles of Incorporation in duplicate this 2nd day of September, 2014, and say: that she the incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of her knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.


Jennifer Price, Incorporator

F. Bylaws

1. Article I - Name, Offices, and Purpose

- 1.1. The name of the organization is Franklin Schools Foundation dba Franklin Discovery Academy
- 1.2. Franklin Schools Foundations is a non-profit corporation located in Utah governed by a Board of Directors.
- 1.3. The corporation was formed to manage, operate, guide, direct and promote Franklin Discovery Academy, a Utah Public Charter School. The corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.
- 1.4. The organization shall have an office located at 115 S 1370 E, Lindon UT 84042 and at such other places as shall be designated by the board of directors from time to time by resolution.
- 1.5. The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote corporate purposes as described below. Nothing contained herein shall prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization.
- 1.6. Franklin Schools Foundation may, from time to time, adopt additional business purposes, such as applying for additional school charters in other areas or serving other grade levels for which further Bylaws will be adopted.
- 1.7. The organization is organized exclusively for educational purposes. This organization shall not carry on any other activities not permitted to be carried on by a organization exempt from federal income tax. The organization shall not participate in any political campaign in any manner. The organization shall not attempt to influence legislation. The organization is organized exclusively for charitable, scientific and educational purposes.

2. Article II – Franklin Discovery Academy Governing Board

- 2.1. Franklin Discovery Academy is governed by a Governing Board elected as noted in this section.
- 2.2. **General Powers.** The business and affairs of Franklin Discovery Academy shall be managed by the Governing Board, except as otherwise provided in the Utah Revised Nonprofit Corporation Act, the Articles of Incorporation or these Bylaws.
- 2.3. **Number.** The initial Governing Board shall consist of nine (9) voting members called “board members.” Any action of the Board of Directors to increase or decrease the number of directors, whether expressly by resolution or by implication through the election of additional directors, shall constitute an amendment of these bylaws effecting such increase or decrease. The number of directors of the Corporation shall at no time be no less than three (3) and no more than nine (9).
- 2.4. **Roles.** The Governing Board will have the following roles:
 - 2.4.1. The voting Board Members will elect the Board offices of Chair, Vice -Chair, Treasurer and Secretary.
 - 2.4.2. School Director will be an ex-officio member of the board.
- 2.5. **Qualifications.** Board members must meet the minimum qualifications and requirements, which are:
 - 2.5.1. No criminal background
 - 2.5.2. 18 years of age or older

- 2.5.3. Be a resident of Utah
- 2.5.4. An individual may not be an employee of the school and a member of the Board simultaneously.
- 2.5.5. No spouses of current board members may be elected.
- 2.5.6. Must agree to sign and uphold the Board Member's Code of Conduct.
- 2.6. **Election.** Board members shall be elected or re-elected by the Governing Board at the annual meeting of the Board, and each director shall hold office until his or her term has expired and until his or her successor shall have been elected and qualified, or until his/her earlier death, resignation or removal.
 - 2.6.1. New Board Members shall be elected by a majority of the existing Governing Board at each March annual meeting (or at the annual meeting time as designated in a change to these bylaws). Board terms shall end on April 30th of the respective term. To maintain the original vision of Franklin Discovery, the initial Board Members (those who joined the Board in the first year of the development of the school) may remain on the Board for the first 5 years of operation.
 - 2.6.2. Members of the initial Board will be appointed at the first available Board meeting after being granted a charter by the Utah State Board of Education. It is expected this will be the June 2015 meeting. Members of the Founding Board will be given an automatic option to join the initial Board. Vacancies left from Founding Board members not joining the initial Board will be filled by invitation of the Board and a 50% majority vote of the remaining members.
 - 2.6.3. After operational year 5, the initial Board Members will be randomly assigned a term of 1, 2, or 3 years in order to stagger board turn-over. Using a random lottery process, three board members will receive a 1 year term, three a 2 year term, and three a 3 year term.
 - 2.6.4. After the first 5 years of operation, the Board will be filled through an election process and terms.
 - 2.6.5. Terms will be 3 years in length.
 - 2.6.6. There is no limit to the number of terms an individual may be on the Board provided Board Goals are being met.
 - 2.6.7. If the minimum Governance Board Goals, as adopted by the Board and stated in the school charter, are not being met, then at three directors must run for election.
 - 2.6.8. Terms are renewed according to the following process: At the end of a Board member's term, the member will be evaluated by the Board, and if their performance is found to be satisfactory, their term can be renewed by a 75% vote of the Board. If a member does not receive a 75% vote from the Board, the member is not renewed and they must wait at least one year to apply to the board again.
 - 2.6.9. Following operational year 2, at least two of the Board Members must be a parent of a child currently attending the school. One position will be filled by the president of the parent organization. The other position will be filled with parents who turn in applications to the existing Board.
- 2.7. **Removal.** Any board member may be removed at any time, with or without cause, by a 2/3 majority vote of directors other than the director who is to be removed.
- 2.8. **Parent recall.** Parents may also initiate removal of a board member. Parents may trigger a recall through the parent organization. A recall vote may be held at any duly scheduled parent organization meeting with a 2/3 majority vote of the parents. At least 50% of parents must participate in the voting for the vote to be binding. Only one recall per year.

- 2.9. **Employee recall.** 2/3 of active employees working 30 or more hours per week can vote to recall a board member. Employees may recall only one board member per year. Employees wishing to initiate a recall must present the request, along with 10 confirming signatures, to the school director who will then conduct a vote.
- 2.10. **Responsibilities.** Board members are expected to:
- 2.10.1. Attend the annual board conference.
 - 2.10.2. Attend the annual board meeting.
 - 2.10.3. Fulfill board duties as assigned by the board
 - 2.10.4. Attend regularly scheduled board meetings.
 - 2.10.5. Attend a conference once per year.
 - 2.10.6. Visit the school at least once per year on Board Day or any other open school day of board members choosing.
 - 2.10.7. Attend, teach, or chaperone an *Engage!* activity
 - 2.10.8. Complete all state required board training
 - 2.10.9. Each board member may have specific areas of expertise that they bring to the Board, but do not have individual titles or roles. In special cases, a board member may chair one or more committees that oversee a particular area of the school's operations. A Board Secretary may also be assigned by the Board, but will not be a voting member of the Board. Others may sit on the board in advisory roles as non-voting members. One Board member may be designated as the Board spokesperson. This individual is authorized to speak on behalf of the Board in official business and deals with public relations.
- 2.11. **Vacancies.** In the case of a vacancy on the Board (either by dismissal, resignation, or otherwise), the vacancy must be filled within 60 days of the opening.
- 2.11.1. Individuals desiring to fill a vacancy on the Board may submit their application or letter of intent to the Board for review. Vacancies are filled by a 75% vote of the seated Board members. The Board may ask parents and community members to apply. In accordance with the vision and mission of the school, parents of current students are encouraged to participate on the Board.
 - 2.11.2. Board candidates are selected or narrowed from the initial pool, final applicants can then be interviewed, then voted on for a final decision. Following operational year 2, the president of the parent organization automatically receives a seat on the board. However, they are subject to the same recall provisions as other members.
- 2.12. **Compensation.** Board members shall not receive compensation for their services as such, although the reasonable expenses of directors of attendance at Board meetings may be paid or reimbursed by the Corporation. Board members shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the Corporation in any other capacity.
- 2.13. **Meetings by Video Conference.** Members of the Board of Directors or any committee thereof may participate in a meeting of the Board or committee by means of conference telephone or similar communications by which all persons in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

3. Article III – Meetings

- 3.1. **Annual Meeting.** An annual meeting shall be held once each calendar year for the purpose of electing members to the board and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held during the regularly appointed board meeting time during the month of March or as designated by the board of directors.

- 3.2. **Regular Meetings.** Regular meetings of the Board of Directors chair will occur at least quarterly at the Corporation's primary location. Other regular meetings may be called by the directors as needs or propriety may determine at any time.
- 3.3. **Special Meetings.** Special meetings may be requested by the Chair or the Board of Directors.
- 3.4. **Notice.** Written notice of all meetings shall be provided under this section or as otherwise required by law. The Notice shall state the place, date, and hour of meeting, and if for a special meeting, the purpose of the meeting. Such notice shall be mailed or emailed to all directors of record at the address shown on the corporate books, at least 10 days prior to the meeting.
- 3.5. **Place of Meeting.** Meetings shall be held at the corporation's principal place of business unless otherwise stated in the notice.
- 3.6. **Quorum.** A majority of the directors shall constitute a quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in representation of less than a quorum.
- 3.7. **Informal Action.** Any action required to be taken, or which may be taken, at a meeting, may be taken without a meeting and without prior notice if a consent in writing, setting forth the action so taken, is signed by the directors with respect to the subject matter of the vote.

4. Article IV - Conducting Board Business

- 4.1. **Initiating Business.** For a nine member board, five Board members constitute a quorum in order for the Board to conduct business. Less than five board members may meet for an informal public "hearing" but cannot conduct official business at such a meeting. All meetings will be open to the public and will be held in accordance with the Utah Open & Public Meetings Act. The date, time, and location of meetings will be posted online at least 24 hours prior to the meeting.
- 4.2. **Meetings.** The Board meets as a whole on a regular basis (preferably once a month) but may meet more often if needed, particularly during the startup phase. Board meetings may occur more frequently during the school's startup period, or less frequently after the school opens, as determined by the Board.
- 4.3. **Agenda.** An agenda for each meeting will be prepared by the secretary, and will be available for the public at each meeting. Minutes of each meeting will be recorded by the board secretary, including a record of those members present, items discussed and voted on, and action items. The Board will not be willing to discuss an employee's evaluation, a student-specific issue, individual parent's complaints, or other issues that are protected in the Open & Public Meetings law. Concerned parents are encouraged to address the issues through the parent organization.
- 4.4. **Voting.** Decisions voted on by the Board must be made by a simple majority vote of those members present. There are two exceptions to this. The selection of Board members in filling vacancies and/or renewing terms (see Article II, Section I) and the school director must be made by a unanimous vote of the Board.
- 4.5. **Attendance of Board members.** Each board member is strongly encouraged to attend the regular meetings in person or via remote connection. Failure to consistently attend any meetings for an extended period of time may result in removal or suspension from the Board, as the Board deems appropriate. In addition, failure to fulfill responsibilities and expectations described in the

Individual Members' Responsibilities and Expectations section below may result in suspension or dismissal from the Board.

5. Article V: Director and Staff

5.1. The Director is hired by the Governing Board. The Director has day-to-day responsibility of the school, including carrying out the school goals and Board policy. The Director will attend all Board meetings, report on school progress, answer questions of Board members and carry out the duties described in the job description. The Board may designate other duties as necessary.

6. Article VI: Committees

- 6.1. Creation of Committees - Committees or special task forces may be created by the Board of Trustees as need arises to address specific issues or policy areas. Committees may consist of 3-5 members (which may include parents, faculty members, or other concerned community leaders). Committees submit recommendations and proposals for consideration by the Board. Each committee must be chaired by a Board member. Board members may chair more than one committee at a time.
- 6.2. Committee Meetings - Each committee meets as often as the committee chair determines, or as often as directed by the Board. All Board meetings, including committee meetings will adhere to the Utah Open Public Meetings Act.
- 6.3. Satellite campuses – Other campuses of Franklin Discovery Academy that may be established will be governed by the same Governing Board. Committees may be formed to supervise an individual campus, in cooperation with the local parent organization.
- 6.4. Selection of committee members - When a committee is established, the Committee chair is appointed by the chair of the Board. The members of a committee are selected by the committee chair with the approval of the Board.

CERTIFICATE OF CORPORATE RESOLUTION

I, Jennifer Price, chair of Franklin Schools Foundation, organized and existing under the laws of the State of Utah, and having its principal place of business at 115 S 1370 E, Lindon UT 84042, hereby certify that the following is a true copy of a resolution adopted by the Board of Directors of the Corporation at a meeting convened and held on Sept 18, 2014 at which a quorum was present and voting throughout and that such resolution is now in full force and effect and is in accordance with the provisions of the charter and by-laws of the Corporation.

RESOLVED: That the Franklin Schools Foundation Bylaws were adopted.

I further certify that this Corporation is dully organized and existing, and has the power to take the action called for by the foregoing resolution.



Jennifer Price

Sept 18, 2014

Section 7. Staffing

A. General Policies and Procedures

At Franklin Discovery Academy, our employee culture of high energy/high expectations with a focus on innovation can only be achieved if we hire the right people. We will expect much of our employees, but they can also expect much from us. Once we hire someone, we will trust them and give them the freedom they need to implement our vision. We will proactively work to establish our culture rather than wait for one to develop.

According to Robert Quinn and Kim Cameron at the University of Michigan at Ann Arbor, there are four types of organizational culture: Clan, Adhocracy, Market, and Hierarchy.

- Clan oriented cultures are family-like, with a focus on mentoring, nurturing, and “doing things together.”
- Adhocracy oriented cultures are dynamic and entrepreneurial, with a focus on risk-taking, innovation, and “doing things first.”
- Market oriented cultures are results oriented, with a focus on competition, achievement, and “getting the job done.”
- Hierarchy oriented cultures are structured and controlled, with a focus on efficiency, stability and “doing things right.”

Our employment practices will be designed to encourage a healthy mix of the market and adhocracy oriented cultures and specially designed to limit clan and hierarchy subcultures. This is not to imply all aspects of these cultures are bad, rather that they need to be limited.

We intend to maximize employee dollars by having as “flat” of an organization as we can have. That is to say, we will limit the amount of hierarchy and resulting extra management layers. For instance, our seven lab directors will each report directly to the school director rather than having an intermediate position of lab director manager. With such groups of employees as the lab directors, we plan to create a stipend-style add-on for the employee chosen to serve as lead of the group. It is our goal that no employee be more than two supervisory steps away from the director.

We will encourage innovation by allowing employees the freedom to try new ideas and methods in the area of their responsibility with minimal paperwork and approval requirements. We will hold regular training on innovation. Further, we intend to develop innovation incentive structures after our second year of operation.

We will minimize the clan-oriented culture by holding employees accountable for job performance. In previous employment settings, members of the board have seen too many instances of employers keeping the wrong employees for too long. We will focus on hiring the right people, but if a hiring error has been made, we will not wait to fix it.

Consistent with minimizing a clan culture, Franklin Discovery Academy will be an at-will employer. The school will not sign contracts for any length of time for any employee, with the potential exception

of the school's director. All HR policies, forms, manuals, and procedures will protect the school's at-will employment status. Nothing in this charter, including any description of possible procedures relating to any HR transaction shall be construed to limit the at-will nature of employment at Franklin Discovery Academy.

One aspect of the clan culture we do plan to integrate into our culture is mentoring. We will task our school director with developing a robust mentoring program for the academic coaches, mentors, and lab directors.

In the various employment experiences of the board, we have encountered certain programs and ideas that we intend to replicate for our school because of their impact to creating our desired culture. For instance, JetBlue requires pilots and flight attendants to service an aircraft between flights rather than hire separate cleaning crews. We will encourage a similar investment by our employees in the school by expecting them to assist with school cleaning. We will contract with a janitorial service for some items, but all employees will be expected to handle much of the day-to-day facility upkeep. In a similar vein to the JetBlue program, we will also expect all employees, including the director, to teach an *Engage!* class at least once per year. We have also been impressed with various innovation incentive programs such as an innovation contest held annually at the manufacturer Rational. In this case, employees submit documentation of innovations they have implemented and what those innovations either saved or added to the bottom line. The entry with the highest net value wins recognition and financial incentives. The board will task the school director with implementing programs that will add to our culture of innovation.

Our model for the teaching structure is also designed to encourage career growth and development. For instance, an academic coach may apply to be a teacher/mentor after graduating and earning a teaching license. With additional training in instructional design they can progress further into the role of lab director. Such career growth opportunities are essential for recruiting and attracting the best talent.

Employees are the most important resource we will have to impact student learning and ensure a quality program. Our deep commitment to our vision of significant one-on-one attention for students is illustrated in our HR budget and personnel program. The board will ensure those in the positions of teacher/mentors and lab directors are properly licensed, endorsed, and highly qualified teachers. Priority will be given to employees who demonstrate an understanding of and dedication to our unique mission.

This section will outline the school's hiring process, internal HR record keeping standards, essential responsibilities for each key position, and procedures for evaluating and terminating employees.

Reference

Quinn, R., and K. Cameron, "Organizational Life Cycles and Shifting Criteria of Effectiveness: Some Preliminary Evidence." *Management Science*. January 1983.

B. Hiring

Franklin Discovery Academy will use a process similar to this outline when hiring for all positions:

- Board will adopt policy, and administration will adopt procedure, to ensure that all state and federal employment and tax laws are followed.

- Identify specific needs to be addressed.
- Identify the essential functions for the created positions, craft job descriptions, identify prevailing market wages for similar positions in similar schools and ensure that any new hire is acceptable given budget constraints.
- Recruiting:
 - The board and director will establish a recruiting plan for each employee category (e.g. academic coaches, teacher/mentors, lab directors), factoring in the most likely avenue to reach ideal candidates.
 - Design and offer non-compensation incentives that would appeal to ideal candidates such as internship credit for academic coaches.
 - Post the position widely using any and all available resources, with a priority given to lower-cost resources that return quality applicants.
 - (Additional recruiting strategies are included in Section 8).
- Conduct an initial review of submitted resumes for compatibility and experience with essential job functions.
- Evaluate selected resumes for additional screening to determine appropriate experience, training, and skills.
- Contact selected candidates for interviews and verify their licensure and endorsement for the position, if applicable.
- Interview candidates for full-time and teacher mentor positions with at least two school representatives who each score the applicant's suitability for the position independently.
- If necessary, bring the top candidates for a follow-up interview.
- Check references of candidates considered for eventual hire.
- Select and notify the best-suited candidate(s) and congratulate the new employee(s) on their new future with Franklin Discovery Academy.
- Conduct a criminal background check for all employees, consistent with R277-524. Ensure proper documentation of these checks is kept on file for auditors. For those with teaching licenses, conduct a status check of the license.

C. HR Procedures and Records

Once an employee is selected for employment, the process for completing new-hire paperwork and documentation, including any required background checks, will be handled by the school's HR service. The procedures will be similar to those outlined below:

- Employee will complete necessary tax and work-status forms, internal forms for employee records and emergency contact information, and provide copies of relevant licenses or other certifications.
- Employee will sign a compensation agreement, if applicable for the position.
- Verify that each teacher mentor and lab director has a valid Utah teaching license without any record of suspensions.

- School will provide to employee, and document the receipt of, employee handbook, relevant school policies, and all paperwork necessary to enroll in school’s benefit programs.
- Employee will receive means of access to the school’s facility and all tools and technology required for the position.
- HR Services will set up the employee in school’s payroll system, submit any benefits paperwork to the providers of such benefits, and ensure that all relevant taxes are paid.
- Each employee will have up to three files. All work-status forms will be kept separately in a work-status folder for all employees.
 - An “Employee Records File” that contains tax forms, internal forms for emergency contact information, background check records, and written agreements regarding compensation.
 - An “Employee Benefits File” that contains benefit and health information.
 - An “Employee Performance File” that contains internal records of evaluations, licenses and certificates, and records of employee performance including disciplinary actions taken if any.

D. Evaluations

All employees will be evaluated regularly to ensure that performance is measured, results are shared, and incentives are in place for the continued development and improvement for all employees. Employee evaluations will focus on outcome-based measurements based on the essential job functions in each job description. Every employee will have a formal 360-evaluation conducted by their supervisor on a yearly basis. This evaluation will include student performance data, reports on completion of goals and performing within budget, survey feedback from parents, students, and co-workers, and self-assessments. The evaluation process will also include a development plan for the following year.

Employees will have formal quarterly meetings with their supervisor to report on progress towards goals, express areas of concern, and make requests for other development needs.

Employees will also receive frequent informal feedback from their supervisor and/or the school director. The school director will continually monitor student achievement data for any indications of problems that need to be corrected. It is our goal that an employee never be surprised with their annual evaluation. They should know at any given time whether they are performing up to expectations. Likewise, employees will be given the opportunity to go to their supervisor or the director at any time with concerns of their own or problems with other employees.

It is recognized that students are more likely to succeed if they receive quality instruction. In order to help our lab directors gain the necessary skills to become master teachers capable of developing quality *Foundation* courses, we will provide numerous opportunities for professional development and in-services. We will provide funding as available to encourage the completion of master’s degrees in instructional technology. We will also assess and develop programs that support quality performance on class observations and evaluations, professional development hours, implementation of classroom management strategies, mentoring skills, parent interaction, planning and organization skills, etc.

There will be a detailed compensation plan for lab directors and teacher mentors to work through to gain additional compensation above their base level pay by acquiring and demonstrating implementation of higher level skills or taking on stipend-based add-on assignments such as team lead for the lab directors. There will be similar compensation plans for other employees such as academic coaches, assistant manager, etc.

An evaluation procedure of key employees is described below:

School Director

- The School Director will be evaluated annually by the Governing Board using a 360-style evaluation.
- Evaluation will be based exclusively on the outcomes of the school according to the goals in this charter, particularly financial status, other goals adopted and communicated to the director in advance, as well as surveys from parents, students and school employees. All of these will be weighted to create a final summative evaluation of the director.
- The evaluation will be completed by the entire board based on data, and submitted to the director in writing, along with an update of goals for the coming year.
- Compensation for pay scale increases will be based largely on the result of the annual evaluation and as determined by the Governing Board.

Lab Directors

- Quarterly Evaluations will include an emphasis on data from the assessment modules, such as, what percent of students passed the summative assessment on the first try for a *Foundations* course authored by the lab director. A low percent would indicate that the instructional content should be modified to increase student learning.
- Annual Evaluations will include an emphasis on data as well as surveys of administrator, parent, student and co-worker feedback. These evaluations will be used to improve educational instruction, direct professional development as well as give positive feedback to encourage and praise employees. The school director will conduct this evaluation.
- The director will observe all lab directors during open lab time and as they teach an *Engage!* class once each quarter, providing a written feedback after each observation.
- Evaluations will include consideration of student outcomes, parent surveys, and the results of direct observations. All observations will be based equally.
- Compensation for pay scale increases will be based largely on the result of these evaluations. This procedure will be determined by the Governing Board.

Assistant Manager

- The director will evaluate all other school administrators annually.
- Yearly evaluations will be based on outcome data and quarterly surveys based off of administrator, parent, student and co-worker feedback. These evaluations will be used to improve educational instruction, direct professional development as well as give positive feedback to encourage and praise employees.
- Outcome data will include an evaluation of the assistant manager's ability to hire and retain the pool of academic coaches.

- Quarterly evaluation will be based on outcome data and progress reports from the employee on their development plan goals.
- Compensation for pay scale increases will be based largely on the result of these evaluations. This procedure will be determined by the Governing Board.

E. Employment of Relatives

Franklin Discovery Academy will be consistent in all policies regarding employees in accordance with state and federal law. The school recognizes that nepotism or the perception of it can undermine a successful workplace. In all cases, Franklin Discovery Academy will judge and evaluate employees on objective standards of performance targeted to improve student achievement.

To avoid nepotism or the appearance of it, no family relationships (sibling, child, parent, or half- or step- sibling, child, or parent, and sibling- or parent-in-law) shall exist between lines of authority within the school. Relatives of employees or board members may exist consistent with applicable law and rule, but employees may not be hired, promoted, or otherwise placed in positions where any direct supervision of relatives will occur.

F. Terms of Employment

Franklin Discovery is an at-will employer. At-will employers may choose to terminate employment at any time for any reason or for no reason, and so may Franklin Discovery Academy. Franklin Discovery recognizes that the best way to impact children’s learning is to attract and retain quality academic coaches, mentors, and lab directors.

Franklin Discovery Academy intends to have a workplace culture that is enjoyable and empowering for the school’s faculty and staff. High turnover will not be conducive to such a culture. While the school reserves the right to make all employment terminations at its discretion, the school has no intention to be inconsistent or reactionary in making employment decisions. Employment actions, including discipline, probation, or termination of employment will be made when the school has evidence that such an action is in the best interests of the school and its students. The school will ensure that all employee rights are protected in all employment matters and procedures while simultaneously maintaining the safety of the students.

G. Enrollment Growth

Our initial staff will include a school director, assistant manager, school secretary, school counselor, lab directors, teacher mentors, academic coaches, and cafeteria workers. Preliminary plans call for outsourced business/HR management, information systems development, and custodial services. As enrollment grows, we will keep as our priority maintaining the one-to-eight ratio for academic coaches. We will quickly increase (or decrease in the event of declining enrollment) the academic coaching staff as needed. On a yearly basis, we will evaluate other areas and determine the appropriate time to increase staff. For instance, when enrollment is maximized in year three, we plan to separate the

library position that is currently added-on to the Literacy Learning Lab director and employ a full-time librarian/reading program director. The school director will make their recommendations for additional employees in the annual requests to be approved by the board. Additional information on initial employees and salaries can be found in *Section 8*.

H. Job Descriptions

Job descriptions are subject to change as needed to better serve the needs of the school.

1. School Director

- Help instill a love of learning in all students.
- Be committed to moving the mission of the school forward.
- Financial Management:
 - Conduct school operations within the budget as approved by the board.
 - Work closely with the business management service/financial accountant to prepare, analyze, and implement the budget and financial reports, paying particular attention to discretionary expenses.
 - Participate in the school's annual fiscal audit and oversee the preparation of the school's Annual Budget, and Annual Financial and Annual Program Reports.
 - Work to maintain fiscal control and report accurate fiscal information.
 - Prepare and execute contracts and evaluate the effectiveness of service providers.
 - Work with other administration (including members of the board) on the purchase, distribution, and evaluation of curriculum materials and financial reporting.
 - Work with other administration and the business manager to coordinate state and federal reports of fiscal data.
- Human Resource Management:
 - Interview, select, and orient the program manager, school counselor, and lab directors.
 - Provide training, tools, and all necessary information for each staff member to successfully perform their job functions.
 - Instruct staff about performance requirements in relation to instructional strategies, classroom management, and communication with the public.
 - Observe all classes regularly, both formally and informally
 - Hold employee evaluation conferences based on records of performance observations.
 - Ensure collaboration, partnerships and team building among staff, including decision-making and problem solving.
 - Oversee and assess the performance of all school employees.
 - Ensure effective, research-based professional development is provided and implemented.
- Marketing and Public Relations:
 - Be a positive, public-face of the school and represent the school in the media.
 - Develop, implement, and maintain a strong marketing program that results in 100% enrollment.

- Create and maintain a professional relationship with colleagues, students, parents, and community.
- Coordinate with the school's parent organization to increase parental involvement and activity within the school.
- Communicate and assist in communications with parents regarding student progress.
- Convey the charter's mission to students, parents, staff, and the overall community and encourage support in accomplishing the mission.
- Illustrate an understanding of charter and community needs and begin activities to meet those needs.
- Build positive relations with state education departments and other charter school operators.
- Facility Management Oversight:
 - Ensure the school is safe for students, employees, and visitors. Lead the school safety committee.
 - Conduct regular safety audits and training.
 - Ensure school physical facilities are managed effectively. Oversee facilities to ensure maintenance provides a clean and safe school.
- Educational and Program Management:
 - Implement the educational vision as defined by the Board.
 - Direct implementation and evaluation of instructional development programs.
 - Supervise teacher/mentors and academic coaches, regularly observe classes and groups, and coordinate the development of training programs in methods, content, and structure.
 - Manage the instructional professional development program.
 - Implement effective educational process through the collection and interpretation of student data.
- School Management:
 - Collaborate with staff to implement a student discipline plan that encourages a positive learning environment and enhances student's behavior.
 - Provide for uniform enforcement of school standards and oversee appropriate and reasonable student discipline as issued in accordance with school policy.
 - Hold and attend parent/teacher/student conferences in regards to escalated student and school issues.
- Legal Compliance:
 - Abide by all state and federal laws that apply to charter schools and charter policy.
 - Ensure compliance of budget guidelines.
 - Ensure school-wide compliance with all policies and procedures.
 - Gather, manage and file all hardcopy and computerized fiscal reports, records and other documents required including accurate and timely Board, state and federal reports.
 - Attend all required board and state meetings, including the monthly Charter Directors' Meetings. Attend other meetings and training that provide legal guidance.

- Evaluation and Reporting:
 - Provide/receive student performance measurements to/from classroom teachers who will keep an accurate, up-to-date record of student performance and progress throughout the year.
 - Meet with parents as requested to discuss needs and progress of students.
 - Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

2. Program Manager

- Help instill a love of learning in all students.
- Be committed to moving the mission of the school forward.
- Assist the school director with implementation of the curricular programs.
- Hire, train, schedule, and supervise academic coaches.
- Hire, train, schedule, and supervise teacher/mentors.
- Recruit, train, schedule and supervise volunteers.
- Schedule *Engage!* classes and travel.
- Along with the director, assist and supervise the instructional and curriculum services to address student achievement.
- Assist in evaluating instructional development programs.
- Work with the director and other administration (including members of the board) to develop required plans for state and federally funded programs.
- Train academic coaches and teacher mentors in methods of homeroom management to enhance instruction as prescribed by charter's curriculum and methods.
- Train academic coaches and teacher mentors on how to manage student behavior in agreement with the school's code of conduct and related policies and programs.
- Assist students with disabilities to encourage their access to full participation in the school's regular programs.
- Provide/receive student performance measurements to/from teacher mentors who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

3. School Counselor / Special Education Director

- Help instill a love of learning in all students.
- Be committed to moving the mission of the school forward.
- Coordinate student Individual Education Maps to ensure all modifications are met.
- Attend regular LEA meetings provided by the State and follow up on content of trainings.
- Keep abreast of changing laws and regulation that apply to Special Education.
- Perform all state and federal special education reporting at year's end and periodically as required during the school year.

- Ensure that all staff are trained on Special Education needs of students and the school's vision of inclusion.
- Ensure annual and periodic special education data uploads and reporting meets appropriate state and federal requirements.
- Meet with parents.
- Monitor student attendance and implement any needed absence remediation plans.
- Oversee state standardized testing, as well as administer aptitude and vocational tests.
- Work in conjunction with the director to handle all types of crisis, including student personal crisis and emergencies.
- Assist in the creation and outfitting of facilities for students with disabilities.
- Administer guidance in composing and implementing outside service contracts for special education students.
- Direct the fiscal aspects of the special education department with the business manager and confirm that programs are cost effective and funds are managed within budgets.
- Assess students, as allowed under the employee's license, for mental, emotional or behavioral disorders or illnesses.
- Coordinate and lead the school's state and federal audits of special education reporting and data.
- Enter special education data accurately into the school's student information system to ensure accuracy in reporting and so that appropriate and adequate funding is received.
- Ensure that adequate supplies and equipment are available.
- Evaluate special education program quality through assessment findings, including student achievement data.
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations.
- Participate as a member of a multi-disciplinary team as the individualized education program (IEP) committee contributing evaluation findings and collaborating on the child's educational map.
- Provide collaborative consultation and documentation of results including assisting basic education staff with suggestions and implementation of pre-referral intervention strategies, and providing recommendations and modifications to assist basic education staff in working with special education students in the classroom setting.
- Consult with parents, teachers, and other appropriate staff regarding the child's program and any adaptations/materials needed to facilitate improved performance in the classroom or at home.

4. School Secretary

- Help instill a love of learning in all students.
- Be committed to moving the mission of the school forward.
- Registration, records, data and correspondence.
- Prepare data for school, state, and federal enrollment reports.
- Organize and manage hardcopy and electronic school and student files.
- Act as school registrar for student information and records.

- Receive, sort and deliver mail and other documents to staff.
- Record and track parent volunteer hours.
- Draft correspondence, reports, etc. as requested by the director and other administrative staff.
- Oversee school calendar, scheduling, and appointments for staff and the school facility.
- Attend meetings with school director and take meeting minutes.
- Train all users on the school's chosen information system.
- Disperse and manage paperwork for newly enrolled students.
- Assist, manage and access information for various school and government required reports.
- Complete regular updates of the information management system.
- Assist administration and teacher mentors in accessing information and running necessary reports.
- Run year-end and/or rollover processes and School Finance & Statistics Data Uploads and set-up new-year programming.
- Track attendance as required for school and state reports.
- Maintain and ensure the confidentiality of records and information regarding students, parents, and staff in accordance with accepted professional ethics and state and federal laws.
- Customer Service
- Answer incoming calls, take accurate messages, and transfer to appropriate staff.
- Assist with the daily arrival and departure of students.
- Greet and assist students, parents and the general public.
- Assist with school events, including parent/teacher conferences as requested.
- Work with the parent organization.
- Coordinate information for school newsletter.

5. Lab Directors

- Help instill a love of learning in all students.
- Be committed to moving the mission of the school forward.
- Classroom management of the learning labs.
- Develop, in accordance with charter guidelines and policy, reasonable rules of lab behavior and appropriate techniques that are consistently applied.
- Take necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, assemblies, field trips, and other responsibilities as assigned.
- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.
- Instruction:
 - Plan and implements a program of instruction that adheres to charter philosophy, goals, and objectives as outlined in the academic program and the Common Core.

- Develop *Foundations* classes.
- Plan and implement a differentiated program of study designed to meet needs of each individual student.
- Use the mastery-learning model.
- Include data-driven assessment plans.
- Develop *Engage!* classes, lesson plans, and activities.
- Make purposeful and appropriate lesson plans that provide for effective teaching strategies and that engage all students.
- Create a lab environment conducive to learning by employing a variety of appropriate teaching techniques and methods, including guided practice, cooperative learning, direct instruction, field trips, and hands-on activities.
- Use reflection, innovation, and creativity when designing instruction. Ensure that activities and instruction are tied to relevant and meaningful outcomes. Promote the ability of students to articulate what they are learning and why at any point in the learning process.
- Make use of all available resources, using the provided texts as only one among many sources.
- Accommodate students with IEPs as required.
- Recognize learning problems and make referrals as appropriate.
- Evaluation and Reporting:
 - Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher-made tests, samples of students' work, criterion-referenced tests, norm-referenced tests, and other methods.
- Professional Development:
 - Attend workshops, seminars, conferences, and/or advanced course work at institutions of higher learning as assigned.
 - Attend and participate in all charter professional development days and activities.
 - Keep current in subject matter knowledge and learning theory and be willing to share this knowledge for continual improvement of the school's curriculum.
 - Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
 - Keep educators' license and endorsements up-to-date and applicable to assignments.
 - Advise on policy and program improvements.

7. Teacher/Mentors

- Help instill a love of learning in all students.
- Be committed to moving the mission of the school forward.
- Keep an accurate, up-to-date record of student performance and progress throughout the year.
- Meet with parents formally three times during the year, and on an ongoing basis as needed, requested, or assigned.

- Create with the student and parent a Student Education Map.
- Monitor and certify student achievement.
- Recognize learning and behavior problems and communicate student needs to school counselor as appropriate.
- Create remediation plans as needed.
- Provide progress and interim reports as required or as requested by parents or school administration.
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.
- Advise on policy and program improvements.
- Keep educators' license and endorsements up-to-date and applicable to assignments.
- Assist the program manager with the supervision of the academic coaches, particularly in the areas of homeroom management.
- Provide feedback to the school director and special education teacher for special education aides assigned to a teacher's classroom.
- Evaluate the effectiveness of outside service providers providing services within the classrooms

8. Academic Coaches

- Help instill a love of learning in all students.
- Be committed to moving the mission of the school forward.
- Assist students in getting to where they need to be.
- Report student attendance to teacher mentor.
- Manage the homeroom atmosphere. Ensure an orderly environment conducive to learning.
 - Use management plan consistent with school-wide standards and Least Restrictive Behavioral Environment.
 - Assist students with disabilities to encourage their access to full participation in the school's regular programs.
- Monitor assigned students for progress within the achievement levels and direct students on what they should be working on as appropriate.
- Participate in parent meetings as requested by teacher mentors.
- Answer student questions.
- Tutor students.
- Be a good example to students.
- Recognize learning and behavior problems and communicate student needs to school counselor and teacher mentor as appropriate.
- Recognize issues that may develop in the curriculum and communicate that feedback to lab directors and teacher mentors.
- Provide student performance measurements to teacher mentors.
- Respect the confidentiality of records and information regarding students and parents in accordance with accepted professional ethics and state and federal laws.

- Be available to fill-in where needed, whether it is on an *Engage!* field trip, supervising the school yard area, or teaching an *Engage!* class.

9. Technology Manager

- Help instill a love of learning in all students.
- Be committed to moving the mission of the school forward.
- Direct the design and development of the school's information systems, whether developed in-house or using a purchased system.
- Prepare RFPs for contracted services.
- Maintain and service all technology.
- Prepare a technology budget.
- Teach an *Engage!* class on technology and assist with technology as needed in the associated lab.
- Direct, design, purchase, and implement technology used to deliver online *Foundations* classes.

10. Librarian (initially add-on duties to the Literacy Learning Lab Director)

- Create a media center environment that is conducive to active and participatory learning, resource-based instructional practices, and collaboration with teaching staff.
- Oversight and management of library collection.
- Provide the leadership and expertise necessary to ensure that the school library program is aligned with the mission, vision, and goals.
- Serve on academic decision making teams at the school as requested by the director.
- Work with the director and board to develop and update library and media acceptable use policies as needed.
- Encourage the use of instructional technology to engage students and improve learning.
- Demonstrate a commitment to maintaining intellectual freedom.
- Promote the ethical use of information.
- Instruction:
 - Assist teachers in ensuring students are effective users of ideas and information.
 - Assist students in becoming critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.
 - Teach Utah Core Library Media Standards to students during lab time.
 - Ensure equitable access to information.
- Share expertise by presenting at faculty meetings, parent meetings, and school board meetings.

12. School Chef

- Help instill a love of learning in all students.
- Be committed to moving the mission of the school forward.
- Provide support to the food service activities at assigned location with specific responsibilities for preparing and serving food items to students and/or school personnel.
- Verify quality of food and supplies.
- Maintain facilities in a safe and sanitary condition.

- Guide assigned personnel in the performance of their job functions.
 - Teach *Engage!* cooking classes.
 - Work in conjunction with the administration to incorporate a school garden in the daily plans for food preparation for the school.
 - Work with administration in additional programs such as Farms to Schools to provide healthy alternatives to traditional school menus.
- Strive to provide a healthy menu to ensure a better learning environment.

11. Custodial, Janitorial, and Maintenance Staff (contracted)

- Facilities and equipment
- Grounds
- Custodial/Janitorial

Section 8: Business Plan

A. Financial Management

1. Budget Philosophy and Priorities

The Franklin Discovery Academy board will ensure that the school is operated efficiently, according to applicable laws, within the board-adopted budget, and in a way that achieves the outcomes and mission established in this charter application. The school's budget, short of this charter, is the clearest and most relevant statement about the board's priorities. In particular, our budget, as proposed in Appendix C, is a reflection of our commitment to one-on-one student attention and to experiential learning, as indicated in listed personnel costs and our funding of the *Engage!* program. The Board will ensure that the budget and all operations reflect the school's priorities and fulfill its mission.

As financial stewards of public funds we are obligated to ensure that such funds are used appropriately and maximized for their intended purpose, which is to provide an education to enrolled students. However, a hard reality exists that running a school is a business. We will not neglect academics, but without correctly handling our business, there would be no academics. This is why a priority for us is to have a talented business leader as our school director. Correctly handling our finances is the best way to ensure we can offer the educational programs we intend.

At Franklin Discovery Academy, we are committed to maintaining a budgetary surplus in accordance with State requirements. We plan to use the operating budget assumptions contained in this plan as seen in Appendix C. Many of the numbers shown in this business plan are based on current market conditions. As those conditions change, the school's assumptions may also change. The budget may be amended at any given time, in accordance with applicable statutes and rules and the governing board's bylaws, in order to manage the needs of the school.

In broad terms, our financial priorities are on developing the curricular program (*Foundations* and *Engage!*) and hiring the right employees. We may look to outsource other auxiliary services that are not central to our mission, such as the lunch program or HR services. Once our curriculum is firmly in place, we may bring such services back in-house, provided they will not detract from our focus on our mission.

2. Planning Year

Getting the school off to the right start is critical. A priority for our planning year is to get our technology in place because so much of our model depends on the right technology.

The members of the Board and the committees whom the Board directs and consults will handle many activities in the planning year. The Board will donate significant time completing planning year activities. The Board will also hire (or retain as a consultant) four professionals to assist in the start-up phase: a project manager, an assistant to the project manager, an instructional designer, and an information systems developer.

We will use start-up funds to evaluate and acquire a school information management system that will suit the needs of our model. We will first evaluate how practical adoption of Utah's ASPIRE system

would be in supporting our model since it is free and would allow us to easily send state mandated reports. The system chosen will have features that will allow us to track student progress and goals, placement in the levels, attendance, records, etc. It will allow for students, employees, and parents to be aware at all times of how a student is progressing. We also will use the planning year to hire an instructional designer who is also a Utah certified teacher to do initial development on the *Foundations* and *Engage!* classes and write the achievement level workbooks.

Because the start-up phase is essentially a long series of individual projects, we will employ a full-time project manager and an assistant. Although the project manager may become the director or another employee at the school after start-up, they may not because the emphasis for the project manager will be on financially responsible project management rather than academics. A project manager has a unique set of talents and experience in the deployment of resources for a project that has a defined beginning and end. In our case, the project ends with the opening of the school.

The project manager will be tasked with the organizing, scheduling, developing, and documenting the multitude of individual tasks that will be required to open the school. Among other things, they will study locations, develop scope of work documents and RFPs for projects contracted out, make capital facility recommendations to the Board, work with the instructional designer on meeting curriculum development schedules, and the information systems developer on designing the technology programs necessary to support the achievement levels, *Foundations*, and *Engage!* classes. The project manager will interact closely with the Board to ensure that plans and programs fit appropriately with the mission and vision of the school. The project manager will make sure that milestones are met for each of the individual components of the school start-up process. This position will end when the school begins operation. We plan to use OpenProject or Asana to help us manage the thousands of individual tasks that must be accomplished.

Several members of the Board have experience and education in business start-ups. We understand the rigors of starting something from scratch having done it several times. These experiences will help us develop the business aspect of the school, something absolutely essential for its survival.

Besides monitoring the progress of the four start-up year employees, the Board will spend much of its planning year time vigorously pursuing grants. Although our budget includes the basics of everything we have discussed in this charter application, we understand that grants would help us get to our goals faster and allow us to offer more significant *Engage!* experiences. Technology grants would also help us have a one-to-one device ratio for our students.

The following chart includes a high-level overview of our preliminary opening checklist and schedule for a Sept 2016 opening:

Task	Due	Responsible Party	Notes
Transition from Founding Board to Governing Board <ul style="list-style-type: none"> • Invite Founding Board to stay on as members of the Governing Board • Hold elections, per the Bylaws, for any 	April 2015	Founding Board	

vacancies			
Finalized detailed opening checklist	June 2015	Governing Board	
Legal Documentation <ul style="list-style-type: none"> • Ensure all legal documents are in order, including bylaws and articles of incorporation • Apply for 501c3 tax exempt status 	June 2015	Board	
Open bank accounts	June 2015	Board Chair and Financial Officer	
Apply for start-up funding <ul style="list-style-type: none"> • State grants • Start-up loans • Private loans 	July 2015	Board	
Select a CPA / Business Management / Financial Accounting service	July 2015	Board Chair & Finance Officer	
Select and contract with employee leasing company to handle HR and benefits	July 2015	Board Chair & Finance Officer	
Hire a project manager	Sept 2015	Board	
Establish Board start-up subcommittees <ul style="list-style-type: none"> • Site selection committee • Marketing, fundraising and grants • Technology • Curriculum • Personnel 	Sept 2015	Board	These committees will be replaced after start-up with continuing committees as needed
Apply for grants	continuing	Project Manager	Decision of which grants to pursue will be made by the Board.
Hire/contract information systems developer	Board	Oct 2015	
Establish a schedule and checklist of all required reports to complete, who to send them to, and who in the organization is responsible for them	Jan 2016	Project Manager	
Complete all state required training	Jan 2016	Board	
Site selection <ul style="list-style-type: none"> • draft facility requirements checklist • select a realtor • inspect cites • draft lease agreements • finalized lease agreements 	March 2016	Project Manager and site selection sub-committee	Occupancy expected on July 1, 2016.
Hire an Instructional Designer	Oct 2015	Board	
Establish a calendar and expectations of when	March	Project Manager	

and who will conduct all mandated testing	2016		
Prepare RFP for technology purchase or lease.	Jan 2016	I.S. Developer	
Develop and begin implementation of the marketing and outreach plan.	Dec 2015	Project Manager	
Develop curriculum workbooks for all seven achievement areas in levels 1-4	July 2016	Instructional Designer	
Develop content for <i>Foundations</i> classes 1-4	July 2016	Instructional Designer	
Hire School Director	April 2016	Board	Will begin work May 2016.
Hire Assistant Manager	June 2016	School Director	Will begin work July 2016.
Hire Lab Directors	June 2016	School Director	Will begin work July 2016.
Hire Teacher Mentors	June 2016	Assistant Manager	Will begin work July 2016.
Hire School Counselor	June 2016	School Director	Will begin work July 2016.
Hire all other staff	July 2016	School Director	Will begin work July 2016.
Hire Academic Coaches	August 2016	Assistant Manager	Will begin work August 22, 2016
Have all policies and procedures established <ul style="list-style-type: none"> • student handbook • parent handbook 	May 2016	Project Manager	
Move-in to facility <ul style="list-style-type: none"> • purchase furniture and fixtures • purchase technology 	July 2016	Project Manager	
First day of school	Sept 6, 2016		

a. Revenue

Franklin Discovery Academy will apply for a Charter School Revolving Loan and a startup grant from the state of Utah to cover necessary startup costs of the school. We intend to apply for a loan of \$225,000 and a start-up grant of \$100,000.

Until a charter school revolving loan or startup grant can be obtained, we may look to obtain a startup bridge loan from Charter Asset Management, a source of national charter school financiers who specialize in providing startup and “receivable anticipation” funding for schools. Interest rates on this source of funding is between 5 and 6%. Franklin Discovery may use this as a source of immediate cash to fund operations upon approval of its charter and prior to receipt of state startup loans or startup grants and regular school funding. We anticipate repaying the loan with state funds as soon as they are available.

b. Planning Year Salaries

Franklin Discovery board of directors will employ (or otherwise compensate through an employee leasing arrangement) the following employees during the planning year from approval of the charter to the beginning of the first operational year:

- A full-time project manager at \$60,000, included in budget line 24.121.
- A full-time instructional designer who also holds a valid Utah teaching license.
 - An expected salary of \$50,000 is listed in item 10.100.
- An information systems analyst / developer
 - Depending on the market competition for developers, we may look to contract with a company for development rather than hire our own developer directly.
 - This item is listed in the budget for \$55,000 under item 22.300.
 - This amount could be considered low for a major systems project, however members of the board have considerable experience in this area. We plan to significantly utilize board member expertise in this area.
- A full-time assistant to the project manager
 - This individual will provide administrative and secretarial assistance on the many planning year tasks.
 - They will also be responsible for a constant social media presence so that we can maximize outreach to potential students.
 - An expected salary of \$35,000 is listed in item 24.121.
- School Director (after May 1, 2016)
 - The Board will hire the school director with an expected start date of May 1, 2016. Two months of pro-rated salary (\$12,500) for the start-up year is included in budget line 24.121.
 - Although the school director will not be on salary until May 2016, we will begin work on recruiting a director as soon as a charter is granted. They will be invited and encouraged to start attending Board meetings as soon as they are identified.

It is important to note that while we have allocated these planning year salaries, members of the Board will also be donating significant time and effort during the planning year. With our nine members we conservatively estimate donated time will be equal to additional two full-time employees. Board members have considerable business and curriculum development expertise that will be donated at no cost to the school and play a large role in the initial design and development of the curriculum.

c. Maximizing Enrollment with Marketing

It is our goal to achieve 100% enrollment in each of our operational years. An aggressive marketing campaign will be implemented by the Board's marketing/public relations committee with administrative support from the assistant project manager. Using print media article placement, advertising, community events, and social media (See our recruiting and outreach plan in Section 3) the Board has allocated \$20,000 for the use of marketing and marketing communications. This

expense would include the development of a basic informational website. This expense is included under item 24.300 in the planning year budget.

d. Accounting and Payroll Services

As part of our effort to outsource services not central to our mission, the Board will contract with a local CPA to handle accounting and payroll services. We have met with C. Stephen King of King and McClearly. Mr. King has agreed to serve as business administrator (note: after receiving a charter, we will seek counsel on whether an outside vendor can hold the legally required and oath-based position of business administrator. If not, the school director will hold the business administrator title and Mr. King, or subsequently named accountant will provide assistance). His estimate for these services is \$400 per month during our planning year and \$1,000 per month during our operational years. Our retaining of King and McClearly is also a component of our financial stewardship plan by having an outside company involved in check writing and approval. Planning year accounting expenses are included as line item 24.300.

e. Other Planning Year Expenses

During the planning year, the school will have other expenses for supplies, computers, real estate and professional services that are projected at \$20,000 (\$10,000 is included in the budget as supplies and \$10,000 for professional services). Most supply purchases will be made in the first operational year after the school has received the state revolving loan and anticipated startup grant. We have budgeted \$15,000 for direct instructional supplies for such items as content licenses for our *Foundations* classes and other items needed in development of the *Engage!* program. Our budget also includes an 11% contingency fund.

3. Operational Years

Our proposed budget is included as *Appendix C*. The following budget narrative highlights various aspects and priorities of our operational budget.

a. Administration

The School Director will oversee the administrative, academic and operational functions of the school on a day-to-day basis. The director's salary is planned for \$75,000 (based on charter school comparisons). We plan to place a priority on hiring a director with business experience and preferably at an MBA educational level. Although the director will have oversight for the whole school, they will spend much of their day on issues related to business management such as financial accounting, HR/hiring, and marketing.

b. Enrollment

Under this application, Franklin Discovery Academy will have capacity for 400 students in grades K-3 during the first year and grow to 750 students in grades K-6 at two locations by the third year. Given expected growth in Vineyard and overcrowding at area schools, we anticipate full enrollment in the first year. According to the attached Charter School Funding Worksheet, these 400 students produce revenue of just over 2 million for our first operational year.

c. Revenue

In addition to the state funding, we assume that we will qualify for federal revenue at an average amount for schools of similar size. The number of \$174,000 estimated in the budget is the result of an analysis of first-year charter schools of similar size in fiscal years 2011 and 2012 and from schools of a similar size that operate a lunch program. Lunch revenue assumes participation of 55% of the student body daily in the lunch program, with half of those students being on free or reduced lunch, resulting in a mix of federal funding and local funding from direct sales of lunch to students. We will add a breakfast program in year 2 or as soon as demand can support it.

d. Capital Expenses

Initial one-time capital expenditures are primarily set for operational year one with significant expenses in furniture, fixtures, equipment, and technology. Our focus for year one is to get the school up and running in a way that meets our vision within the budget constraints we have. We feel it is important to adequately fund the vision immediately rather than try and skimp and hope it will come later. To that end, we are planning to capitalize capital asset purchases with a loan or lease expensed over a seven-year period in order to distribute these expenses more evenly over their useful life. We have managed the budget such that loan-servicing costs are not a hindrance to overall operations. The budget includes line item XXX, which is the amount, \$3,825/mo, needed to service these expenses at a 6% yearly loan cost over seven years. The operational budget includes separate line items for ongoing yearly maintenance and equipment rotation. The cash flow for these capital expenditures could be in the form of a loan from Charter Asset Management or equipment leases. During year two, we will move to our long-term budget priorities with the goal and expectation of being able to fund yearly operations without financing (with the exception of a facility should we decide to build). Our specific financial goals beginning with year 2 are included in Section 5.

- **Technology:** The capital assets budget includes \$35,800 to purchase internet connected computers for every three students for our homerooms serving grades 1 and above and ten computers total for the two kindergarten rooms. We also plan to purchase seven digital projectors and electronic whiteboards for the learning labs at an expense of \$24,000. This large technology commitment will also require an investment in the school's infrastructure of \$20,000 for wireless arrays, filtering, servers, and other network equipment. An additional \$20,000 is budgeted for lab and administrative computers. This amounts to an initial technology outlay of \$99,800. Although it is not reflected in the budget, we hope to obtain technology grants or donations of computer surplus. Ongoing costs to maintain and update our technology is anticipated at 35% (\$35,000 per year) of the initial outlay, which covers a four-year refresh rate plus inflation and additional machines as enrollment rises. Maintenance costs are included separately in the budget as line item XXX.
- **Furnishings and Fixtures:** The capital asset budget includes expenses of \$180 per student for desks, chairs, filing cabinets, storage, and other classroom equipment for an outlay of \$72,000.

- Learning Labs: \$5,000 per lab for \$35,000. This amount will cover the initial purchase of learning lab fixtures, displays, lab experiment equipment, etc.
- Playground Equipment: \$15,000.
- Musical Instruments: \$20,000.
- Basic facility maintenance equipment, including vacuums and other cleaning tools, \$2,500. (We plan to outsource most facility maintenance, but have budgeted for our own small supply of equipment to handle emergencies and other needs).
- Kitchen: We have included \$15,000 for kitchen equipment.
- Library: Members of the Board have committed to donating a supply of 1,000 books for the initial reading room and library.

e. Ongoing Expenses

- Facility expense: We have targeted our capital facility expenses to be 20% of the overall budget. This number is based on best practices indicated in the CHARTRight planning year manual. As such, we have allocated \$1,000 per student for the first year for facility rent (or mortgage) and utilities. We have budgeted a slight increase for the second year, however we do not anticipate moving in year two or three so the total rent will be a fairly stable and consistent amount between 400-440 k for the first three years. We anticipate leasing a building for the first three years before exploring the option of purchasing our own facility. However, as noted in the capital facility plan in Section 8.C, we plan to investigate the lease versus purchase option further after receiving a charter and will purchase if a mortgage payment over rent is financially advantageous. We have held preliminary discussions with a commercial real estate agent from Coldwell Bank, Jarrod Hunt, who has assisted several charters, and he has indicated that our 400K budget, although tight, “is doable.”
- Curriculum and classroom materials: The budget includes only \$60 per student for textbooks because most of the school’s curriculum will be available online and included with the technology hardware purchased and noted above. This \$60 will cover the cost of workbooks for each of the achievement levels. Basic instructional supplies of markers, paper, pencils, and other basic classroom needs are budgeted at \$20 per student for the year. This amounts to \$32,000 per year.
- Training: We have budgeted \$25,000 for professional development in the first and second operational years to provide the training needed to begin and implement the program successfully.
- The Learning Labs will receive a yearly supply budget of \$1,000 per lab.
- *Engage!* travel expenses: We have budgeted \$300 per student per year for expenses related to the *Engage!* program of field trips and expeditionary learning for a total of \$120,000 per year.
- Custodial services will be contracted out at an expected expense of \$1,500 per month.

- The technology upgrade and replacement cycle (4 years) will begin in year 2 at a rate of \$35,000 per year.
- Equipment and furniture maintenance: Ongoing maintenance and replacement of equipment (desks, furniture, etc), is budgeted at \$15,000 per year for furniture and \$15,000 for equipment.
- During year two, we plan to make a one-time investment expanding our musical instrument program to support an El Sistema *Engage!* class. Instruments will then be budgeted on an average replacement cycle every 7 years (this will include repairs).
- During year two we will begin a yearly budget for the library at \$25 per student per year.
- These numbers will adjust up or down based on enrollment. Because revenue will also adjust accordingly, the relative budget percentages will stay consistent.

f. Payroll, Benefits, and Purchased Services

The personnel category is by far our biggest budget item expense and reflects our mission to give substantial one-on-one attention to our students. We have different compensation strategies for the different categories of personnel in order to maximize our personnel budget. Members of the board have significant experience in hiring and HR issues. One lesson learned is that each category of employee is likely motivated to accept a job for different reasons and to target payroll and benefits accordingly.

For instance, with our academic coaches we plan to target pre-service teachers enrolled in a four-year teacher education degree. In this case, as long as the salary is consistent with other basic college jobs, candidates typically value job flexibility over benefits such as health insurance. Accordingly, they will be part-time, flexible, unbenefited positions. For our lab directors we will target professionals looking for a career and offer the necessary salary and benefits to attract this group.

Although we have specific groups we will target for each employee category (e.g. college students for the academic coaches), we will, of course, equally consider all qualified applicants and follow all relevant state and federal employment laws.

- Payroll: Our contracted CPA firm, King and McClearly, will handle payroll services as part of the \$1,000 per month accounting expense. King and McClearly will handle most business and financial accounting services. Using a CPA to certify our financial accounting will ensure that all generally accepted accounting principles are followed. The school director will be the on-site facilitator of business services.
- Administration: Franklin Discovery will have one school director at a salary of approximately \$75,000. Additionally, the school will have one program manager with an expected salary of \$35,000 and a school secretary/receptionist with an expected salary of \$23,000.
- Lab directors: Because of the preferred educational level (a master's degree) and our year-round calendar, our lab directors will start at a higher wage (\$45,000) than the average Utah beginning teacher. They will essentially have a normal office job with 8-5 hours, year round, with an allocation of personal time, three weeks of breaks, and holidays. They will work

longer hours and days than the average teacher but be compensated accordingly. In the view of the board, teacher salaries are often not at a “living wage” level, i.e. the level of income needed to support a family with one income. Low wages are often cited as a reason for teachers leaving the profession. We plan to address this by offering a higher wage commensurate with the longer hours and education. Such an approach should help us recruit and retain top talent.

- **Teacher mentors:** We anticipate using part-time licensed teachers in the role of teacher mentors. They will work 16 or 24 hours per week at \$20.00 per hour in an unbenefited position. The board is aware of many licensed educators who have left the teaching profession because of a decision to stay at home, but often would like part-time employment. In these cases, they report that often a teacher’s aide position at \$10 is the best they can find in the part-time category. Most positions offering a salary commensurate with the teaching license are only offered on a full-time basis by the school districts. We plan to target this group by offering a wage closer to a regular teacher’s hourly wage but for a part-time shift. It will help us financially with substantial savings on benefit costs.
- **Academic coaches:** In the first year, the school will hire one academic coach per eight students. We look to hire part-time pre-service teachers to serve as academic coaches and on-call substitutes. They will work for twenty hours per week at \$10 per hour for 46 weeks per year (they will not work during the breaks) for a total budgeted amount of \$368,000. We plan to recruit from local universities and highlight our flexibility to work around class schedules and receive internship credit. We will also be able to offer time-off during the student breaks, something important to this demographic so they are able to go home for holidays, summer visits, etc. Our target of offering a 20 hours per week is consistent with typical college jobs.
- **Support Services:** We have budgeted one FTE for a school counselor/special education director at an average salary of \$40,000.
- **Technology Support:** We will have one on-site technology coordinator at an average salary of \$50,000.
- **The Literacy Learning Lab** will house our on-site library. The lab’s director will also serve as school librarian, and therefore a separate librarian expense is not included.
- Our budget does not factor in volunteer efforts from parents and the community that we hope and plan to receive. We will be fully-staffed based on this budget without reliance on volunteers. The volunteer hours we do receive will go to supplementing our *Engage!* and reading programs.
- **Special Education Services:** We have included budget amounts for outsourced special education services at a rate consistent with other charters of this size for a budget of \$55,000. Costs will adjust according to the needs of the student body.

- Food Service: The school's lunch program will involve two FTE food service employees at average compensation of \$21,630 per year. It is anticipated that only one person will be full-time and benefits eligible, with the other 4 to 5 workers serving part-time only during the lunch preparation, service, and cleaning period of about 2.5 hours per day.
- Benefits: Full-time employees will be eligible to participate in the school's medical, dental, vision, and other benefit plans. The cost to the school of these plans is budgeted at an average of 13% of salaries in year one (approx \$8,000 per employee) and rising to 14% in year two. We do not anticipate participating in the State Retirement System, but will have a retirement matching program, which is anticipated to cost 4% of total salaries. The retirement matching program will begin in year two.
- Personnel costs will go up or down proportionately depending on enrollment. Year two includes a raise for staff of approximately 3%.

g. Contingencies

In case enrollment is below the board's budgeted expectation, this application includes a contingency budget that assumes only 75 percent of enrollment capacity is filled. Changes from the full enrollment are detailed below:

- Revenue falls consistent with enrollment, including a higher-than-likely drop in state funding. Local and federal sources that had been calculated on a per-student basis fall consistent with enrollment.
- The number of academic coaches and teacher mentors fall to keep a ratio of one academic coach per 8 students and one teacher mentor per 80 students.
- The secretary and program manager positions will be reduced to unbenefited 28 hour per week positions.
- Maintenance expense will be reduced to \$1,000 per month given less facility usage.
- Food service staff will be reduced by .5 FTE.
- The cost of the *Engage!* travel program will be reduced commensurate with the enrollment level and the per student allocation will be reduced to \$200 per student rather than \$300 per student.
- The cost of lunches will be reduced commensurate with lower enrollment and lower revenue.
- The triple net portion of the lease related to utilities will reduce by 5,000 because of less utility usage.
- Benefit increases will be passed on to employees in year two.
- The retirement 4% match will not happen until the second year and full enrollment.
- Employee raises for year two will not be as large.
- Other budget and equipment lines are reduced commensurate with enrollment.

- The contingency takes into account things that are unlikely to change with enrollment (occupancy, professional development), protects as possible things that are core to the mission (*Engage!* and technology to support *Foundations*) and maintains adequate reserves to continue operations and build financial security.

3. Financial Oversight and Management

a. Audit and Controls

Franklin Discovery Academy's Board of Directors is responsible to ensure that the school complies with all state-mandated reports and deadlines and institutes proper controls to mitigate risk factors present when dealing with public money. As required by law, Franklin Discovery will contract with an independent auditing firm to conduct an annual independent audit at the end of each fiscal year. The budget includes \$5,000 in year one and \$20,000 in year two for this and related services, including an audit of enrollment on October 1 of each year. The audit report will be delivered to both the USOE and the Utah State Auditors' Office by November 30 each year in compliance with state requirements.

The board will adopt a budget each year by June 30 and monitor the school's financial performance related to that budget at its regular board meetings. The board may adopt a revised budget at any time during the year (again, before June 30) if actual expenses vary from the budget by more than five percent. We will contract annually with a CPA to ensure proper financial controls.

The board will ensure that all finance policies are adopted consistent with state law, including regular board and administrative oversight along with sufficient segregation of duties to limit the potential for fraud. Board finance reporting will include board review of all reports submitted to the state. The school will follow purchasing policies, and school finance policies will be reviewed each year to ensure that they comply with any legislative changes that may occur from time to time. The school will follow procurement code related to education service providers, building development and land acquisition, and all other purchases falling within the scope of state procurement code.

b. Financial Reporting Procedures

Franklin Discovery Academy will incorporate the following fiscal procedures to ensure that the School's assets are used for approved purposes. The fiscal procedures are categorized into financial reporting procedures and internal control policies.

Franklin Discovery will follow and employ Generally Accepted Accounting Procedures (GAAP) as they apply to charter schools. The school will use a calendar for financial reporting, budgeting, and appropriations consistent with the statutes and administrative rules that apply to public school finances. All budget proposals and amendments will be prepared by the business office and school administration and presented for board consideration in open and public board meetings. Please see the finance calendar below.

As a non-profit corporation operating under a charter granted by the State Charter School Board and consistent with statute, only Franklin Discovery Academy has any responsibility to meet its financial obligations and commitments. Neither the chartering entity nor the state, including an

agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

The school will adopt purchasing policies that comply with State of Utah procurement policies outlined in Utah Code 63G-6 and Administrative Rule R33, or will adhere to more stringent standards developed by the Board from time to time. These policies will include following all state standards for facility planning and construction and other high value purchases and expenditures, including any service agreements related to school operation or education. The basic purchasing guidelines for Franklin Discovery are:

Step 1—Approval by Appropriate Administration: The director must confirm any purchase is within the school’s budget approved by the board. Then, additional approval is required depending on the dollar amount of the purchase as follows:

- \$2,000 or less: Approval by the Director
- More than \$2,000, up to \$50,000: Approval by the Director and Business Manager and
- Over \$50,000. Approval by the Governing Board.

Step 2—Legal Requirements:

- Up to \$1,000: No legal requirements.
- Over \$1,000, up to \$50,000: Must obtain two quotes, with the purchase from “the responsible vendor offering the lowest quote meeting specifications.”
- Over \$50,000: Most likely must conduct a formal bidding process (RFP) consistent with applicable law.

c. Internal Control Policies

Franklin Discovery Academy will adopt internal controls designed to ensure that the school’s assets are used for approved purposes. The primary internal control is the segregation of duties for the following: authorizing transactions, making cash disbursements, record keeping, reconciliation, and maintaining custody of assets. See detailed financial policies for more information.

d. Finance Training

The school’s director and business manager/CPA (whether or not CPA is an employee of the school or is part of a contract with a school business services provider) will attend USOE Finance and Statistics trainings regarding Minimum School Program and financial reporting requirements prior to beginning work for the charter school, and on a continuing basis thereafter. The board treasurer or designee will also attend. This training will give the school’s board and business office the latest information on requirements and obligations of the school regarding finances, and provide the board with information necessary to hold the business office accountable for compliance with all finance regulations.

4. Insurance

Franklin Discovery will purchase a general liability policy that indemnifies the school for a minimum of 2 million per occurrence, and the board, staff, and teachers against tort claims once a charter is

granted. Insurance premiums listed in the budget for liability property and bonding are estimates. Actual costs will not be determined until a charter is granted and a facility is secured. Franklin Discovery's board is committed to ensuring that all required policies cover the school's students, facilities and staff are in place prior to the school opening, and continued in force according to the Utah Code.

5. Fundraising and Grants

Fundraising in general will be overseen by the school director. Grants applied for by lab directors or other staff will be reported to the business manager for proper accounting. All grant funds will be made out to the school and accounted for and distributed by the business manager. Inventory accounting and appropriate retention and disposal policies will be implemented to assist in accounting for items purchased with federal or restricted funds in accordance with rules appropriate to such funds.

B. Student Records

Franklin Discovery Academy will follow all applicable state and federal laws regarding the identification and tracking of student enrollment information. Once a student has been admitted, parents will be expected to complete an enrollment questionnaire. This document will ask parents for information we are required to have, such as names, phone numbers, emergency contacts, and addresses. It will also include requests for any prior school enrollment histories, health information, and any prior diagnosis.

This information will be reviewed annually by the school counselor. The counselor will determine whether a student should be enrolled as a student with disability, an ELL enrollment, or a free/reduced lunch eligible enrollment. The counselor will enter this information in the school management software. The teacher mentor will also verify this information and the appropriateness of any classification during the three-times per year student/parent conferences.

When a student on an IEP or 504 plan transfers to Franklin Discovery Academy from another school, the special education department will conduct a review of the records within thirty days, then do one of the following:

- If the student has transferred from within the state, the team will adopt the previously held IEP, or develop, adopt, and implement a new IEP that is consistent with Federal regulations and USBE SER rules.
- If the student has transferred from out of state, the IEP team will conduct an evaluation, if determined to be necessary by the LEA; and develops a new IEP, if appropriate, that is consistent with Federal and State law.

All transferring students will receive services similar to those required in the existing IEP until the review has been completed and the previous IEP adopted or a new one is adopted and implemented.

All student information will be entered into our school management database. This database will have the necessary security controls to ensure privacy and proper access and compliance with Federal Education Right to Privacy Act (FERPA) regulations. It will also be regularly backed-up with printed

paper copies locked in a secure facility. This information will be made available to auditors verifying our enrollment numbers.

All FERPA laws will be followed at Franklin Discovery Academy. The confidentiality of personally identifiable information at collection, storage, disclosure, transfer, and destruction stages will be protected and handled in a timely manner. The Director has responsibility for ensuring this confidentiality, in conjunction with the special education director. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a locked filing cabinet in the Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given access to records when requested unless Franklin Discovery Academy has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

C. Capital Facilities Plan

Like many charter schools, we plan to initially lease a physical facility. The demands of start-up are such that we want to concentrate on hiring the right people and developing the right curriculum before we start the arduous task of facility development. Our plan is to lease for the first three years. We plan to negotiate a purchase option with our lease. Although at present we would like to lease a facility, we understand that finding an appropriate facility with a class E occupancy rating in our area may be difficult and necessitate that we build our own facility. We are also open to this option.

As soon as a charter is granted, we will begin the facility acquisition process in depth. We will work with local commercial agent Jarrod Hunt to help us analyze our best option. We will follow the guidelines outlined in the CHARTRight planning guide as a rubric for making the decision. The decision will be greatly influenced by whichever seems to make long-term sense and can be completed within our budget.

Because of our tracks, year-round calendar, open homerooms, and vacation policy, we anticipate that only 75% of our student population will be at the school at any given time. We plan to secure a facility of approximately 28,000 to 35,000 square feet or about 80 square feet per student at a cost of no more than 20% of the total operating budget. We plan to lease a lot that has at least one acre of green space for our school garden and playground.

We will place a high priority on selecting a secure and inviting facility once a charter has been granted. Our modular design of homerooms, learning labs, and indoor recreation space will allow us to use such facilities as an empty big box retailer building or commercial office space if we can get appropriate class E approvals without significant renovation costs and purchase options.

We have made preliminary inquiries on three properties that are each located within one mile of our desired location in order to better estimate facility costs for purposes of our budget. These properties range in price from \$8.50 to \$11.00 per square foot for a triple net lease. Property locations are at: 505 N 1200 W, Orem (½ mile south of our desired location for \$8.50 sq/nnn), 1140 North 1430 West, Orem, UT 84057 (¼ mile north for \$32,000 per month), 1123 W Center St, Orem, UT 84057 (1 mile

south for \$11 sq/nnn). Our target lease rate will be a \$10.00 sf/nnn, as such an amount will help us keep facility costs to 20% of budget or approximately \$400,000 per year.

There is also an ideally situated 3-acre plot of land for sale right across the corner from our desired location. Although we do not plan to build at this time, if an analysis of lease versus purchase falls on the side of purchasing, the Board may revise our timeframe to pursue this property. Further, the West Point Business Park, just a few blocks from our desired location on the west side of the freeway, is for sale at a price of \$7.5 million. This commercial business park across the street from the new @Geneva developments includes two buildings. The north building includes 58,000 square feet of space, more than adequate for our uses, while the south building is rented to tenants through 2016. This facility would cost approximately \$52,000 per month, factoring rent income from the south building and \$500,000 in renovations, to purchase on a 25-year 6% commercial loan. At \$52,000 per month this facility is over budget at our proposed initial enrollment, but would be feasible at full enrollment in year three.

Some of the factors influencing our capital facility budget include:

- The temporary nature of the facility for the first three years if we choose to rent. We do not anticipate spending significant resources on improvements.
- If renting, we will use furniture and fixtures to customize the property to our needs rather than making structural changes to the building.
- It is our mission for students to “get out and about” in our *Engage!* program, thus leading to less emphasis on a large building.
- Rather than painting or making other similar cosmetic changes to a leased facility (except for those deemed essential), we plan to use removable decorations to create a warm and inviting atmosphere, such as large framed prints, artwork, plants, etc. These items can then be moved to a new facility when appropriate.
- Some rooms may be designed with moveable or temporary walls.

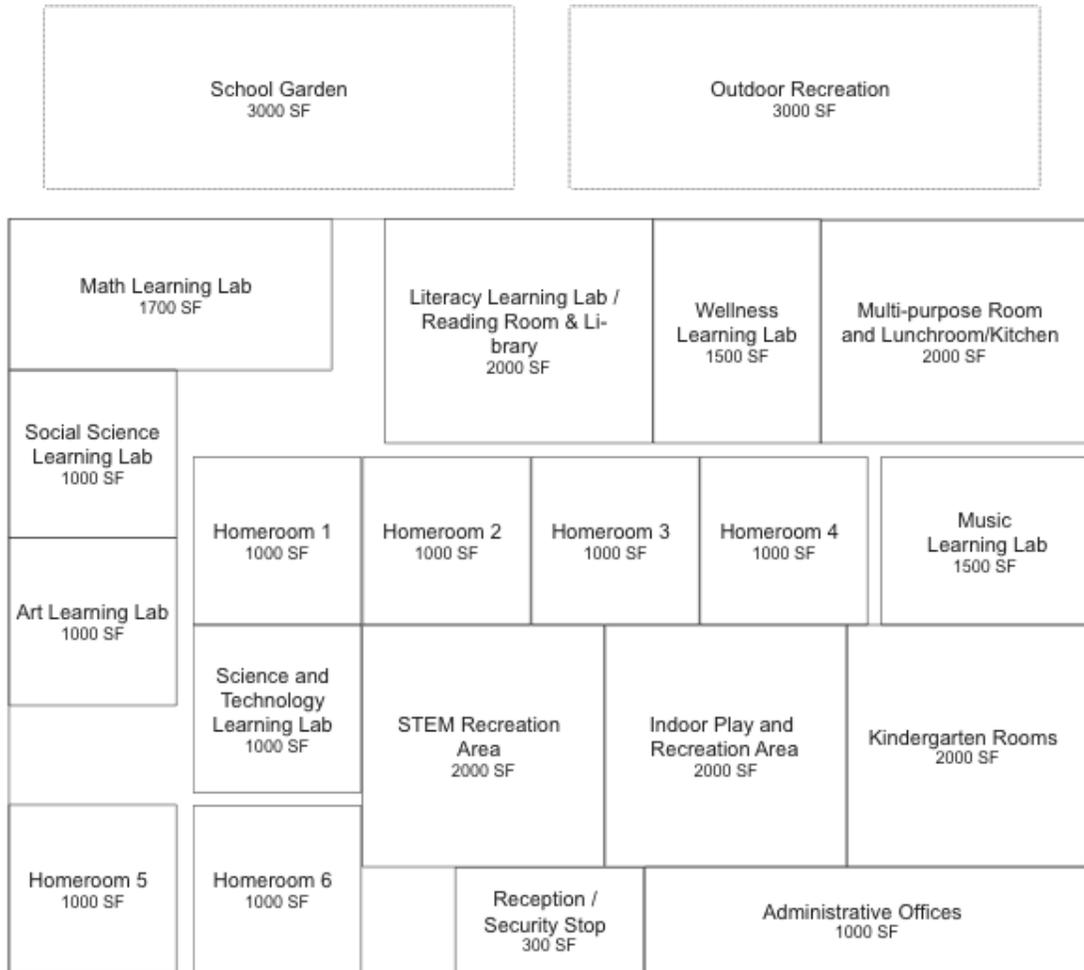
Neighborhood homerooms (satellite locations). In year three we plan to begin the process of opening smaller neighborhood schools that will operate as extensions of the main campus. As a board, we like the small school idea of around 150 students. Research suggests that small learning community can have positive impacts on student learning (See Abbott and Joirman, 2002 and Alspaugh 2003). However, it is not economically feasible to offer all of the programs we want with such a low enrollment. Instead, we will work to create smaller school-within-a-school cluster of homerooms at our main location, and operate extension facilities that can accommodate around 150 students. Students can attend homerooms at the location most convenient for them.

We will consider the following when choosing a location:

- Safety. Our facility must be safe and secure for our students. It must include a safe way for parents to drop-off and pick-up children. The facility must have security systems in place. We will assess any potential locations for its fire and security safety, proximity to highways, factories, plants and railroads, and neighborhood crime and climate. We will consult with a school safety expert before finalizing a location.
- Ability to configure space according to our plans for homerooms, learning labs, and recreation at minimal cost.

- Class E occupancy certified.
- Compliance with all state and federal regulations concerning school facilities.
- ADA compliant and accessible to all students.
- Accessibility to adequate bandwidth because of our technology focus.
- Adequate parking
- Reasonable impact to neighbors. We do not want to cause traffic problems or other issues for any surrounding homes or businesses.
- Location with one mile of 800 N 1200 W in Orem.
- Preference given to locations south of our desired location (towards Provo) rather than north of our location because of a greater market need in that direction.
- Ability to purchase later.
- Adequate green space.
- Adequate lighting and windows.

We envision configuring our facility with the following rooms and areas:



Parking for 75 cars and a protected loading/unloading zone.

Franklin Discovery Academy
Physical Facility Priorities

200 by 160 Feet = 32,000 SF
.04 inch equals a foot

This layout is a draft that illustrates general plans and ideas for our physical facility. The square footage allocation highlights our commitment to learning labs, recreation, and homerooms (note that in this proposed layout, not all square footage is assigned. The balance of the square footage would go to such areas as corridors, bathrooms, and storage). This layout is intended as a representation of our ideas and commitments to our programs, not an exact floor plan. Relative placement for each room is based on logical relationships between areas, such as placing the STEM recreation area next to the Science and Technology Learning Lab, the Music Learning Lab next to the multi-purpose room to be close to the performance stage, or the Wellness Lab located near the back entrance to the garden and playground.

Franklin Discovery Center

Another option the board is working towards to increase the viability of an elaborate physical facility for our students but within budget constraints is to open a children's discovery center/museum that would operate as a separate, nonprofit entity but also serve as the school's STEM recreation area mentioned earlier in this application. The center would be modeled after the Harrington Discovery Center in Albuquerque, New Mexico, the Museum of Discovery in Little Rock, Arkansas, and the Portland Children's Museum in Oregon. This discovery center would be located next to or within the same structure as the school. The non-profit center would be open to visitors for a fee and, as a permanent part of its non-profit charter, at no cost for Franklin Discovery students, in a system similar to the charter school located on the facility of the Portland Children's Museum.

Its purpose as a non-profit would be to support the mission of the school, not the other way around. Most children's museums are non-profit entities and operate with revenue from admission fees and grants. Any revenue generated would go back into the center to program activities and exhibits that would fit-in with our *Engage!* program. The Board would ensure that this operation followed all state guidelines regarding accounting and that no public funds go to its operation.

The new Museum of Natural Curiosity at Thanksgiving Point is a showcase example of the demand for such a facility in the Utah County Area. This elaborate facility is more entertainment than what we have envisioned, but its long-lines and crowded facility is a case in point of the demand for such a facility. There are no discovery centers in the Provo, Vineyard, Orem, or Lindon area. We feel the large population of kids in central Utah County would make it an ideal place for such an endeavor and be a strong marketing opportunity for the school. It is important to note, however, that funding for a discovery center has not been secured. Further, we await approval of the charter and advice from the state charter board that the business structure is set up correctly to avoid any financial concerns before proceeding further on development of a discovery center.

Section 9: Education Service Provider

Select the statement that is applicable and proceed as directed:

- We intend to contract with an education service provider. *Continue with completion of this section.*
- We do not intend to contract with an education service provider. *Skip to the next section.*

Appendix A: Waivers

We are not requesting any waivers.

Appendix B: Contracts

We have not signed any contracts with educational service providers, school designers, or others. We will wait until a charter has been approved before signing contracts.

Appendix C: Budget

Planning Year

Charter School Name: Franklin Discovery Academy		Fiscal Year: 2015-16		
Revenue		Planning Year		
Total Revenue From Local Sources (1000)		\$0		
Charter School Startup Grant		\$100,000		
Charter School Revolving Loan		\$225,000		
Total Revenue from State Sources (3000)		\$325,000		
Restricted Federal Through State		\$0		
Total Revenue from Federal Sources (4000)		\$0		
Private Grants & Donations :		\$0		
Source(s) (specify)		\$0		
Loans: (Commercial, Contributions, Donations, Other, specify)		\$0		
Total Revenue from Other Sources (5000)		\$0		
Total Revenue		\$325,000		
Expenditures		Number	Salary or Cost	Total
--- SALARIES ---				
10.100	Salaries - Other 1000-INSTRUCTION			\$50,000
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$50,000
24.121	Salaries - Principals and Assistants			\$107,500
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)			\$107,500
TOTAL - ALL SALARIES (100)				\$157,500
--- BENEFITS ---				
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$5,000
24.220	Social Security/FICA/UNEMP/WCF -SCHOOL ADMINISTRATION	10%		\$10,750
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	5%		\$2,500
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	5%		\$5,375
TOTAL ALL BENEFITS (200)				\$15,750
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT (IT)			\$55,000
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION (Accounting & Marketing)			\$26,400
TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)				\$81,400
--- PURCHASED PROPERTY SERVICES ---				
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$10,000
--- OTHER PURCHASED SERVICES ---				
TOTAL - ALL OTHER PURCHASED SERVICES (500)				\$0
--- SUPPLIES ---				
10.600	Instructional Supplies - INSTRUCTION			\$15,000
24.600	Supplies - SCHOOL ADMINISTRATION			\$10,000
TOTAL - ALL SUPPLIES (600)				\$25,000
--- PROPERTY ---				
TOTAL - ALL PROPERTY (700)				\$0
--- OTHER OBJECTS ---				
TOTAL - OTHER OBJECTS (800)				\$0
1000	Total Local			\$0
3000	Total State			\$325,000
4000	Total Federal			\$0
TOTAL REVENUES				\$325,000
100	Salaries			\$157,500
200	Employee Benefits			\$15,750
300	Purchased Professional and Technical Services			\$81,400
400	Purchased Property Services			\$10,000
500	Other Purchased Services			\$0
600	Supplies			\$25,000
700	Property			\$0
800	Other Objects			\$0
TOTAL EXPENDITURES				\$289,650
Excess or Deficiency of Revenues over Expenditures				\$35,350
Other Sources of Funding (5000)				\$0
Net Asset Balance (Fund Balance)				\$35,350
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				11%
Percentage of Funding Contributed to Reserve Balance (Total Rev - Total Exp / Total Rev = >5%)				11%

Operational Year 1

Charter School Name: Franklin Discovery Academy		Fiscal Year: 2016-2017					
First Operational Year		100% Enrollment		75% Enrollment			
Number of Students: 400		400		300			
Grade Configuration: K-2							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$55,000		\$41,250			
Student Activities		\$0		\$0			
Other		\$0		\$0			
Total Revenue From Local Sources (1000)		\$55,000		\$41,250			
State Educational Funding		\$2,004,257		\$1,435,734			
Implementation Grant		\$0		\$0			
Total Revenue from State Sources (3000)		\$2,004,257		\$1,435,734			
Lunch and Breakfast Reimbursement		\$52,000		\$39,000			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$52,000		\$39,000			
No Child Left Behind (NCLB)		\$70,000		\$52,500			
Total Revenue from Federal Sources (4000)		\$174,000		\$130,500			
Private Grants & Donations:		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans: (Commercial, Contributions, Donations, Other, specify)		\$0		\$100,000			
Prior Year Carryforward		\$35,350		\$35,350			
Total Revenue from Other Sources (5000)		\$35,350		\$195,350			
Total Revenue		\$2,268,607		\$1,742,834			
Expenditures							
--- SALARIES ---							
10.131	Salaries - Teachers (Lab Directors)	7.00	\$45,000	\$315,000	7.00	\$45,000	\$315,000
10.131	Salaries - Teachers (Teacher/Mentors, K teachers)	7.00	\$20,000	\$140,000	5.00	\$20,000	\$100,000
10.161	Salaries - Teacher Aides and Paraprofessionals (Academic Coaches)	50.00	\$7,360	\$368,000	33.00	\$7,360	\$242,880
Total 10 (1000)-INSTRUCTION Salaries (100)				\$823,000			\$657,880
21.141	Salaries - Attendance and Social Work Personnel (School Counselor)	1.00	\$40,000	\$40,000	0.75	\$38,000	\$28,500
Total 21 (2100)-STUDENT SUPPORT Salaries (100)				\$40,000			\$28,500
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT (Tech Director)	1.00	\$50,000	\$50,000	1.00	\$50,000	\$50,000
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$50,000			\$50,000
24.121	Salaries - Principals and Assistants	1.00	\$75,000	\$75,000	1.00	\$75,000	\$75,000
24.152	Salaries - Secretarial and Clerical	1.00	\$22,000	\$22,000	0.50	\$22,000	\$11,000
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION (Program Manager)	1.00	\$35,000	\$35,000	0.50	\$35,000	\$17,500
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)				\$132,000			\$103,500
26.100	Salaries - Operation & Maintenance of Facilities			\$0			\$0
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)				\$0			\$0
31.100	Salaries - FOOD SERVICES	2.00	\$21,000	\$42,000	1.50	\$21,000	\$31,500
Total 31 (3100)-FOOD SERVICES Salaries (100)				\$42,000			\$31,500
45.100	Salaries - Building Acquisition			\$0			\$0
Total 45 (4500)-BUILDING ACQUISITION Salaries (100)				\$0			\$0
TOTAL - ALL SALARIES (100)				\$1,087,000			\$871,380
--- BENEFITS ---							
TOTAL - ALL RETIREMENT				\$0			\$0
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$82,300	10%		\$65,788
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$4,000	10%		\$2,850
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	10%		\$5,000	10%		\$5,000
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	10%		\$13,200	10%		\$10,350
31.220	Social Security - FOOD SERVICES	10%		\$4,200	10%		\$3,150
TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF				\$108,700			\$87,138
10.240	Insurance (Health/Dental/Life) - INSTRUCTION (only full-time eligible)	13%		\$40,950	6%		\$18,900
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	13%		\$5,200	6%		\$1,710
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	13%		\$6,500	6%		\$3,000
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	13%		\$17,160	6%		\$6,210
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	13%		\$5,460	6%		\$1,890
TOTAL - ALL INSURANCE (Health/Dental/Life)				\$75,270			\$31,710
TOTAL - ALL OTHER BENEFITS (specify)				\$0			\$0
TOTAL ALL BENEFITS (200)				\$183,970			\$118,848
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - INSTRUCTION (Engage! program)			\$120,000			\$60,000
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT (contracted special ed services)			\$55,000			\$41,250
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT (Training)			\$25,000			\$12,000
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION (CPA & Annual Audit)			\$17,000			\$12,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES (Janitor)			\$18,000			\$15,000
45.300	Purchased Prof & Tech Services - BUILDING ACQUISITION			\$2,500			\$2,500
TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)				\$237,500			\$142,750
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services			\$400,000			\$395,000
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$400,000			\$395,000
--- OTHER PURCHASED SERVICES ---							
26.500	Other Purchased Services - OPERATION & MAINT OF FACILITIES						
26.500	Other Purchased Services - BUILDING ACQUISITION						
TOTAL - ALL OTHER PURCHASED SERVICES (500)				\$0			\$0

--- SUPPLIES ---					
10.600	Instructional Supplies - INSTRUCTION (Learning Labs)			\$7,000	\$7,000
10.641	Textbooks - INSTRUCTION			\$32,000	\$23,680
21.600	Supplies - STUDENT SUPPORT SERVICES			\$500	\$500
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT			\$500	\$500
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			\$2,200	\$1,000
24.600	Supplies - SCHOOL ADMINISTRATION			\$6,500	\$4,875
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$1,000	\$500
31.600	Supplies - FOOD SERVICES			\$2,000	\$2,000
31.630	Food - FOOD SERVICES			\$52,000	\$39,000
TOTAL - ALL SUPPLIES (600)				\$103,700	\$79,055
--- PROPERTY ---					
31.780	PROPERTY - Depreciation - Capital Equipment Purchase Loan Expense			\$46,000	\$35,000
45.733	Furniture and Fixtures			\$15,000	\$11,250
45.734	Technology Equipment			\$15,000	\$15,000
TOTAL - ALL PROPERTY (700)				\$76,000	\$61,250
--- OTHER OBJECTS ---					
TOTAL - ALL OTHER OBJECT (Revolving Loan Payback)				\$50,000	\$45,000
10.810	Dues and Fees			\$5,250	\$3,938
TOTAL - ALL DUES AND FEES					
TOTAL - OTHER OBJECTS (800)				\$55,250	\$48,938
Total Building Acquisition & Instruction (4500)					
830	Interest				
840	Redemption of Principal				
Total Other financing sources (uses) and other items				\$0	\$0
1000	Total Local			\$55,000	\$41,250
3000	Total State			\$2,004,257	\$1,435,734
4000	Total Federal			\$174,000	\$130,500
TOTAL REVENUES				\$2,233,257	\$1,607,484
100	Salaries			\$1,087,000	\$871,380
200	Employee Benefits			\$183,970	\$118,848
300	Purchased Professional and Technical Services			\$237,500	\$142,750
400	Purchased Property Services			\$400,000	\$395,000
500	Other Purchased Services				
600	Supplies			\$103,700	\$79,055
700	Property			\$76,000	\$61,250
800	Other Objects			\$55,250	\$48,938
TOTAL EXPENDITURES				\$2,143,420	\$1,717,221
Excess or Deficiency of Revenues over Expenditures				\$89,837	-\$109,736
Other Sources of Funding (5000)				\$35,350	\$135,350
Net Asset Balance (Fund Balance)				\$125,187	\$25,614
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)				6%	2%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)				4.02%	-7%
Necessary Closure Fund (2 months Purch Prop Serv + Other)				\$75,875	\$73,990

**CHARTER SCHOOL WORKSHEET
FY 2013-2014**

*****PROJECTION ONLY*****

TEMPLATE

School Name	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	100	0.55	55
Estimated ADM (1-3)	300	0.9	270
Estimated ADM (4-6)	0	0.9	0
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		0
Special Ed ADM (K)	10		
Special Ed ADM (1-12)	30		
Special Ed (Self-Contained)	0		
Number of Teachers (K-12)	12		
Number of Teachers (7-12)	0		
WPU Value	\$2,899		(Except for CTE Add-on and Special Ed.)
No. of Teachers (FTE) (CACTUS)	10		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
Low Income Students-prior year	0		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	325.0000	\$ 942,175
Professional Staff	0.05700	18.5250	\$ 53,704
Restricted Basic School:			
Special Ed-Add-on	1.0000	35.5000	94,395
Spec. Ed. Self-Contained	1.0000	0.0000	-
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		100,272
Total WPU Programs		379.0250	\$ 1,190,545
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 14,263
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		14,144
Enhancement for Accelerated Students	\$6.65 per student		2,660
Other			
School Land Trust Program	\$37.68 per student		6,132
Reading Achievement Program	\$15.33 per student-Guarantee Program		-
	\$1.49 per K-3 student		-
	\$30.82 per low income student		-
	\$100 per student		40,000
Charter Administrative Costs			52,150
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		6,208
ESA School Administrators	\$3,104 per qualified administrator		394
Library Books and Resources	\$0.98616 per student	400	675,600
Local Replacement Dollars	Average \$1,689 per student		\$ 811,551
Total Non-WPU			2,160
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	12	2,160
		0	-
Total One Time			2,160
ESTIMATED Total All State Funding			\$ 2,004,257
Steps one through three get \$250; steps four or higher get \$175			
Steps one through three get \$200; steps four or higher get \$150			
Questions: Call Cathy Dudley @ 538-7867			
Updated 04-09-13			

Operational Year 2

Charter School Name: Franklin Discovery Academy		Fiscal Year: 2017-2018					
First Operational Year		100% Enrollment		75% Enrollment			
Number of Students: 500		500		375			
Grade Configuration: K-6							
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$68,750		\$51,563			
Student Activities				\$0			
Other				\$0			
Total Revenue From Local Sources (1000)		\$68,750		\$51,563			
State Educational Funding		\$2,559,605		\$1,922,528			
Implementation Grant		\$0		\$0			
Total Revenue from State Sources (3000)		\$2,559,605		\$1,922,528			
Lunch and Breakfast Reimbursement		\$65,000		\$48,750			
Donated Commodities (CNP)		\$0		\$0			
Restricted Federal Through State		\$0		\$0			
Programs for the Disabled (IDEA)		\$65,000		\$48,750			
No Child Left Behind (NCLB)		\$87,500		\$65,625			
Total Revenue from Federal Sources (4000)		\$217,500		\$163,125			
Private Grants & Donations:		\$0		\$0			
Source(s) (specify)		\$0		\$0			
Loans: (Commercial, Contributions, Donations, Other, specify)		\$0		\$0			
Prior Year Carryforward		\$125,187		\$25,614			
Total Revenue from Other Sources (5000)		\$125,187		\$25,614			
Total Revenue		\$2,971,041		\$2,111,267			
Expenditures							
--- SALARIES ---							
10.131 Salaries - Teachers (Lab Directors)		7.00	\$50,000	\$350,000	7.00	\$46,000	\$322,000
10.132 Salaries - Substitute Teachers (Teacher Mentors & K teachers)		10.00	\$25,000	\$250,000	8.00	\$25,000	\$200,000
10.161 Salaries - Teacher Aides and Paraprofessionals (Academic Coaches)		62.00	\$7,500	\$465,000	45.00	\$7,500	\$337,500
Total 10 (1000)-INSTRUCTION Salaries (100)				\$1,065,000			\$859,500
21.141 Salaries - Attendance and Social Work Personnel (School Counselor)		1.00	\$42,000	\$42,000	1.00	\$41,000	\$41,000
Total 21 (2100)-STUDENT SUPPORT Salaries (100)				\$42,000			\$41,000
22.100 Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT (tech director)		1.00	\$52,000	\$52,000	1.00	\$51,000	\$51,000
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$52,000			\$51,000
24.121 Salaries - Principals and Assistants		1.00	\$77,000	\$77,000	1.00	\$76,000	\$76,000
24.152 Salaries - Secretarial and Clerical		1.00	\$28,000	\$28,000	0.50	\$25,000	\$12,500
24.100 Salaries - Other 2400-SCHOOL ADMINISTRATION (program manager)		1.00	\$37,000	\$37,000	0.50	\$35,000	\$17,500
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)				\$142,000			\$106,000
31.100 Salaries - FOOD SERVICES		2.50	\$22,000	\$55,000	2.00	\$22,000	\$44,000
Total 31 (3100)-FOOD SERVICES Salaries (100)				\$55,000			\$44,000
Total 45 (4500)-BUILDING ACQUISITION Salaries (100)				\$0			\$0
TOTAL-ALL SALARIES (100)				\$1,356,000			\$1,011,500
--- BENEFITS ---							
10.210 Retirement - INSTRUCTION		4%		\$14,000	0%		\$0
21.210 Retirement - STUDENT SUPPORT		4%		\$1,680	0%		\$0
22.210 Retirement - INSTRUCTIONAL STAFF SUPPORT		4%		\$2,080	0%		\$0
24.210 Retirement - SCHOOL ADMINISTRATION		4%		\$5,680	0%		\$0
31.210 Retirement - FOOD SERVICES		4%		\$2,200	0%		\$0
TOTAL - ALL RETIREMENT				\$25,640			\$0
10.220 Social Security/FICA/UNEMP/WCF - INSTRUCTION		10%		\$106,500	10%		\$85,950
21.220 Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT		10%		\$4,200	10%		\$4,100
22.220 Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT		10%		\$5,200	10%		\$5,100
24.220 Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION		10%		\$14,200	10%		\$10,600
31.220 Social Security - FOOD SERVICES		10%		\$5,500	10%		\$4,400
TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF				\$135,600			\$110,150
10.240 Insurance (Health/Dental/Life) - INSTRUCTION		14%		\$49,000	7%		\$22,540
21.240 Insurance (Health/Dental/Life) - STUDENT SUPPORT		14%		\$5,880	7%		\$2,870
22.240 Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT		14%		\$7,280	7%		\$3,570
24.240 Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION		14%		\$19,880	7%		\$7,420
31.240 Insurance (Health/Dental/Life) - FOOD SERVICES		14%		\$7,700	7%		\$3,080
TOTAL - ALL INSURANCE (Health/Dental/Life)				\$89,740			\$39,480
TOTAL - ALL OTHER BENEFITS (specify) (recognition programs)				\$15,000			\$0
TOTAL ALL BENEFITS (200)				\$265,980			\$149,630
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300 Purchased Prof & Tech Services - INSTRUCTION (Engage1 program)				\$150,000			\$97,500
21.300 Purchased Prof & Tech Services - STUDENT SUPPORT (contracted special ed services)				\$65,000			\$45,500
22.300 Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT (Training)				\$50,000			\$35,000
24.300 Purchased Prof & Tech Services - SCHOOL ADMINISTRATION (CPA & Annual Audit)				\$32,000			\$22,400
26.300 Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES (Janitor)				\$20,000			\$14,000
TOTAL-ALL PURCHASED-PROF.&TECH-SERVICES (300)				\$317,000			\$214,400
--- PURCHASED PROPERTY SERVICES ---							
26.400 Purchased Property Services				\$430,000			\$420,000
TOTAL-ALL PURCHASED-PROPERTY SERVICES (400)				\$430,000			\$420,000
--- OTHER PURCHASED SERVICES ---							
TOTAL-ALL OTHER PURCHASED SERVICES (500)				\$0			\$0
--- SUPPLIES ---							

10.600	Instructional Supplies - INSTRUCTION			\$7,000		\$5,250
10.641	Textbooks - INSTRUCTION (\$60/each)			\$30,000		\$22,500
21.600	Supplies - STUDENT SUPPORT SERVICES			\$2,000		\$1,500
22.600	Supplies - INSTRUCTIONAL STAFF SUPPORT			\$2,000		\$1,500
22.644	Library Books - INSTRUCTIONAL STAFF SUPPORT			\$1,500		\$1,125
22.650	Periodicals - INSTRUCTIONAL STAFF SUPPORT			\$500		\$375
22.660	Audio Visual Materials - INSTRUCTIONAL STAFF SUPPORT			\$5,000		\$3,750
24.600	Supplies - SCHOOL ADMINISTRATION			\$8,000		\$6,000
26.600	Supplies - OPERATION & MAINT OF FACILITIES			\$500		\$375
31.600	Supplies - FOOD SERVICES			\$2,250		\$1,688
31.630	Food - FOOD SERVICES			\$65,000		\$48,750
45.644	Library Books-New Libraries - BUILDING ACQUISITION & INSTR			\$12,500		\$9,375
TOTAL - ALL SUPPLIES (600)				\$136,250		\$102,188
--- PROPERTY ---						
31.780	PROPERTY Depreciation - Captial Equipment Purchase Loan Expense			\$46,000		\$34,500
45.733	Furniture and Fixtures			\$30,000		\$10,000
45.734	Technology Equipment			\$35,000		\$10,000
45.739	Other Equipment (Music program expansion)			\$35,000		
TOTAL - ALL PROPERTY (700)				\$146,000		\$54,500
--- OTHER OBJECTS ---						
TOTAL - ALL OTHER OBJECTS (Revolving Loan Payback)				\$50,000		\$40,000
10.810	TOTAL - ALL DUES AND FEES			\$6,800		\$4,000
TOTAL - OTHER OBJECTS (800)				\$56,800		\$48,000
Total Building Acquisition & Instruction (4500)				\$0		\$0
Total other financing sources (uses) and other items				\$0		\$0
1000	Total Local			\$68,750		\$51,563
3000	Total State			\$2,559,605		\$1,922,528
4000	Total Federal			\$217,500		\$163,125
TOTAL REVENUES				\$2,845,855		\$2,137,215
100	Salaries			\$1,356,000		\$1,101,500
200	Employee Benefits			\$265,980		\$149,630
300	Purchased Professional and Technical Services			\$317,000		\$214,400
400	Purchased Property Services			\$430,000		\$420,000
500	Other Purchased Services			\$0		\$0
600	Supplies			\$136,250		\$102,188
700	Property			\$146,000		\$54,500
800	Other Objects			\$56,800		\$44,000
TOTAL EXPENDITURES				\$2,708,030		\$2,086,218
Excess or Deficiency of Revenues over Expenditures					\$137,825	\$50,998
Other Sources of Funding (5000)					\$125,187	\$25,614
Net Asset Balance (Fund Balance)					\$263,011	\$76,612
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)					9%	4%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev =>5%)					5%	2.4%
Necessary Closure Fund (2 months Purch Prop Serv + Other)					\$81,133	\$77,333

CHARTER SCHOOL WORKSHEET

FY 2013-2014

*****PROJECTION ONLY*****

TEMPLATE

School Name			
Average Daily Membership			
Estimated ADM (K)	100	0.55	55
Estimated ADM (1-3)	300	0.9	270
Estimated ADM (4-6)	100	0.9	90
Estimated ADM (7-8)	0	0.99	0
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School	0		
Special Ed ADM (K)	10		
Special Ed ADM (1-12)	40		
Special Ed (Self-Contained)	0		
Number of Teachers (K-6)	16		
Number of Teachers (7-12)	0		
WPU Value	\$2,899		(Except for CTE Add-on and Special Ed.)
No. of Teachers (FTE) (CACTUS)	13		
School Administrators (CACTUS)	2		
Prior Year WPUs	0		
Low Income Students-prior year	180		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	415,000	\$ 1,203,085
Professional Staff	0.05700	23,650	68,576
Restricted Basic School:			
Special Ed--Add-on	1,000	45,500	120,985
Spec. Ed. Self-Contained	1,000	0,000	-
Special Ed Pre-School	1,000	0,000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$250.68 per K-8 ADM		
Total WPU Programs		484,150	\$ 1,517,985
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$37.63 per WPU		\$ 18,219
Special Populations			
Enhancement for At-Risk Students	\$35.36 per student		17,680
Enhancement for Accelerated Students	\$6.65 per student		3,325
Other			
School Land Trust Program	\$37.68 per student		18,840
Reading Achievement Program	\$15.33 per student-Guarantee Program		6,132
	\$1.49 per K-3 student		
	\$30.82 per low income student		5,548
	\$100 per student		50,000
Charter Administrative Costs (ESA)	\$5,215 per qualified educator plus benefits		67,795
ESA-School Administrators	\$3,104 per qualified administrator		6,208
Library Books and Resources	\$0.98616 per student	500	493
Local Replacement Dollars	Average \$1,689 per student		844,500
Total Non-WPU			1,038,739
One Time			
Teacher Materials/Supplies ^{1,2}	\$180 per eligible F.T.E.	16	2,880
		0	-
Total One Time			2,880
ESTIMATED Total All State Funding			
			\$ 2,559,605

¹Steps one through three get \$250; steps four or higher get \$175
²Steps one through three get \$200; steps four or higher get \$150
 Questions: Call Cathy Dudley @ 538-7667 Updated 04-09-13

Appendix D: Background Information and Affidavits

Background Information

Jennifer Price

Role with school: Founding Board Member & Chair of the Board
Expertise: Instructional design and technology, business management

Statement of Intent:

I look forward to seeing the fulfillment of a life-long dream when Franklin Discovery Academy opens. I feel like the education and experiences I've had in life so far have been perfect preparation to help in the foundation of a charter school. I have an MBA and over 20 years of business experience. I also have a master's degree in instruction design and a love for designing and developing curriculum. I spent much of my adult life starting and managing different organizations before getting married and becoming the mother of two small children. Although opening a school had long been a dream, having these two kids providing the motivation and fire to make it happen. They are amazing little people who deserve my best and the best education the state can offer them.

Not-for-Profit History:

I served on the Utah County Art Board for two years. I also organized and implemented fundraising activities for the Hawaii Children's Cancer Foundation. I have taught various classes for different organizations, including employment workshops for BYU-Hawaii and a design class for BYU.

Employment History:

Most of my career was spent working for two different organizations. First, I started my own printing company at 19 years old while I lived in Hawaii. I built the business from the ground up performing duties from janitor to financial accountant to press operator before selling the business in 1997 in order to finish my education. After moving to Utah I began work for BYU. I started as an assistant supervisor but was able to propose and receive approval to start BYU Academic Publishing. I started this division from scratch and built it into a 2 million dollar per year operation. At the same time, I was also given management responsibilities for all of the book areas and responsibility for a 20 million per year budget.

Education History:

PhD Candidate, Instructional Psychology and Technology, expected graduation 2016, BYU
MS in Instructional Psychology and Technology, August 2012, BYU
MBA, August 2005, Marriott School of Management, Brigham Young University
BA in English, August 2003, Brigham Young University

Julie Chacon

Role with school: Founding Board Member & co-chair
Expertise: Life-skills coaching, social work, counseling

Statement of Intent:

As a founder and board member of Franklin Discovery Academy, I have a deep interest in the principles and philosophies that the school is developed and shaped by. I intend to use my knowledge and expertise to create a charter school that will benefit our students, their families, and the community.

Not-for-Profit History:

I have volunteered and worked at several nonprofits organizations. Currently, I am working at Intermountain Health Care (IHC), which is a non-profit healthcare system, as a social worker in case management. In this occupation I work with individuals, families and medical personal to provide support and transitional care. Included with this is making sure we are in compliance with accrediting boards, state, and federal law.

My employment at Deseret Industries included working with and building relationships with several community-based nonprofit organization. Having connections to nonprofit services in the community that Franklin Discovery Academy resides will benefit our students, family, parents, and the school.

As a volunteer and intern for over two years at the Center for Women and Children in Crisis, I had the opportunity to work in recruitment. This included increasing the number of volunteers as well as improving retention of volunteers. I will be able to use the skills and abilities to obtain and retain parental volunteers at Franklin Discovery Academy. Additionally, I have volunteered at several nonprofit organizations including the Provo School District elementary school, the Utah State Hospital, the Family Treatment Center, Los Angeles Food Banks, and Project Read of Long Beach.

Employment History:

Currently I work as a social worker in case management and crisis social work for IHC. At Highland Ridge Hospital in Midvale Utah (2012-2013), I worked on the adolescent unit, assisting adolescents and their families during times of crisis. As a member of a multi-disciplinary treatment program, I assist in coordinating care as well as communicating with parents/legal guardians. I looked forward to bringing my skills in coordination and crisis management to Franklin Discovery Academy.

As a Development Specialist at Deseret Industries (2006-2012), I assisted clients with improving employment through education, internships, skills training and vocational counseling. I worked on the development and implementation of new training programs including an English as a Second Language program and skills training.

Education History:

- I am currently licensed with the State of Utah as a Certified Social Worker with license # 8046438-3502. I have completed several ongoing workshops and trainings including substance abuse training, child abuse reporting, and rehabilitation counseling
- MSW, May 2011, California State University Dominquez Hills, community health emphasis
- BA in Psychology with a minor in business, April 2006, Brigham Young University

Wendy Porter

Role with school: Founding Board Member and co-vice chair

Expertise: Blended Learning, Law, Networking, Curriculum Design, Group Organization/Leadership

Statement of Intent:

Following graduation from law school, I worked as an attorney at a law firm ranked as one of the 100 most prestigious law firms in the world. I represented major corporate clients in areas including contract law, corporate organization and finances, tort law, and property law. I wanted to take my legal experience and use it to further my goals to serve as a community and organization builder and teacher mentor. My conclusion was that I would obtain a degree–formal expertise in education, to organize an exceptional charter school, manage its legal and pedagogical aspects with my legal and educational expertise, and, thus, build the community by serving the children with effective teaching and mentoring.

Accordingly, I gained admittance and have recently graduated from Brigham Young University's Instructional Psychology and Technology PhD program. I have published/been accepted for publication in the areas of educational technology trends and blended learning implementation. I have also acted as an independent consultant regarding secondary education accreditation requirements in Utah, developed a model educational technology implementation plan for the Greaves Group, and assisted in developing the curriculum for a blended learning professional development course.

I hope to use my legal and pedagogical training and experience as a community/organization builder and teacher/mentor to serve the Founding Board in developing an exemplary charter school that will effectively serve the children in our community.

Not-for-Profit History:

I have organized and manage large-scale operations and events as a member of non-profit boards and leadership teams. With the following experiences in (1) the operation and management of a nonprofit groups and organizations, (2) serving on governing boards (including a charter school governing board), and (3) organizing and managing individuals and events, I hope to serve effectively as a founding board member of this school.

Employment History:

Selected Experience in Education & Academic Programs/Operations:

- Department of Instructional Psychology and Technology, Brigham Young University, Researcher, 2011-Present
 - Researched and published logistics of implementing blended learning at an institutional level
- Center for Teaching and Learning, Brigham Young University Organizer/Researcher, 2011-2013
 - Organized, executed, and evaluated a university-wide exposition of the university's new learning management system
 - Blended Learning Initiative, McKay School of Education, Brigham Young University Curriculum Developer, 2012
 - Developed curriculum and online content for a blended learning professional development course

Selected Experience in Law/Finances:

- Bryan Cave, LLP, Phoenix, AZ Attorney, 2007-2009
 - Represented banks, corporations, and individuals as a civil litigation associate at a Vault 100 law firm

- United States District Court, District of Utah, Justice David Sam, Judicial Intern, 2007
 - Primary researcher and initial author in the court’s decision regarding an entity’s First Amendment rights

Education History:

- **Ph.D.** Instructional Psychology & Technology, Brigham Young University (2011-2014)
- **J.D.** Law, Brigham Young University (2004-07), Cum laude, Convocation Speaker
- **B.A.** History (major), Political Science (minor), Brigham Young University (1998-2003)

Pamela Bayles Luke

Role with school: Founding Board Member, Secretary

Expertise: Curriculum Design, Elementary Education, Music, Spanish

Statement of Intent:

I am honored to serve on the governing board for Franklin Discovery Academy and will do everything I can to see that it successfully fulfills its mission. The expertise I bring to the board is multi-faceted and highly concentrated in the education field as I have teaching experience on both the elementary and higher education level. This includes 2nd grade, Spanish to grades K-5, and Educational Psychology and Child Development for elementary education majors. However, becoming a mother is the richest experience I’ve ever had as far as better understanding how children learn. I am extremely committed to the ideas expressed in this application. I believe they fill a void that has long existed in public education and am excited to see how they will change children’s lives and prepare them to fill their unique niche in the world.

Not-for-Profit History:

As a professional educator, I chose to teach in charter schools. This was a deliberate decision as I had experiences in a variety of traditional public schools while completing a degree in elementary education and felt that charter schools provided a better environment for all involved in the educational process. My experience in relation to operating and managing a nonprofit corporation is, therefore, limited to my role as a teacher. However, this is an extremely important perspective in operating a charter school. I have, however, led organizations designed to serve and benefit children. In my church organization I served as the president of a group of adult volunteers to serve and teach 100+ children (those between the ages of 18 months and 11 years) about our religious beliefs. I currently serve as the Cub Master in our neighborhood Cub Scout Pack, organizing monthly activities for boys ages 8-10 and their families.

Employment History:

As a second grade teacher, I used provided materials and my own ideas to create a curriculum for the year. Through continued evaluation of my processes, I was able to develop a very effective organizational system for that curriculum. When I became the Spanish Specialist at another school, I found that there was no set curriculum in place. Thus, I spent part of my prep time each week creating one. In addition, I have been the executive assistant to the CEO’s of two small businesses. I learned different things from each about what is required to be successful in that arena. My background in financial management includes working as a bookkeeper for a title company. At present, I continue to gain experience in personal financial management as I work with my husband to maintain and improve our family budget.

Education History:

- MS in Instructional Psychology and Technology, August 2010 – April 2014, Brigham Young University
- BA in Elementary Education, August 2004 – April 2007, Utah State University
- AA in General Education, August 1999 – April 2001, Snow College

Audrey Bridgstock

Role with school: Founding Board Member & co-chair

Expertise: Public School Teacher

Statement of Intent:

I am a founder and board member of Franklin Discovery Academy. As a co-author of this application, I have a personal interest in our application and the principles it contains. I have provided my full consent with each aspect of the application, and I intend to have my own children attend Franklin Discovery Academy.

Not-for-Profit History:

This is my first not-for-profit experience.

Employment History:

During my time as a highly-qualified, licensed public school teacher, I attained my ESL endorsement and fulfilled the roles of Literacy Coordinator and Testing Coordinator for my school. I taught honors classes, regular classes, and remedial reading classes. Through my experience in a public school, I gained personal insight into aspects of education that are working and that are not working. I have spent the last two years as a stay-at-home-mom. During these years, I have had time to reflect on ways I could have met challenges in the classroom more productively. I look forward to bringing my knowledge and acumen to Franklin Discovery Academy.

Education History:

- BA in English Education with honors, Utah Valley University, 2009.
- ESL Endorsement, August 2011.
- Level II licensing requirements, Spring 2012.

Teresa Haws

Role with school: Founding Board Member

Expertise: Business Administration

Statement of Intent:

I am a founder and board member of Franklin Discovery Academy. My expertise is in business administration with 20 years of experience in areas such as purchasing, internal auditing, sales floor management, process auditing, and general management. I am committed to this application as it has been written and intend to use my management background to provide fiscal guidance, sound process management, and resource support for Franklin Discovery staff and administrators.

Not-for-Profit History:

This is my first not-for-profit experience; however, I have extensive experience in creating processes and managing people and financial resources. I currently manage a product fulfillment/retail center for a privately held multi-level marketing company where I have used my skills to create a business model that has no industry parallel. It's creative, fun, efficient, high energy, and very successful. I see these skills easily transferring to the charter school environment.

Employment History:

My first management experience was operating a small retail store while finishing up my undergraduate degree at BYU. I hired and supervised, created sales reports, managed cash handling procedures, and ran the entire operation for my employer who lived in a different part of the state. My experiences since then have included purchasing, process management, internal auditing, and directing a multi-million dollar business whose processes and workflow I have created. I have the respect of my work team and the complete confidence of the executive owners of the business I work for. The work environment I provide for my team is supportive, fun, and very goal-oriented. While I do bring a sound "numbers" and fiscal management background, the most important part of my skill set is an ability to create an environment of success and growth. I have also had plenty of opportunities to diffuse difficult situations, make hard decisions, and interact with literally thousands of people. These various skills and experiences will each aid in creating a charter school environment that is not only financially viable and "efficient", but also supportive of the growth of staff and students and fun to attend. I'm excited for the creative challenge the Franklin Discovery Academy presents at this point in my life and career.

Education History:

- MBA, Brigham Young University's Marriott School of Management, 2004.
- BA Political Science with a minor in Family Science, BYU 1997.

Russell Duncan

Role with school: Founding Board Member

Expertise: Educator, instructional designer, educational technologist

Statement of Intent:

When I was given the opportunity to participate as a founder of Franklin Discovery Academy, I jumped at the chance. From my experience and learning in UVU's education program, I knew this is exactly the opportunity I was looking for to apply my skills and knowledge in the field of education. I'm excited to be involved in Franklin Discovery, as I believe we are making something special and meaningful. In preparing the application, my main contributions were to the governing board and organizational structure of the school.

Not-for-Profit History:

My non-profit experience largely consists of activities related to my church, which includes involvement in the Boy Scouts of America – as both a scout and as a leader – and two years' service as a full-time missionary in Australia. This will be my first experience as a founding member of a charter school.

Employment History:

For the past three years I have worked as a technical support engineer and technical writer at an industry-leading technology company. The company was started 15 years ago by my father and his

brother so I have seen it grow quite a bit over the years. What began as a family business has evolved into a global company. I've witnessed its growth and development firsthand so I am familiar with the challenges that face small- to medium-sized organizations. As part of my job, I was assigned to work on our product documentation, and my job responsibilities also involved training end-users and resolving issues via phone and email. I also worked as an intern in the state legislature. While my time there was brief, I was exposed to the complexities of the legislative process, budget management, and public policy making.

Education History:

- BS in History Education in 2013, Honors from UVU, with a minor in Political Science.
- As a student teacher, I taught five sections of US History.
- Beginning fall semester 2014, I will begin a master's program in Learning Technology and Instructional Design at Utah State University.

Daniel L. Randall

Role with school: Founding Board Member

Expertise: Curriculum development, instructional systems design, educational technology

Statement of Intent:

Many studies, and my own experiences in education, show that individualized instruction and the mentor/tutor system can produce extraordinary results if implemented correctly. The charter for this school provides an excellent framework that should support these instructional strategies. As such, I believe this school will have the potential to provide transformative educational experiences.

My ability to support this school as a member of the board derives from the strong background I have in instructional design, teacher education, and educational technology integration. As a board member, I will be able to provide expert guidance in designing the specialized curriculum the school will implement.

Not-for-Profit History:

My experience with operating a non-profit organization is limited, with the exception of performing financial services (budget creation, tracking expenses, financial audits, etc.) in my local church. I do have experience in organizational management and operation. I have managed multiple projects and people to successfully meet organization requirements and goals. I also do freelance work as a side business that requires me to manage resources, including finances.

Employment History:

Teaching. As an undergraduate teaching major, I student taught history classes at Springville High School. After graduating with my B.A. and subsequent studies in the United Kingdom, I returned to the country in the middle of the school year and took a position as an "Assistant Teacher" at Reagan Academy, a charter school in Springville, UT. After completing that school year at Reagan, I worked as a substitute teacher in both secondary and elementary schools in the Provo area so I had more time to prepare for graduate school. As a graduate student, I taught a technology integration course for secondary education majors at BYU for four and a half years. Over the course of that time, I taught using a traditional, blended, online, and an open online format. I have also co-taught three graduate level courses (Instructional Print Design, The Learning Infrastructure, and Creativity in Education). I have mentored several undergraduate and graduate students who worked as my Teaching Assistants.

Instructional Design. I worked for BYU-Hawaii for four months in 2010 as an instructional designer. My primary role was to help build out their new online program by designing and building online courses. Over the past five years, I have worked for several departments and professors at BYU to assist them in improving their instructional design, helping to create assessments, and other similar projects. One project that is applicable to my involvement with this charter school was the creation of a series of training videos on how to implement Professional Learning Communities (PLCs) in elementary and secondary schools. One of my current projects is helping to create a PLC simulation for secondary education majors to better prepare them to collaborate with other teachers once they enter the field. Over the past year and a half I have also designed, implemented, and am now managing a system of rigorous digital badges based on technology competencies. These badges are being used in undergraduate courses in BYU's department of Instructional Psychology and Technology to help scaffold student learning as well as to recognize their accomplishments. This badge system has received international recognition. Finally, I have also done freelance instructional design and instructional video production work for local businesses.

Educational Research. I have worked as a research assistant at BYU for over five years. During that period I have been involved in several studies, and co-authored a number of publications and presentations on numerous topics, including how to teach collaborative innovation, teaching and measuring creativity, using project-based learning in education, the design and use of Open Badges (a type of digital badge), and using the Canvas LMS by Instructure.

Education History:

- A.S. at BYU-Idaho, 2004, in general studies.
- B.A. in History Teaching with a minor in Jewish Studies, BYU, 2007.
- After finishing my courses at BYU, I had the opportunity to attend the University of Cambridge (England) through the Pembroke-Kings Programme, a non-degree seeking, two-month program for international students.
- PhD Candidate, Instructional Psychology and Technology, BYU expected graduation 2015.

Cindy Busard

Role with school: Founding Board Member

Expertise: Business Administration

Statement of Intent:

As one of the founders and board members of Franklin Discovery Academy, I am committed to all parts of this application. I have given my critique, proofreading skills and support to the creation of this application and to the future of Franklin Discovery Academy.

Not-for-Profit History:

Although I currently work for Brigham Young University and have served as a missionary for my church, both non-profit institutions, this is my first direct governing involvement with a non-profit organization.

Employment History:

During my time as a full-time student from 1988-1993, I worked in several positions that were educationally based. I graded remedial English papers, taught a remedial English class, was the Honors program secretary, and performed research for two professors. I also worked in the Reading-Writing

Center where my duties included tutoring mostly non-native English speakers on their writing skills, working with native English speakers on a variety of items, and supervising the other student employees which included managing their work schedules. I privately tutored students and taught an ESL class to visiting Japanese High School students. I held other leadership positions as a resident assistant in one of the dorms and as a student lead at the largest tourist attraction in Hawaii. After leaving school, I worked in the printing industry for six years, learning the various parts of the business but focusing mostly on typesetting and design. For the past 13 years, I have been employed by Brigham Young University in the Academic Publishing Department. I am responsible for working with faculty and departments to create and compile course packets and custom books for classroom use. My main duties include determining the copyrighted nature of the material and clearing permission for use. I also work on design and digital compilation, and proofreading custom books for grammatical and contextual errors.

Education History:

I currently have six credits remaining to complete my BA in English with a minor in Creative Writing from Brigham Young University–Hawaii. All but 21 of my undergraduate credits were completed while in attendance fulltime at BYUH from 1988-1993. During the 13 years of my fulltime employment at Brigham Young University in Provo, Utah, I have been able to take fifteen of the needed credits at BYU that I will then transfer back to BYUH to put towards my degree. Although I have yet to receive my Bachelor’s degree, I have worked in the printing industry and in higher education during the 21 years since leaving school.

Jana Duncan

Role with school: Non-voting Board Advisor

Expertise: Instructional Design

Statement of Intent:

My background is in Instructional Design, where I have spent time considering the best methods for teaching and learning, educational research, and the role of technology in education. Also, I naturally look to improve processes and efficiency. I am anxious to put to good use my various experiences related with education to assist in creating and sustaining this charter school.

Not-for-Profit History:

This is my first experience serving in a non-profit organization. However, I have had several opportunities to volunteer in service organizations, including serving as a secretary in university-level student government, serving as a graduate school student organization president, and serving in leadership positions in my community. I am familiar with the time and effort that is required for the success of any worthy organization.

Employment History:

I have had several opportunities to be involved with education and business management as part of my career path that have given me experience that will be helpful in the creation of a charter school. Serving as a substitute teacher in public schools has given me an insight into the intimate classroom setting and the interactions there. I have also had opportunities to design instruction and training for government organizations, higher education and businesses, addressing a variety of issues, including technology use for students with special needs, simulations, needs analyses, product design, and marketing. I am currently working as an Instructional Designer for the Church of Jesus Christ of Latter-day Saints, designing instruction for a worldwide audience including members of many ages.

Education History:

- BA / BS in Computer Science and Music, May 2008, Southern Virginia University
- MS in Instructional Psychology and Technology, August 2010, BYU
- PhD Candidate in Instructional Psychology and Technology, BYU

Gerald Price

Role with school: Non-voting Board Advisor

Expertise: Physician, Business

Statement of Intent:

I function as an advisor to the board. I bring to the board experience in managing business as well as personnel. I also have a varied educational history that allows me to understand the importance of a strong educational foundation. I understand the importance of individualized learning. I feel that Franklin Discovery Academy will help children to maximize their educational foundation and hope to help maximize such a learning atmosphere.

Not-for-Profit History:

My non-profit experience is limited. I was a member of the medical staff at Peterson Memorial Hospital, Kerrville, Texas. While on the staff, I participated in the Quality Assurance and Review committee. The focus of the committee was peer review and continued quality improvement process in the hospital. I have experience starting and running my own medical practice. In that capacity I had to budget and focus on cost and prioritize what was needed. I feel that that this practical experience will carry over to advising this non-profit entity.

Employment History:

- 1994-2000: Physician in the United States Air Force: I was a doctor and officer in the Air Force and as such was involved in patient care. My other duties included management of various departments, assisting in oversight of occupational medicine- this sometime required knowledge of and compliance with various statutes, readiness and deployment preparedness and implementation of numerous program changes.
- 2000-2004 Combined Internal Medicine/Pediatrics Residency, University of Texas Medical Branch, Galveston, Texas
- 2004- 2010 Solo medical practice: Opened and managed my solo medical practice. I cared for patients as well as ran the business side of the office. I hired, managed employees and oversaw the purchasing of materials for the practice. During this time I also planned and had constructed a medical office building for that practice. I left this successful practice to relocate to Utah after I married my wife.
- 2011- present Physician with Care Medical: Internal Medicine Physician focused on inpatient care. In addition to patient care I have opportunities at the hospitals to provide input and planning on patient care programs.

Education History:

- BS Chemistry, 1990, Baylor University, Waco, Texas
- MD, Medical Doctor 1994, University of Texas Health Sciences Center San Antonio, San Antonio, Texas
- MBA Masters Business Administration, 2013, Brigham Young University, Provo, Utah