

# AMENDMENT REQUEST

## Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

1. Charter School North Davis Preparatory Academy
2. Street Address 1591 W. Hill Field Road Phone 801.336.3601
3. City Layton County Davis
4. This is a school located in an area:      ( X ) Rural                      ( ) Urban
5. Chief School Officer Debby Gomberg Phone 801.547.1809
6. The Charter school is located in which school district? Davis
7. List or attach all sponsors and/or founders of the charter school;

<u>Monte Poll</u>	<u>Mornie Sims</u>	_____
<u>Trent Brown</u>	_____	_____
<u>Oscar Aguayo</u>	_____	_____
<u>Kim Valeika</u>	_____	_____

8. List or attach all duly elected, current board directors of the school:

<u>Monte Poll</u>	<u>Rita Alexander</u>	_____
<u>Oscar Aguayo</u>	<u>Kristen Elinkowski</u>	_____
<u>Mornie Sims</u>	_____	_____

9. Requested amendment to charter.

North Davis Preparatory Academy is requesting an enrollment increase of 108 students. North Davis Preparatory Academy currently serves 1000 students K-9. Their grade configuration will remain the same with 108 students being added K-9. This addition in enrollment (approximately 13 students per grade, 7-9) is to allow for 48 more students K-5 and 60 more students 6-9. The additional 60 students 6-9 will allow for more flexibility in offering speciality classes, such as Algebra II (with a very small enrollment) or band (with a large enrollment) while still maintaining on average a low student to

teacher ratio in core curriculum classes. NDPA currently has on staff 1 ½ additional teachers 6-9 in order to maintain a low student to teacher ratio. This will bring NDPA's total enrollment to 1108.

10. a) Summary description of charter school:

NDPA is a successful charter school located in Davis District serving students K-9.

Vision: North Davis Preparatory Academy students develop a love of learning, experience high academic achievement, and enjoy high bi-literate proficiency.

Purpose: To instill in our students a love of learning through enjoyable learning experiences, a progressive educational program in core subjects and a bi-literate curriculum, all in an environment of respect emphasizing a parental involvement, and a strong sense of community.

The goal of NDPA is for students to leave our school bilingual and bi-literate in Spanish and English. We believe we cannot accomplish this by providing Spanish as a foreign language class. Our students use the language to learn something every day in order to become proficient. Our plan is to provide bilingual experiences for our students. North Davis Prep Academy currently employes 11 out of 40 teachers from Spain.

b) How many students will the charter school serve and what grades?

North Davis Preparatory Academy will serve 1108 students in grades K-9.

c) The charter school's current grade configuration is:

Kindergarten through 9<sup>th</sup> grade.

d) Does the charter school's grade configuration align with the local school district configuration?

North Davis Prep Academy is located in Davis School district and has a strong commitment in making sure students transition well from NDPA to a local high school. Therefore NDPA's grade configuration aligns with the local School District configuration.

e) Percentage of minority students at charter school:

Based on the October 1<sup>st</sup> 2008 count, 6% of the students are minorities.

f) Percentage of special education students at charter school:

Based on the October 1<sup>st</sup> 2008 count, 13.5% of the students are in special education.

g) additional information:

25% free and reduced students which is equal to the district average for Davis school district.

11. What makes this school unique or needed?

We have more visiting teachers from Spain than any school in Utah. We are also submitting an application to become an International Spanish Academy.

12. Is the schools' curriculum fully aligned with the Utah State Core Curriculum? If not, in what areas does the school deviate from the Core?

The school's curriculum is fully aligned with the Utah State Core Curriculum.

13. How does the school address the needs of students with disabilities who will need Special Education services?

General Information: NDPA, serving as a Local Education Agency (LEA), will ensure all students with disabilities will receive a Free and Appropriate Education (FAPE) in the Least Restrictive Environment by complying to the guidelines of the Individuals with Disabilities Education Act of 2004 (IDEA). NDPA currently contracts with one special education teacher and a part-time speech therapist to provide services to our students.

Special emphasis in the elementary program will be placed on early intervention strategies in the younger grades. The special educator will employ intervention strategies with students who are identified by the child Assistance Team (CAT). If these interventions fail, multiple appropriate assessments will be done by classroom and/or special educators to determine if students qualify for services. Emphasis in the secondary program will include remediation strategies as well as helping students effectively utilize appropriate accommodations for their disabilities to ensure mastery of core concepts and to pass the UBSCT in high school. If additional related services are required by any student as indicated by an IEP, NDPA will contract with appropriate professional providers. NDPA is a member of a special education consortium of charter schools that has received federal dissemination monies specifically for charter schools. This gives us access to a variety of special education services with which to serve our students.

NDPA is currently participating in the Utah Program Improvement Planning System (UPIPS). We have met all program requirements. We made Adequate Yearly Progress in all years of operation, including subcategory of Students with Disabilities, using both federal NCLB and UPASS standards.

Admission Procedures: All students will be enrolled at NDPA through the normal registration and lottery procedures. The registration form will ask parents to identify students who have previously been receiving Special Education, 504 or ESL services in their neighborhood schools. This identification will allow school personnel to request the student file facilitating appropriate educational services when school begins.

Evaluation: If school personnel and/or the parent determine regular education interventions have been unable to provide educational benefit, then the school will identify and establish interventions for students having educational difficulties. If after a reasonable period of time allowing for on-going informal evaluation, monitoring and documentation of the interventions, the student continues to struggle and the at-risk interventions have proven ineffective, then school personnel may determine a referral for special education evaluation is necessary. If there is reason to suspect the student is eligible for special education and related services due to a disability, the student shall be referred to Special Education for a full and individual initial evaluation based on educational concerns and after parental permission is given to initiate the evaluation. Evaluation procedures/assessments selected and administered will not be discriminatory on a racial or cultural basis. A variety of assessment tools and

strategies will be used to gather relevant, functional, and developmental information about the student, including parental input.

**Eligibility:** Upon the completion of the assessments/procedures, a group of qualified professionals and the parent of the student must determine whether the student is a “student with a disability” as defined in Part B of the IDEA and the State Special Education Rules. The student can be eligible for services in 13 different categories as directed by the categorical criteria and tests. Once a student has qualified for Special Education and related services due to a disability, the “team” will develop an Individual Education Plan, “IEP”, and determine the appropriate educational services to be delivered. There will be a continuum of placements that students with disabilities can be served in. The IEP will be reviewed on an annual basis and the re-qualification for Special Education services will take place every 3 years.

**Case Load:** Case load for Special Education teachers will be in alignment with the State rules – the principal will oversee the caseload of each special educator, taking into account the number of students, the hours of service per student, the pupil/teacher ratio during instruction, and the number of students with severe disabilities in the caseload. Generally speaking, the teacher’s active caseload (head count) for the following resource services shall not exceed:

Resource room, two or more disabilities	35
Communication disorders	60
Hearing impairments	20
Visual impairments	20

**Parent Involvement:** Parental involvement is not only required by law in qualifying a student for Special Education services, but also parents are a critical member of the school team in being allowed to participate in meetings with respect to the identification, evaluation, educational placements, and provisions of a Free Appropriate Public Education for the student. Procedural safeguards in the law ensure parents shall be afforded complete involvement in the student’s educational plan. The law states that the parent shall be part of the IEP team and equal participants along with the school personnel in developing, reviewing, and revising the IEP for their student. Parents play an active role in providing critical information regarding the strengths of their child, participating in discussions about the student’s need for special education and related services and supplementary aids and services, and joining with other participants in deciding how the student will be involved and progress in the general curriculum and participate in state- and school-wide assessments.

**Complaints:** Complaints will be handled within the guidelines established and adopted by USOE and published for review in the State Rules. The complaint must be in writing to the principal and a copy sent to the State Director of Special Education. If the parents are unable to file in writing, they can contact the Principal or State Director for assistance. The complaint must include the key elements identified in the complaint procedures located in the State rules.

**Discipline:** Consistent with the requirements of Part B of the IDEA and the State Rules, the Principal will establish, maintain, and implement policies and procedures for disciplining students with disabilities according to IDEA guidelines and State Rules. Students with disabilities are subject to the following consequences, so long as IDEA procedures are followed strictly:

- Change of placement
- School Removal – ten school days or less
- Alternative appropriate interim educational setting

All rules/guidelines will be followed for conducting Functional Behavioral Assessments and intervention plans where appropriate. Manifestation Determinations will be conducted where indicated. All procedural safeguards will be followed as per the law.

ESY: Extended school year services will be provided to students with disabilities beyond the normal school year, in accordance with the student's IEP, at no cost to the parent of the student, and to meet the standards of USOE. The IEP team will determine, on an individual basis through the IEP process if ESY services are necessary for the student to receive a free appropriate public education.

- 14. Provide a copy of current school year budget and projected budget with amendments.

See Attachment

- 15. Provide a copy of most recent UPASS state academic information. You may attach additional academic information if desired.

See Attachment

- 16. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting?

Academica West is under contract as a management company for Quest Academy. Brad Taylor is the CFO of AW. His resume is attached as "Brad Taylor Resume".

- 17. Provide the name and title of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.

Carolyn Ingles

\_\_\_\_\_  
Charter School Board Representative Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Charter School Principal/Director

\_\_\_\_\_  
Date

## **North Davis Preparatory Academy's Expansion Proposal To Include 7<sup>th</sup>-9<sup>th</sup> graders in 2008-2009**

North Davis Preparatory Academy (NDPA) hopes to add 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders to our school for the 2008-2009 school year. With this addition NDPA will go from a K-6 school to a K-6 / 7, 8, 9 model. 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders will be on the same master schedule, with 9<sup>th</sup> graders receiving credits towards high school graduation. Elements of this model are described below.

**Student Population:** Grades K-6: 700 students  
Grade 7- 100 students  
Grade 8- 100 students  
Grade 9- 100 students  
Total Student Population: 1000

### **Program of Instruction:**

1. NDPA will meet all state requirements and Davis District Requirements.
2. School-wide participation in teacher training and curriculum enhancement will be consistent with the mission and school goals.
3. All 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders will take a full year of Spanish, to continue their bi-lingual education started in the K-6 program.
4. Grades 7 & 8 combined require 12 credits total (10.5 credits in Core areas)

2 Language Arts	2 Math
1.5 Science	1.5 Social Studies
1 Art	1 TLC
1.5 PE/Health	
5. Grade 9 requirements for a smooth transition to a Davis District High School

1 Language Arts	1 Math
1 Science (Biology)	.5 Geography
.5 PE	

9<sup>th</sup> grade students will also have the opportunity to take 2 elective credits, one being Spanish.

### **School Personnel:**

North Davis Preparatory Academy's Detailed Business plan shows the following school personnel for a K-9 school: two office managers and secretarial support, 1 full time certified counselor, 1 full time certified library media specialist for the Jr. High students in addition to their current part-time librarian, a Lead Principal and a Site Administrator, 39 full time teachers, and 3 half-time teachers. The full time counselor, full time library media specialist, and additional administrator meet Northwest Association Accreditation Standards. The K-6 program, with four sections at each grade level and kindergarten being a half day, will require 26 full time teachers. The course offerings attached shows only 13 teachers for the 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> program. Seven of the thirteen teachers do not show a preparation time. This is a *productivity* model. In the *productivity* model, teachers work during their prep time for additional pay. The teacher schedule is shown this way to maximize hiring flexibility. With teachers working during their prep time, the school is more likely to have highly qualified teachers teaching in their respective certified fields. The cost for *productivity* would be equivalent to one half-time teacher. With this plan the Principal still has two half-time teachers they can hire to meet the needs of the whole school. Planning for only 13 teachers

also allows the Principal to match excellent teachers with the curriculum. If a teacher is dual certified in Language Arts and Educational Technology, the schedule could be adjusted. An additional half-time Language Arts teacher could be hired and *productivity* by the Language Arts teacher would not be necessary. Thirteen teacher assistants were included in the business plan, allowing for a minimum of one teacher assistant per grade and three additional school-wide teacher assistants. This does not include those teachers, aides, and intervention assistants represented in the Special Education funding, found on a separate budget sheet. The early intervention assistants shown on the Special Education budget can be used to serve all at risk students in the school.

All teachers will meet highly qualified standards. We hope to hire a Level 4 Math teacher, but will only need a Level 3 Math teacher to meet Northwest Accreditation Standards and Utah Standards of highly qualified.

**Schedule:**

North Davis Preparatory Academy’s academic day for 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders will exceed the state minimum. The academic day does not include lunch and passing periods. Students will have a 30 minute lunch, 3 minute passing periods, and six 60 minute classes. Teachers will be available 45 minutes before and after school for students to access teacher help.

<u>First Lunch</u>			<u>Second Lunch</u>		
Period 1	8:30 - 9:30	60 min	Period 1	8:30 - 9:30	60 min
Passing Period	9:30 - 9:33	3 min	Passing Period	9:30 - 9:33	3 min
Period 2	9:33 - 10:33	60 min	Period 2	9:33 - 10:33	60 min
Passing Period	10:33 - 10:36	3 min	Passing Period	10:33 - 10:36	3 min
Period 3	10:36 - 11:36	60 min	Period 3	10:36 - 11:36	60 min
LUNCH	11:36 - 12:06	30 min	Passing Period	11:36 - 11:39	3 min
Passing Period	12:06 - 12:09	3 min	Period 4	11:39 - 12:39	60 min
Period 4	12:09 - 1:09	60 min	LUNCH	12:39 - 1:09	30 min
Passing Period	1:09 - 1:12	3 min	Passing Period	1:09 - 1:12	3 min
Period 5	1:12 - 2:12	60 min	Period 5	1:12 - 2:12	60 min
Passing Period	2:12 - 2:15	3 min	Passing Period	2:12 - 2:15	3 min
Period 6	2:15 - 3:15	60 min	Period 6	2:15 - 3:15	60 min
		<u>360 min</u>			<u>360 min</u>

### **Sample Course Offerings:**

Attached is a schedule of course offerings by teacher. The schedule represents what subjects need to be offered to meet the credit requirements of 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders. Each teacher is identified as being on a *productivity* model (in bold) or shows a preparation time. The schedule does not represent the periods the classes would be taught. The period a class will be taught is dependent on the scheduling of ability grouping classes, such as Math. The schedule shows three math classes taught for each grade, but the classes taught will include: 7<sup>th</sup> grade math, 8<sup>th</sup> grade math, Pre-algebra, Geometry, and Algebra I. We anticipate that many of our students will take Pre-algebra or Geometry in the 8<sup>th</sup> grade, but we will also allow 9<sup>th</sup> graders to take Pre-algebra if they are not ready for Algebra. Although math is the only Core subject that will be ability grouped, Spanish classes may also be ability grouped, depending on the number of new students to NDPA. We want those students who have been in the NDPA K-6 program to continue to advance as quickly as possible in all aspects of their second language development.

7<sup>th</sup> and 8<sup>th</sup> grade Integrated Science only requires 1.5 credits. We have planned for 7<sup>th</sup> graders to take a full year of Science, with 8<sup>th</sup> graders only taking ½ year allowing 8<sup>th</sup> graders to also take a semester of Art. Art will also be integrated into 8<sup>th</sup> grade Spanish, so the requirement for one year of art in the 7<sup>th</sup> and 8<sup>th</sup> grade will be met through integration and class time.

Some electives taught will be tutorials, if needed. The schedule will also have flexibility within PE classes, these classes can exceed 25 students (not to exceed 35), have a mixture of 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders, and allow for smaller tutorial elective classes, if needed.

We are aware that offering TLC at a small school can be difficult and have contacted other small Charter schools to see how they have implemented TLC successfully.