

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 chartering entity. The Utah State Charter School Board (SCSB) is a statutory chartering entity 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 chartering entity and the governing body of the school.

Amendment requests, including all required attachments and supporting documentation, are due electronically no later than three weeks prior to the upcoming 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.

1. Charter School Aristotle Academy
Website www.aristotleacademyk8.org
Board Chair Michael Westover Email michaelawestover@gmail.com
School Administrator Kent Fuller Email kfuller@aristotleacademyk8.org
2. The charter school is located in which school district? Alpine
3. Duly elected or appointed governing board members of the school, with titles.
Michael Westover – Board Chair
Alan Shino – Board Vice-Chair
Angie Peterson – Secretary
Chris Vollmer – Treasurer
Robert de Ruyter – Board Member
4. Requested amendment to charter (check all that apply). Provide requested details and supporting documentation in Attachment 1. If the request requires a budget, use the same format as required AFR budget and include as Attachment 2.

_____ **Waiver from Board Rule** _____ (include rule number and title). Describe why the waiver is necessary to meet the mission of the school and help the governing board meet its contractual agreement.

_____ **Change to Bylaws specific to number of board members or board member election / appointment process.** Include a redline version showing new additions and removed language in Bylaws.

- _____ **Expansion of student enrollment.** Indicate the number of students in grade K, 1 – 6, 7 – 8, and 9 – 12 being requested. Will this expansion of student enrollment require a new facility or a significant structural change to an existing facility (i.e., requires a USOE facility project number)? If so, provide a detailed facility plan. Also provide a copy of the projected budget for all years where student growth is planned.
- _____ **Postponement of opening year.** Describe the reason for postponing the school’s opening year. Provide a copy of the revised budget for the planning year and first three operational years. Include additional supporting documentation as necessary.
- _____ **Change to contractual agreement performance measures.** Include a redline version showing new additions and ~~removed language~~ in contractual agreement performance measures and provide supporting documentation for the requested change.
- _____ **Change to educational program or methods of instruction.** Provide supporting documentation of new, evidence-based choice, as well as anticipated improvement in student performance.
- _____ **Relocating to a new school district (operational school) or municipality (planning school).** Operational schools must provide evidence supporting the decision to move. Planning schools must provide a detailed market analysis of newly proposed location, including corresponding capital facility plan and revised budget for the planning year and first three operational years.
- _____ **Matriculation agreement.** 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 name of school.** Provide the school’s proposed new name and provide a statement of understanding of requirement to submit paperwork for and receive change of name with IRS.
- _____ **Decrease grades served or student enrollment.** Summarize the governing board’s discussion that led to the decision to reduce grade levels or number of students served.
- _____ **Acceleration of approved growth model, with no additional students.** Briefly describe the need for an acceleration of growth model approved for a future school year.
- _____ **Change grade configuration, with no additional students.** Provide evidence of the school’s ability to provide a high-quality education to new grade(s). Examples of evidence include course catalog, assessment calendar, teacher licensure and endorsement requirements, current UCAS report, etc.
- _____ **Technical corrections.** Include a redline version showing new additions and ~~removed language~~. Technical corrections include changes such as spelling, grammar, title for school employees, name of committees / groups, etc. It may also include re-ordering sections of the application for improved readability and use by the governing board.
- X **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.

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

MISSION:

To provide excellence in the fundamental academic skills of reading, writing and math and the ability to reason about the world for the purpose of making good citizens.

PURPOSE:

The goal of the school is to provide each student with a learning environment that is clear, focused, predictable, safe, challenging and structured. The school will seek to improve each student's level of achievement each year by providing research proven methods and curriculum to its students and teachers. Each student's progress in reading and math will be tracked and they will be provided with challenging material to continue to improve their progress each year.

6. Complete *Minimum Standard* and *Charter Contractual Agreement Goal* tables and provide statement of school adherence to State Charter School Board minimum standards and charter agreement, as found in R277-481 and contractual agreement, respectively. Include governing board corrective action plan where appropriate. (Corrective action plan(s) limited to two pages.)

Minimum standards

<i>Indicator – Board performance & stewardship</i>		
Measure	Metric	Board Performance
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission.	0
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.	92%
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks as of date of amendment request submission.	100%

<i>Indicator – Financial performance and sustainability</i>		
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings in prior fiscal year	1
Current assets to total annual operating expenses	$\frac{\text{Current Assets}}{\text{(Total Annual Operating Expenses} + 360\text{)}}$	40.9

Charter Contractual Agreement goals

Instructions: Insert all charter school goals found in your charter agreement with the State Charter School Board which are not found in other indicator areas. Make certain to include the section and page number where these measures, metrics, and board goals can be found. Also, include the fiscal year for the board performance value. Insert rows as needed.

Measure	Metric	Board Goal	Board Performance
Section 21 Library- pg165 Reference materials in library 2- Library committee. Review units of study, make reports, NAAS certification 3-Awards committee	Numbers of library books and reference materials. Committee formation	The library will: 1) be a repository of knowledge. 2) promote academic excellence, 3) promote a love of learning	Due to low enrollment last year, only a fraction of the money budgeted for the library was available. We are a year behind and will work towards goals as funding allows. The library is up and running, and a committee is in place.
Sec. 22 Technology - pg174 Numbers of computers Other hardware (projectors etc) Web site	Numbers of computers for each group. Amount of other hardware Functional Web site	Provide technology to: 1)Admin and teachers 2) students (labs) 3) communicate w/ parents	Computers and support hardware was purchased for administration, teachers, and one computer lab. The web site and teacher emails provide avenues for parent communication

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



Governing Board Chair Signature

11/20/13
Date



Charter School Principal/Director

11-20-2013
Date

Aristotle Academy Amendment Request
November 20, 2013

Part A:

We have 3 sections to make minor modifications of the current charter agreement that do not change the mission or purpose of the school.

Section 3 Pg. 10.

* This change will allow us to focus on SAGE formative and SAGE summative assessments.

Remove: ~~Aristotle Academy will continue to use the Iowa Test of Basic Skills even though Utah has discontinued it.~~

Class Size Reduction and Charter Schools pg. 17

* This change will give us flexibility in how and where we teach our break out groups. The change from break out group to leveled group is semantic and aligns with current group instruction semantics.

Remove strike outs. Additions in red font.

Many educators and parents support lower class sizes. Aristotle Academy has reviewed the class size literature and has developed a best case scenario for fiscal responsibility, student achievement and teacher morale.

1. Class size reduction has been shown to increase student achievement when the class size is between 15 - 18 students. Fiscally it is not possible to reduce class sizes for the entire day to this level. Aristotle Academy will use small ~~class~~ **leveled group** sizes of ~~10~~ **5 – 15** students per group for reading and math break out groups.
2. Small changes in class size from 30 - 25 or even from 25 - 20 appear to not increase student achievement. The reduction in class sizes from 30 to a number of less than 18 for the entire day would significantly endanger the school's ability to operate within a balanced budget.
3. Class size reduction has been shown to be most effective in reading and math areas in the lower grades. The reading and math breakout ~~classes~~ **leveled groups** of ~~15~~ **5 – 15** students will be used for 1st - 5th grades.
- ~~4. Reduction in student/teacher ratio alone does not change achievement, only the number of children in a classroom with an educator appears to increase student achievement. Math and reading break out groups will be held in separate rooms to decrease distraction and allow the reading and math aide to focus on individual students.~~

4. Benefits of ~~lower class sizes~~ **leveled groups** reported by teachers appear to be summarized by the literature as:

- ~~☑ Students and teachers have adequate classroom space to access materials and services.~~
- ~~☑ There is less noise in the classroom with fewer students and therefore fewer distractions~~
- ~~☑ Less time spent on classroom management and more time spent on instruction~~

- ☐ Individualized instruction based on student needs
- ☐ Early recognition and intervention in learning problems
- ☐ Higher teacher satisfaction

~~Though not reducing class size to 15 students per classroom for the entire day, Aristotle can address each of the issues above by using other methods to achieve the same results.~~

- ☐ Classroom design in large classroom spaces can ensure that students and teachers have easy access to materials and services.
- ~~☐ Less noise can be achieved by having well honed classroom management and behavior guidelines. Noise reduction can be built into the space as we renovate and furnish the classrooms.~~
- ☐ Time on instruction can be increased by having better classroom management techniques to improve time on task for all students.
- ☐ Individualized instruction and early recognition and intervention will be provided based on the results of the DIBELS, AIMSWEB or EDUSS **SAGE formative and SAGE summative assessments** or other testing that will enable an individualized plan of improvement to be put in place for each student.
- ☐ Our summer remediation program will greatly increase our students' achievement by providing them with even more opportunities to work in small groups with ~~Mentor~~ teachers.
- ☐ Our teachers will ~~consist of~~ **include** highly qualified ~~Mentor~~ teachers who are teaching but also ~~mentoring~~ **collaborating with** other teachers in the school. The quality of the teacher has been shown to be the most important factor in student achievement. Higher teacher satisfaction will be maintained by providing teachers with the resources they feel they need to be excellent teachers which will include supplies, training, coordination and collaboration with other teachers in the school and continuous feedback of positive results.

~~Teachers will have their full cohort of students in the classroom for a maximum of three hours per day. Parent volunteers will be recruited to assist the teachers with clerical duties to increase teacher satisfaction.~~

Section 9 Fiscal Procedures. Pg 66.

* The board has adopted a new Cash Disbursement Policy in line with USOE suggestions. The strike out portion is no longer within new policy guidelines.

Remove strike out. Add red font.

~~The Purchasing agent may purchase any item with an approved requisition.~~

~~Approval is as follows:~~

- ~~☐ Items less than \$2000.00 can be approved by the Business Manager provided it is within the budget.~~
 - ~~☐ Items over \$2,000 must be approved by the Business Manager and Principal even if budgeted.~~
- The principal must approve all purchases.**

Part B. Additional Amendment Request. Add to section 12 - Comprehensive Program of Instruction. Pg 119

* This section is to formalize our plan to work on a pilot 'Bridge Learning Program' with students attending Aristotle two days per week and the other three days in a home school setting.

* I will include in the email our Bridge Learning Plan document that has been worked on by the Aristotle Board and the USOE Charter Schools office.

Add:

Aristotle Academy may offer a 'Bridge Learning Program' for grades K-8. This program will align with the philosophy of Aristotle Academy, which is to provide excellence in the fundamental academic skills of reading, writing and mathematics. The mission of the Bridge Learning Program is to provide each student with an education that is structured, challenging and tailored to individual student and family needs.

1). The Hillsdale curriculum will be used to complement the Utah State Core curriculum. French will also be taught, as per the charter.

Administration, teachers and parents partner to create a learning environment that is tailored to meet the needs of each student and their family.

2). Common assessments for traditional Aristotle Academy students and Bridge Learning Program students will include DIBELS, SAGE formative and SAGE summative testing. Data from these tests will be used to analyze instructional effectiveness and guide future instruction.

The purpose of the Bridge Learning Program is to help home-school students bridge the gap between their current home school programs and the state core and Aristotle Academy curriculum standards.

The Aristotle Academy Bridge Learning Program falls within the vision/mission of Aristotle Academy in the following ways:

- The program will serve low-income students.
- The program will employ small, skill-based group instruction in reading and math.
- The program will follow the Hillsdale Curriculum Guide to provide sequenced and content rich instruction.
- The program will provide year-round remediation and enrichment.

Implementing the Bridge Learning Program will address the current mission/vision of the school and serve the needs of home-school children and parents. Generally speaking, home-school families have the same income distribution as public school families, but homeschool families tend to have more children than public school families (62% of home school families have 3+ children compared to 43.6% of public school families with 3+children). More home-school families are actually in the “economically disadvantaged” category. Aristotle Academy will, of course, continue to advertise to its current target population, which is 57% economically disadvantaged at present.

The Bridge Learning Program will ensure that curriculum follows the state core and the Aristotle Academy curriculum guide. Aristotle Academy will provide a curriculum orientation to parents and students. The orientation will explain to parents and students how to interpret the curriculum guide to help them create student learning plans coordinated under guidance of a licensed teacher. The orientation will help parents and students understand how they can meet approved curriculum standards. Aristotle Academy does not endorse any particular on-line courses, but parents and students may choose to use them as long as they are aligned to the state core curriculum and Aristotle Academy’s curriculum. Parents choosing to use on-line courses must demonstrate to Aristotle Academy administration how such courses will follow the state core and the Aristotle-approved curriculum. A licensed Aristotle Academy teacher will provide guidance to Bridge Learning students at a ratio of 50:1. The instructor will be available to students 40 hours per week. These hours will be scheduled during the day, evening, and weekends to meet the needs of Aristotle’s Bridge Learning students.

Licensed Teachers will monitor student progress in implementing the Aristotle Academy curriculum.

- Licensed teachers will prepare and deliver tests to monitor student’s progress in attaining mastery of state core and Aristotle Academy curriculum standards.
- Bridge Learning students will be required to take the SRA reading and math skill level tests.
- All students will be required to take all mandatory state testing.
- Student grades will be posted in the electronic grade book for parents to view.
- Formal, in-person Parent/Student/Teacher conferences will be 3 times per year. These formal Parent/Student conferences are in addition to the on-going guidance provided by the licensed teacher.
- The method of delivery of the tests and the frequency of the tests will be determined individually based on student need. The timing and method of delivery will be mutually agreed upon by the parent and the licensed teacher.

Parents are required to track student attendance daily on the school information system and report to the school whenever students are not able to “attend” school (by email or by phone). Bridge Learning students will be required to be in “attendance” for 180 days of the school year unless excused by both a parent and the school. To help ensure attendance, parents will be required to create an attendance plan for students. The licensed teacher will monitor compliance with the attendance plan once approved and will document significant deviations.

Because all Bridge Learning program students are enrolled at Aristotle Academy, they are invited to attend any grade-appropriate classes on campus (prior notification is helpful and necessary for planning purposes). Bridge Learning students may also attend all summer remediation and enrichment classes.

Further, Bridge Learning students may attend any/all field trips. Aristotle Academy PE and music classes are designed to be flexible to meet the needs of Bridge Learning students.

Bridge Learning students must take all required, mandatory tests, both state and school-specific tests. For instance, students must take a mid-year CRT-like assessment in January/February and state core testing in May. Students who don't take mandatory tests will be withdrawn from the Bridge Learning program and will be required to withdraw from Aristotle Academy or enroll in the regular school program.

Each spring, the Aristotle Academy Board of Directors will determine the number of spots to be made available to the Bridge Learning program for the upcoming school year

All IEP processes and procedures will be followed with Bridge Learning students. Interventions will be provided and tracked in the same manner that other Aristotle Academy students with IEPs are served and tracked.

Bridge Learning students must enroll at Aristotle Academy as official students and meet the same curriculum standards and expectations of other Aristotle Academy students. Bridge Learning students and parents must commit to the following:

- Implement SRA Reading Mastery
- Utilize Connecting Math Concepts and Glencoe Math.
- Use Aristotle Academy's literature collection (literature can be checked out from the school library).
- Learn French.
- Check out the Delta Science kits for use.
- Follow Voyages for English Language Arts in grades 3-8.

Parents may use any curriculum supplements and/or supplies to meet history, geography, French, penmanship, and art/music curriculum expectations as long as parents, students, and licensed teacher can show that they meet the state core and Aristotle Academy curriculum standards.

All purchasing will be conducted by the school in conformance with Utah State Purchasing standards.

Aristotle will pay for the following:

- Consumable supplies, based on the learning plan approved by Aristotle Academy
- Durable supplies will be purchased by the school for parents to check out of the library
- Tutoring – from a list of qualified providers as determined by Aristotle Academy
- Classes that relate directly to a Utah Core Curriculum standard for the student's grade level
- Other as determined by the Aristotle administration

The Bridge Learning program will only reimburse parents for supplies and materials that are pre-approved based on the learning plan, which will be jointly created with the licensed teacher and parents. Parents will turn in receipts once per quarter not to exceed a per-student dollar amount approved each year by the Aristotle Academy Board of Directors. Students who test proficient in reading, math, and science on the annual CRT will receive an additional \$250.00 per student to purchase additional curriculum supplies and materials, as necessary, for the upcoming school year.

All receipts must follow the Student Learning Plan and be dated after the student becomes enrolled at Aristotle Academy and prior to Apr 1st of the school year of the expenditure. All receipts for approved expenses must be received by the school prior to June 1st of the end of the school year. Only original receipts will be accepted (with the exception of web printed receipts) for items pre-approved

and identified on Student Learning Plans. Student Learning Plans may be updated a maximum of twice per year.

The program will pay for durable items as related to Student Learning Plans, which follow the state core and Aristotle Academy curriculum, but all such durable items are the property of Aristotle Academy.

Aristotle Academy will not pay for computers or technology. Any/All testing which requires a computer can be taken at the school when a home computer with internet access is unavailable.

Further, Musical instruments will not be paid for by Aristotle Academy, although the cost of rental equipment, such as musical instruments may be covered if such items are included in the Student Learning Plans.

No expenses will be reimbursed for students who withdraw from the Bridge Learning program, even if the expenses were incurred prior to removal from Aristotle Academy.