

AMENDMENT REQUEST

Utah State Charter School Board

Charter schools are public schools governed by independent boards and held accountable to a legally binding written contractual agreement with their charter authorizer. The Utah State Charter School Board (SCSB) is a statutory charter authorizer charged with authorizing, monitoring, evaluating, and holding accountable charter schools to compliance with federal and state laws, rules, and regulations, and their contractual agreement. If a time comes when a charter school governing board requires a change to its charter, then the contractual agreement may be modified by mutual agreement of the charter authorizer and the governing body of the school.

Amendment requests, including all required attachments and supporting documentation, are due electronically the first Wednesday of the month preceding the month of the State Charter School Board meeting. A schedule of State Charter School Board meetings can be found at <http://schools.utah.gov/charterschools/State-Charter-School-Board.aspx>. Incomplete requests will not be considered.

Prior to inclusion on the agenda, the State Charter School Board recommends charter school governing boards schedule an appointment with State Charter School Board staff to discuss the request and provide clarification to any staff questions. Appointments can be scheduled by emailing jo.schmitt@schools.utah.gov

1. Charter School Freedom Preparatory Academy

Website www.freedomprep.net

Board Chair Daniela Alvarez Email dalvarez@freedomprep.net

School Administrator Lynne Herring Email lherring@freedomprep.net

2. The charter school is located in which school district(s)? Provo School District

3. Name(s) and title(s) of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.

Submitted to Ronda Mortensen (person) who works at Alpine School District

School District on July 1, 2016. Signature: [Signature]

Submitted to Shelley Shelton (person) who works at Provo School District

School District on July 1, 2016. Signature: [Signature]

4. Duly elected or appointed governing board members of the school, with titles.

Daniela Alvarez- CAO
Robert Merrill- CFO
Paul Baltes- general seat
Heather Day-general seat
Steven Lord- general seat
Catherine Bramble- general seat

5. School mission and purpose(s) (limited to one page):

Freedom Preparatory Academy empowers students to become effective communicators, critical thinkers and ethical and passionate leaders through a broad, rigorous curriculum, participation in school activities and community outreach. With a focus on college preparation life-long learning, students will experience a challenging atmosphere while building a foundation for global success. Freedom Preparatory Academy will have a positive and measurable impact in the local community and beyond by providing an education of the highest quality to students who will go on to become leaders in their family, community, business, and society.

6. Requested amendment to charter agreement (check all that apply). Provide requested details and supporting documentation as outlined for each amendment.

Requires Utah State Board of Education (USBE) Approval (2-3 months)

SCSB actions:

- SCSB staff reviews amendment request and redline charter application to ensure consistency;
- SCSB considers request at future meeting as an action item on the agenda;
- If approved, SCSB staff completes paperwork required for consideration at a future USBE meeting;
- If approved, governing board and SCSB sign an addendum to the original charter agreement outlining the agreed upon changes; and
- USBE sends letter of approval to school.

_____ **Change to school mission or purpose(s).** Include a redline version showing new additions and ~~removed language~~ in school mission and/or purpose(s). Include revised table of contents if applicable. In **Attachment 1**, describe the process the governing board followed when making this decision, as well as why a change to mission and/or purpose(s) is necessary for the governing board to meet the terms and conditions in its contractual agreement.

_____ **Waiver from Board Rule** _____ (include rule number and title). In **Attachment 1**, describe why the waiver is necessary to meet the mission and/or purpose(s) of the school and help the governing board meet the terms and conditions in its contractual agreement.

 X **Expansion of student enrollment or grade levels served.** Indicate the number of students in grade K, 1 – 6, 7 – 8, and 9 – 12 being requested. In **Attachment 1**, describe whether or not this expansion of student enrollment will require a new facility or a significant structural change to an existing facility. If so, provide the date when the documents pertaining to the financing of the facility project will be submitted to the SCSB for advice and the projected date the facility will be completed.

Requests for new students or grades will not be accepted after July 1 for the next school year (e.g., requests for SY2017 must be submitted before July 1, 2016).

New students or grades requested. (Copy and complete this information for all school years that new students are requested. Only include the new students or grades requested for that specific year. SY2017 is the 2016-2017 school year.)

SY _____ 2017-2018 _____ Grade K: _____ 240 _____ Grades 7 – 8: 260 _____
Grades 1-6: _____ 1300 _____ Grades 9-12: _____ 370 _____

Requires State Charter School Board Approval (1-2 months)

SCSB actions:

- SCSB staff reviews amendment request and redline charter application to ensure consistency;
- SCSB considers request at future meeting either as an action item on the agenda or as part of the consent calendar;
- If approved, governing board and SCSB sign an addendum to the original charter agreement outlining the agreed upon changes; and
- SCSB sends letter of approval to school.

_____ **Change to curricular or instructional emphasis, including educational program or methods of instruction.** Include a redline version showing new additions and ~~removed language~~ in educational program or methods of instruction. Include revised table of contents if appropriate. In **Attachment 1**, provide supporting documentation of new, evidence-based choice, as well as anticipated improvement in student performance.

_____ **Relocating to a new school district or municipality.** *Operational schools* must provide evidence supporting the decision to move, including minutes from the board meeting where parents and student provided feedback and the projected impact on enrollment in **Attachment 1**. *Planning year schools* must provide a detailed market analysis of newly proposed location, including corresponding capital facility plan (**Attachment 1**) and revised budget for the planning year and first three operational years (**Attachment 2**).

_____ **Matriculation agreement.** In **Attachment 1**, describe the purpose for the matriculation agreement and provide a copy of the school's proposed matriculation agreement signed by all participating charter school(s).

_____ **Change to effectiveness goals, performance measures, or accountability plan (original agreement) or Exhibit A (new agreement).** Include a redline version showing new additions and ~~removed language~~ in contractual agreement performance measures and provide supporting documentation for the requested change as **Attachment 1**. Include revised table of contents if appropriate.

_____ **Postponement of opening year.** In **Attachment 1**, describe the reason for postponing the school's opening year. In **Attachment 2**, provide a copy of the revised budget for the planning year and first three operational years. Include additional supporting documentation as necessary.

_____ **Change to Bylaws, Articles of Incorporation, or contractual agreement specific to number of board members or board member election / appointment process.** Include a redline version showing new additions and ~~removed language~~ in Bylaws as **Attachment 1**.

_____ **Removal of original application sections (requires policies or written procedures).**

Include a redline version showing ~~removed language~~ and revised table of contents as **Attachment 1**. Provide policy addressing topic, including effective date and excerpt from board minutes at which policy was approved or provide procedure addressing topic and statement granting authority to administration to manage the procedure (**Attachment 2**).

NOTE: Policies, procedures, and minutes can be provided through a specific hyperlink to the exact policy, procure, or minutes. Example list of applicable application sections below. SCSB staff will review policy or procedure for compliance with state law and board rule.

- Job descriptions for educators and administration, including business administrator
- Selection of Education Service Providers
- Financial performance and sustainability goals
- Board performance and stewardship goals
- Student achievement levels for assessments no longer required by USBE (e.g., end of level CRT, IOWA, DWA, etc.)
- Acceptable use and social media policy
- Extra-curricular activities and fee schedules
- Opportunities for parental involvement
- Background information sheets and resumes
- Elementary assessments
- Graduation requirements
- Special Education program description
- Admission (including lottery policies) and dismissal procedures or suspension/expulsion procedures
- Procedures to review complaints
- Educator qualifications
- Fiscal procedures or purchasing policies & procedures
- Employee termination or terms and conditions of employment
- Employee evaluation
- Employment of relatives
- School closure plan

_____ **Decrease grades served or student enrollment.** In **Attachment 1**, provide the reduction in enrollment, by grade, or list of removed grades served, and summarize the governing board's discussion that led to the decision to reduce grade levels or number of students served.

_____ **Removal of original application sections (administrative language).** Include a redline version showing ~~removed language~~ and revised table of contents as **Attachment 1**. Example list of applicable application sections below. *NOTE: SCSB staff will review redline to ensure removed language complies with the list below.*

- Course catalog or master course list
- Lesson plans
- Calendar / master schedule / bell schedule
- Planning year, operational years, and contingency budgets
- Detailed business plan
- Organizational structure (not including governing board)
- Insurance
- Library plan
- Technology plan
- Administrative services
- Market analysis
- Capital facility plan
- Additional information/Letters of support

_____ **Other.** Please describe amendment requests that do not fall into any identified category above. Provide details and supporting documentation as appropriate. Additional information may be requested following review and request may require SCSB or USBE approval.

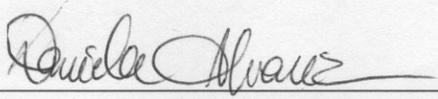
7. Additional information you would like the SCSB to consider:

8. Complete *Charter Contractual Agreement Goals* table. Include goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if charter agreement was signed in June 2016 or later). Contact jo.schmitt@schools.utah.gov for a copy of the Charter Fidelity Monitoring Report or Exhibit A. If the school is not meeting all of its charter contractual agreement goals, then include the governing board's corrective action plan as **Attachment 3**. (Corrective action plan limited to two pages.)

Charter Contractual Agreement Goals

Instructions: Insert charter school goals found in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if charter agreement was signed in June 2016 or later). Make certain to include the section and page number where this information can be found. Insert rows as needed.

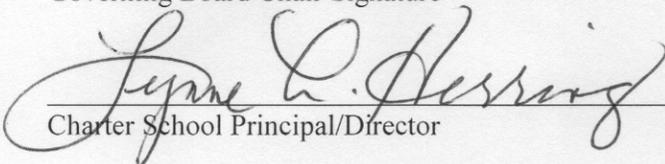
Measure	Metric	Board Goal	Performance 2 Years Prior	Performance Prior Year	Performance Current Year



Governing Board Chair Signature

07/01/16

Date



Charter School Principal/Director

7/1/16

Date

Charter Fidelity Monitoring Review Survey

School	Freedom Academy
Year of Review	FY15
Board Chair	Daniela Alvarez
Key Administrator	Lynne Herring

Thank you for participating in the school's Charter Fidelity Monitoring Review. The purpose of this review is to assist a Governing Board in familiarizing itself with the Charter Agreement (CA) on file with the State Charter School Board (SCSB), and to evaluate a school's compliance with that contractual agreement. The SCSB is required by law to "annually review charter agreements" and ensure charter schools "comply with their charter agreements" (R277-481-3 and U.C.A. 53A-1a-501.6). The data collected in this survey will be used in a School Report for the benefit of the Governing Board, and it will be used in aggregate form in the SCSB 'Charter School Performance Standards: Charter Fidelity' report to report on charter fidelity to the State Charter School Board to fulfill their statutory obligations.

There are two anticipated outcomes of this process: (1) The school's Governing Board may want to amend the CA to reflect school practice; or (2) the school's Governing Board may want to amend school practice to meet the details of its contractual agreement.

Survey is due by March 30, 2015.

Please submit a completed copy of the Survey via email to:

Joe Heywood

USOE Charter Schools

Joseph.heywood@schools.utah.gov

Goals in the Charter

As a Governing Board, please provide a single answer to each question attached to each Goal from the school's CA. The page number from the CA is provided after each Goal - page numbers correspond to the charter document on file with the SCSB. If the school's CA provided a Goal Target, this is also listed after the Goal. Goals were identified as "Goals" only if they were labeled and written as such in the CA. Please answer Yes or No for each question.

Goal 1: 93% attendance each school year. (CA, p.7)

Target: 93%

	Answer these questions as a Governing Board for the Goal (includes Goal Target) above:	Y/N
A	Is this currently a school Goal in use?	Y
B	Does the Governing Board measure or track school performance for this Goal?	Y
C	Did the Governing Board meet this Goal in the last complete school year?	Y
D	After a SMART analysis, is this a SMART Goal?	Y
E	Does the Governing Board want to revise or eliminate this Goal in the CA?	N
F	Does the Governing Board want to transform school practice to begin working on this Goal?	N

Goal 2: 100% of all Academy students meet or exceed the state proficiency level in Science. (CA, p.7)

Target: 100%

	Answer these questions as a Governing Board for the Goal (includes Goal Target) above:	Y/N
A	Is this currently a school Goal in use?	Y

B	Does the Governing Board measure or track school performance for this Goal?	Y
C	Did the Governing Board meet this Goal in the last complete school year?	N
D	After a SMART analysis, is this a SMART Goal?	Y
E	Does the Governing Board want to revise or eliminate this Goal in the CA?	N
F	Does the Governing Board want to transform school practice to begin working on this Goal?	N

Goal 3: 100% of all Academy students meet or exceed the state proficiency level in Mathematics. (CA, p.7)

Target: 100%

	Answer these questions as a Governing Board for the Goal (includes Goal Target) above:	Y/N
A	Is this currently a school Goal in use?	Y
B	Does the Governing Board measure or track school performance for this Goal?	Y
C	Did the Governing Board meet this Goal in the last complete school year?	N
D	After a SMART analysis, is this a SMART Goal?	Y
E	Does the Governing Board want to revise or eliminate this Goal in the CA?	N
F	Does the Governing Board want to transform school practice to begin working on this Goal?	N

Goal 4: 100% of all Academy students meet or exceed the state proficiency level in Language Arts. (CA, p.7)

Target: 100%

	Answer these questions as a Governing Board for the Goal (includes Goal Target) above:	Y/N
A	Is this currently a school Goal in use?	Y
B	Does the Governing Board measure or track school performance for this Goal?	Y
C	Did the Governing Board meet this Goal in the last complete school year?	N
D	After a SMART analysis, is this a SMART Goal?	Y
E	Does the Governing Board want to revise or eliminate this Goal in the CA?	N
F	Does the Governing Board want to transform school practice to begin working on this Goal?	N

Goal 5: 95% of all Academy students will participate in state-mandated testing. (CA, p.7)

Target: 95%

	Answer these questions as a Governing Board for the Goal (includes Goal Target) above:	Y/N
A	Is this currently a school Goal in use?	Y
B	Does the Governing Board measure or track school performance for this Goal?	Y
C	Did the Governing Board meet this Goal in the last complete school year?	N
D	After a SMART analysis, is this a SMART Goal?	Y
E	Does the Governing Board want to revise or eliminate this Goal in the CA?	N
F	Does the Governing Board want to transform school practice to begin working on this Goal?	N

Key Elements of the Charter (making up the unique Mission/Vision/Purpose of the school)

As a Governing Board, please provide a single answer to each question attached to each Key Element (KE) from the school's CA. The page number from the CA is provided after each Key Element – page numbers correspond to the charter document on file with the SCSB. Please answer Yes or No for each question.

KE 1: Freedom Preparatory Academy [FPA] empowers students to become effective communicators, critical thinkers and ethical and passionate leaders through a broad, rigorous curriculum, participation in

school activities and community outreach. With a focus on college preparation life-long learning, students will experience a challenging atmosphere while building a foundation for global success. Freedom Preparatory Academy will have a positive and measureable impact in the local community and beyond by providing an education of the highest quality to students who will go on to become leaders in their family, community, business, and society. (CA, p.3)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 2: To maintain an optimal educational environment, FPA will have a maximum of 25 students per class. Specialty and elective classes, such as physical education and music, may have larger per class enrollments. (CA, p.4)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 3: The Academy provides a rigorous academic curriculum built upon the Core Knowledge Sequence, the Spalding Method for Language Arts, and Saxon Mathematics. They define the institution and all other curricula support and complement these. (CA, p.4, 5)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 4: Secondary curriculum includes Utah Core requirements for graduation and other such programs including online options as deemed suitable by the administration. (CA, p.5)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 5: The education of each and every child is central to the Academy. With this in mind, the curriculum is teacher-directed and allows the teacher the freedom to exercise his or her skills, talents, and judgment. (CA, p.5)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 6: To meet the individual educational needs of the students, the Academy adjusts the curriculum to the strengths of each student through its leveled mathematics program, and as recommended by the Special Education teacher to meet state and federal laws. (CA, p.5)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	Y

KE 7: The Executive Director, in conjunction with an Education Committee (when functioning), evaluates the curriculum, methods, and materials used at the Academy, and rectifies any weaknesses. The Director also recommends curriculum changes to the Board that support or supplement the Curriculum. (CA, p.5)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 8: FPA is a goal-driven organization that continually evaluates its progress in order to maintain an atmosphere of achievement and excellence. Thus, goal-setting and progress evaluation are important components of administrative processes at the school. These processes provide opportunities to make adjustments to policies, programs, or operations in ways that facilitate excellence. (CA, p.6)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 9: Annual short and long-term goals for the Academy at large are established each year by the Board. Progress against these goals is reviewed by the Board at least twice annually where necessary adjustments may be made. (CA, p.6)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 10: Goals for students are also set annually (some mandated by state requirements) and progress against these goals is assessed as often as necessary to keep progress on track. (CA, p.6)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 11: Student evaluation tools include but are not limited to the following instruments: state testing, curriculum tests, teacher evaluations, oral and written assessments, portfolios and projects. (CA, p.7)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 12: Great teaching is vital to Great Education and FPA keeps a lean Administrative staff, devoting its resources primarily to quality teaching. (CA, p.7)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

KE 13: The Executive Director oversees the appropriate use of all volunteers within the school. Each committee within the school keeps the Director informed of its activities and receives his or her approval for such activities. Each class has a room parent who, with teacher approval, coordinates volunteerism in the classroom. With Director approval and input, the PTO coordinates volunteerism in the school, unless other arrangements are made by the Director. (CA, p.9)

	Answer these questions as a Governing Board for the Key Element above:	Y/N
A	Is this currently a Key Element in the charter school?	Y
B	Does the Governing Board measure or track this Key Element to ensure its existence?	Y
C	Does the Governing Board want to revise or eliminate this Key Element in the CA?	N
D	Does the Governing Board want to transform school practice to incorporate this Key Element?	N

Board Stewardship Questions

Please answer the following two questions regarding Governing Board stewardship over the charter school's Board Bylaws and the school's CA, and the Board's stewardship over proper amendment processes for changes made to a school's CA. All amendments must follow the school authorizer's amendment process.

Does the language in Board Bylaws and the Charter Agreement align without contradiction? Y/N	
Have all active Charter Agreement amendments been authorized by the State Charter School Board? Y/N	Y
Are there any significant current school practices not detailed or authorized in the current Charter Agreement? Y/N	N

Best Practices

As a Governing Board, please identify 2-5 "Best Practices" as important unique elements of your Charter Agreement, Mission, Vision, and/or purpose that your school excels with in practice [i.e. if your music education program is identified in your charter and is thriving; if your partnership with a university is

identified in your charter and is thriving; if your mission to educate low income students is identified and thriving]. This is a section for the Board to identify and highlight innovative or successful school practices.

1	Our school lays key foundational skills for all students through the use of successful programs and curriculum school-wide.
2	Our high behavioral and leadership expectations along with academic achievement are the focus of daily teaching and learning, delivered by highly qualified educators.
3	The state recognitions for Freedom Prep's Title I program for the past several years for high progress and high performance validate the effectiveness of school efforts working with struggling young students in reading. Our goals to reach all students include rigorous work to assure that all students meet or exceed the baseline data each year in state testing.
4	Parents as partners create the culture within our school community that assures success at every level. High yearly volunteer hours demonstrate the effectiveness of this effort and strengthen the core values of educational success for every stakeholder.
5	Governing Board and administrators work in tandem to reach goals, assure success of student achievement and guard the vision and mission of the Academy.

Additional Survey Notes

If there are any aspects of this Survey the Governing Board would like to provide additional written information on, please do so in the space provided.

This survey addresses our most recently amended charter. As with all vibrant and successful organizations, Freedom Prep is currently in the process of requesting a satellite campus from the state and the current charter may be revised to reflect that expansion upon approval thereof at a future date.