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.

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

1. Charter School Walden School of Liberal Arts

   Website www.waldenschool.us

   Board Chair Robert Allphin Email robertallphin@hotmail.com

   School Administrator Diana West Email diana@waldenschool.us

2. The charter school is located in which school district? 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 Keith C. Rittel, Superintendent__ (person) who works at Provo School District on October 21st, 2015__ (date).

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

   Robert Allphin-Board President
   Randall Hall-Chief Financial Officer
   Justin Kennington-Trustee
   Matt Turner-Trustee
   Alissa Wheeler, Parent Representative
   Lois Bobo, School Director, non-voting

Diana West, Superintendent, non-voting
Carl Young, High School Director, non-voting
Sharon Beecroft, Middle School Director, non-voting

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

Walden is a place where social, emotional and academic growth are valued equally, a place where students see possibilities, make meaningful choices, take risks, and emerge with a stronger sense of identity, belonging and purpose. It is a place where critical thought, creativity and independence are nurtured; where empathy, cultural awareness and tolerance are valued. Our purpose is to develop capable, globally minded citizens who are dedicated to making positive contributions to society.

On July 1st, 2015, Walden became an International Baccalaureate World School, authorized to deliver the IB Diploma Programme to our high school juniors and seniors. We are currently a candidate school for the IB Middle Years Programme, scheduled for an authorization visit in April of 2016. As an IB World School, Walden embraces IBO's mission as stated below:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

6. Requested amendment to charter (check all that apply). Provide requested details and supporting documentation in Attachment 1. If the request requires a budget, include it as Attachment 2. If the governing board has developed a corrective action plan, include it as Attachment 3.

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

_____ **Change to school mission or purpose(s).** Include a redline version showing new additions and ~~removed language~~ in school mission and/or purpose(s). 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.

__X___ **Waiver from Board Rule** __R-277-911-3 CTE Program Approval_____(include rule number and title). Describe why the waiver is necessary to meet the mission of the school and help the governing board meet the terms and conditions in its contractual agreement.

_____ **Expansion of student enrollment.** Indicate the number of students in grade K, 1 – 6, 7 – 8, and 9 – 12 being requested. Describe whether or not this expansion of student enrollment will 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 (e.g., floor plans, date when the documents pertaining to the financing of the facility project will be submitted to USOE for advice, date when the necessary pre-construction documents will be submitted to USOE for a project number, date the facility project will be completed, etc.). Also provide a copy of the projected budget for all years where student growth is planned.

New students requested (duplicate grade band enrollment information for all school years that new students are requested)

SY_____ Grade K: _____ Grades 7 – 8: _____
Grades 1-6: _____ Grades 9-12: _____

_____ **Expansion of grade levels served, if requested grades will include students in different weighted pupil unit grade level category.** Indicate the new grade levels being requested. Describe whether or not this expansion of grades served will 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 (e.g., floor plans, date when the documents pertaining to the financing of the facility project will be submitted to USOE for advice, date when the necessary pre-construction documents will be submitted to USOE for a project number, date the facility project will be completed, etc.). Also provide a copy of the projected budget for all years where grade level expansion is planned.

New grades requested – check all that apply (duplicate information for all school years that new grades are requested)

SY_____ Grade K: _____ Grades 7 – 8: _____
Grades 1-6: _____ Grades 9-12: _____

_____ **Revolving Loan.** If school is recommended by the Charter School Revolving Account Committee for a loan, then the recommendation requires both SCSB and USBE approval. Loan documentation to the SCSB and USBE will be provided by Charter School Section staff. No additional documentation is required.

Requires State Charter School Board Approval with discussion at meeting (1 month)

_____ **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, including the projected impact on enrollment. 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).

Requires State Charter School Board Approval via consent calendar (1 month)

_____ **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.

_____ **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 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.

Requires Executive Director approval (up to 1 month)

_____ **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.

_____ **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.

_____ **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.

_____ **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. 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. If the school is not meeting any of the SCSB minimum standards or any of its charter contract agreement goals, include governing board corrective action plan as appropriate as Attachment 3. (Corrective action plan(s) limited to two pages.)

Minimum standards

Indicator – Board performance & stewardship			
Measure	**Metric**	**Performance 2013**	**Performance 2014**
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission.	NONE	NONE
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.	95% (Full -time teachers teach electives.)	92% (Full -time teachers teach electives.)
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks as of date of amendment request submission.	100%	100%

Indicator – Financial performance and sustainability			
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings in prior fiscal year	NONE	NONE
Current assets to total annual operating expenses	Current Assets ÷ (Total Annual Operating Expenses)	**0.27** $887,557.82 total current assets $3,340,295.85 Final budget	**.29** $967508.62 total current assets $3321684.38 Final budget

Charter Contractual Agreement goals

Walden's charter predates this format of contractual agreement, but we have reported on relevant goals in our charter to demonstrate that we are dedicated to upholding our mission and purpose:

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	Performance 2013	Performance 2014
Small class size	Measure class size average using SIS	Maintain a 20 to 1 (or lower) student to teacher ratio.	Class size average 17 to 1	Class size average 18 to 1
Shift emphasis from competition and ranking and provide a safe environment for differentiation.	Multi-age classes for all students	Ensure that 100% of elementary and 80 % of secondary classes are multi-age	Met goal	Met goal
Accommodate the active and concrete learning needs of early adolescents	Provide sensory-rich and active learning for all students	Adopt International Baccalaureate DP and MYP programs to ensure experiential curriculum	Faculty and administration professional development	Implementation of MYP and DP programs
Encourage in-depth study, collaboration and inquiry-based learning	Provide blocks of learning time for integrated classes	two-hour core classes (Social Studies and Language Arts) in the middle school	Met goal	Met goal

8. Additional information you would like the SCSB to consider: See Attachment 1

Robert Allphin
Governing Board Chair Signature

10/20/15
Date

Diana Dent
Charter School Principal/Director

10-20-2015
Date

Attachment #1

Walden School of Liberal Arts is seeking waiver of Board Rule R227-911-3 CTE Program Approval. Specifically, we are seeking waiver of the curriculum requirements for the 7th grade course, *College and Career Awareness*.

Before we outline the reasons that we are seeking waiver approval, we would like to share the program that we have in place which we believe meets the intent of the 7th grade *College and Career Awareness* class:

- Our certified middle school counselor teaches all required Career Development Apps. Additionally, we have a comprehensive transition program each spring to help students prepare for high school and to plan college and career pathways.
- All 7th and 8th grade students are enrolled in an a one semester International Baccalaureate MYP Design class that includes elements of the College and Career Awareness course, including *Information Technology*, *Technology and Engineering Skills,* Agriculture and *Technical Sciences*. The teacher of this class draws on lessons developed by the CTE department for his design class, such as the engineering design cycle. Students learn to solve real-world problems by designing and building products, which they test and revise. They also write and present proposals, analyze their test data, and learn the 21st Century Skills of collaboration, communication, problem-solving, and critical thinking.
- Walden has integrated a strong career exploration component into our Middle School curriculum, including an entire unit in Utah Studies based on promising careers in Utah, participation in career and college fairs at Utah Valley University, and an annual Middle School Career Day with guest speakers from multiple professions.
- Walden Middle School students participate annually in an internship program that requires them to seek out a career opportunity of their choice and job-shadow a professional in that field for a day.
- Walden Middle School students participate in the Walden Edible Schoolyard program—an on-site garden that provide hands-on experience with nutrition, permaculture, and farm-to-table practices, which fulfills elements of the *FACS* curriculum.
- Walden Middle School students participate in peer tutoring programs with our elementary students and learn child development concepts in a hands-on environment.

As you can see, Walden is already implementing many of the elements of the *College and Career Awareness* class. We appreciate the quality curriculum developed by the CTE division and we hope to draw liberally from the resources that have been provided. We are dedicated to ensuring that our students are preparing for productive and meaningful futures. In fact, we have tried, for years to make *CTE Intro* work with our schedule and school structure, but it has always been difficult, if not impossible, to meet specific requirements. For this reason, we have not requested funding for the past five years.

Recently, Walden's Board of Trustees, Curriculum Director, and School Directors reviewed once again, the requirements necessary to implement the *College and Career Awareness* program. We determined that teaching this course as outlined by the State Board of Education and the CTE Department runs contrary to our mission and charter and is not in the best interest of our stakeholders for multiple reasons:

1. CCA is designed to be taught to 7th grade students only. Walden is chartered to teach multi-age classes. Our 6th, 7th, and 8th grade students take most of their classes together. Students separate for math classes, but adding one more segregated class to the schedule makes it difficult to fulfil our mission and meet the terms of our charter.
2. CCA is designed to be taught over 180 consecutive days. Walden operates on a block schedule with longer class periods (as per our charter). Core classes such as Humanities, Math and Science meet daily, and elective classes meet every other day. In the past, we attempted to teach *CTE Intro* during elective class time over two years. This was disruptive to our schedule and was nearly impossible to staff.
3. As outlined in our charter, we are dedicated to maintaining a small-school environment with small class sizes. If we include all of our 7th grade students in a single CCA class (the only option we can afford), this class will have 32 students—a much larger class size than our charter allows or we are comfortable with.
4. The *International Baccalaureate Middle Years Programme* requires us to teach eight subjects, including Language Acquisition, Language & Literature, Individuals & Societies, Science, PE & Health, Design, and The Arts. Required IB classes completely fill our schedule. However, IB encourages cross-disciplinary instruction and much of the *College and Career Awareness* curriculum is integrated into the eight subjects we teach. We simply don't have room in our schedule for one more required class.
5. CCA is designed to be taught by 3 or 4 certified CTE teachers or a single teacher certified in CTE. Walden currently has a small middle school population (90 students) with five full time teachers. Our middle school teachers are already teaching core subjects and electives, with minimal time for preparation. As an *IB World School*, Walden teachers have heavy professional development obligations. It is not reasonable to expect these teachers to also train and certify as *College and Career Awareness* teachers. Hiring one certified CTE teacher to teach only a few hours each week is also unreasonable. We have tried, without success, to staff such a position.

Thank you for your time and consideration as you consider this petition. We are confident that we are providing a quality college and career readiness experience for our middle school students. We hope you see value in allowing us to develop a unique, integrated program that allows us to fulfill our mission, charter and our International Baccalaureate commitments.