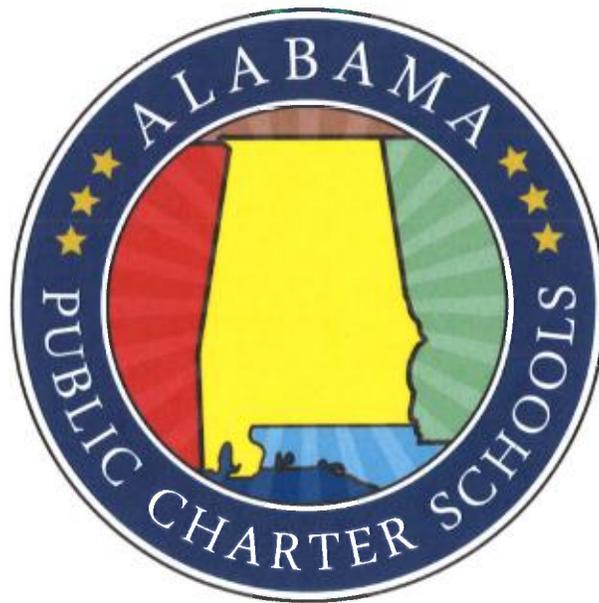


**ALABAMA PUBLIC CHARTER
SCHOOL COMMISSION**



**PUBLIC CHARTER SCHOOL
CONTRACT**

2022

CHARTER CONTRACT FOR CHARTER AUTHORIZERS

PURPOSE

Pursuant to the *Alabama School Choice and Opportunity Act* (Act 2015-3), the Alabama Public Charter School Commission (Commission) reviews applicable applications; approves or rejects applicable applications; enters into charter contracts with applicants; oversees public charter schools; and decides whether to renew, not renew, or revoke charter contracts. A charter contract is a fixed-term renewable contract between a public charter school and an authorizer (Commission) that outlines the roles, powers, responsibilities, and quantitative and qualitative performance expectations for each party to the contract.

ATTRIBUTION

Some professional entities allow noncommercial re-use of content when proper attribution is provided (e.g., see the COMMISSION'S ACKNOWLEDGEMENT AND ATTRIBUTION shown below). If the Commission elects to use other professional entities' resources in developing a charter contract and/or any other public charter school document, the Commission must seek the entity's permission for re-use; then meet its requirements for re-using, acknowledging, and attributing their work back to them.

COMMISSION'S ACKNOWLEDGMENT AND ATTRIBUTION

The Alabama Public Charter School Commission appreciates and acknowledges the Alabama State Department of Education, Public Charter Schools; the National Association of Charter School Authorizers (NACSA) at <http://www.qualitycharters.org/>; and the Washington State Charter School Commission at <http://charterschool.wa.gov/> for granting permission to review, modify, and use content from several of their documents to create this contract for start-up public charter schools in Alabama. By combining content from these entities, the Commission was able to tailor this contract to meet the needs of the Commission pursuant to Act 2015-3.

PUBLIC CHARTER CONTRACT

INSTRUCTIONS

NOTE

This contract is based on key charter contract components required by Act 2015-3. At a minimum, the charter contract must rely on the following information:

- Alabama School Choice and Student Opportunity Act (Act 2015-3)
 - Public Charter School Rules and Regulations
 - *Principles & Standards for Quality Charter School Authorizing (Most Recent Edition)
 - *Taken from National Association of Charter School Authorizers (NACSA)
 - Other Alabama State Department of Education Office of Public Charter Schools Resources and Links
2. **Commission/Governing Board Acknowledgement and Attribution**
- The charter contract must include a statement of acknowledgement and attribution, as discussed in the introduction of this document, if applicable.
3. **The charter contract must fully address all components listed under each section listed below.**
- | | |
|---|--|
| • Terms and Conditions | • Article VIII: Educational Program/Academic Accountability |
| • Parties | • Article IX: Financial Accountability |
| • Recitals | • Article X: School Facilities |
| • Article I: Purpose, Term and Conditions Precedent | • Article XI: Employment |
| • Article II: Definitions | • Article XII: Insurance and Legal Liabilities |
| • Article III: School's Purpose | • Article XIII: Oversight and Accountability |
| • Article IV: Governance | • Article XIV: Commission's Rights and Responsibilities |
| • Article V: General Operational Requirements | • Article XV: Breach of Contract, Termination, and Dissolution |
| • Article VI: Enrollment | • Article XVI: Miscellaneous Provisions |
| • Article VII: Tuition and Fees | • Article XVII: Notice |

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL CONTRACT

Issue Date: July 19, 2022

**CHARTER SCHOOL CONTRACT
FOR THE OPERATION OF**

PARTIES:

Authorizer Name: ALABAMA PUBLIC CHARTER SCHOOL COMMISSION

School: Freedom Preparatory Academy Charter Schools—Alabama

EIN: 88-2959604

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PARTIES

This agreement is executed on this 19th day of July, 2022 by and between the Alabama Public Charter School Commission (“Commission”) and Board of Directors (“Governing Board”), for the operation of Freedom Preparatory Academy Charter Schools---Alabama (“School”).

ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT

Section 1.1 Purpose

This Contract outlines the roles, powers, responsibilities, and performance expectations for the Governing Board's establishment and operation of Freedom Preparatory Academy Charter Schools---Alabama, (the "School"), a public charter school. The Governing Board must comply with all of the terms and provisions of this Charter School Contract ("Contract") and all applicable rules, regulations, and laws.

Section 1.2 Term of Contract

An initial charter ("Charter") shall be granted for a term of five (5) operating years ("Charter Term"). The Charter Term shall commence on the School's first day of operation of the classroom(s). An approved public charter school may delay its opening for one school year in order to plan and prepare for the school's opening upon written notice to the authorization of no less than one hundred eighty (180) days prior to the original date of opening. If the school requires an opening delay of more than one year, the school shall request an extension from its authorizer. The authorizer may grant or deny the extension depending on the particular school's circumstances. Ala. Code § 16-6F-7

Section 1.3 Pre-Opening Conditions

The School shall meet all of the Pre-Opening Conditions identified in Attachment 1: Pre-Opening Process and Conditions by the dates specified. Satisfaction of all Pre-Opening Conditions is a condition precedent to the formation of a contract. Upon written request by the Governing Board, the Commission may waive or modify the conditions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown.

ARTICLE II: DEFINITIONS

For the purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

ACT. The *Alabama School Choice and Student Opportunity Act* as enacted as Act Number 2015-3 to provide for public charter schools.

APPLICANT. A group with 501(c)(3) tax-exempt status or that has submitted an application for 501(c)(3) tax-exempt status that develops and submits an application for a public charter school to an authorizer.

APPLICATION. A proposal from an applicant to an authorizer to enter into a charter contract whereby the proposed school obtains public charter school status.

AUTHORIZER. An entity authorized under the Act to review applications, approve or reject applications, enter into charter contracts with applicants, oversee public charter schools, and decide whether to renew, not renew, or revoke charter contracts.

CHARTER CONTRACT. A fixed-term renewable contract between a public charter school and an authorizer that outlines the roles, powers, responsibilities, and quantitative and qualitative performance expectations for each party to the contract.

COMMISSION. The Alabama Public Charter School Commission serving the role as the Authorizer in this contract.

DEPARTMENT. The Alabama State Department of Education.

EDUCATION SERVICE PROVIDER. An entity with which a public charter school intends to contract with for educational design, implementation, or comprehensive management. This relationship shall be articulated in the public charter school application.

FISCAL YEAR. October 1 through September 30.

GOVERNING BOARD. The independent board of a public charter school that is party to the charter contract with the authorizer. A governing board shall have at least twenty percent (20%) of its membership be parents of students who attend or have attended the public charter school for at least one academic year. Before the first day of instruction, the twenty percent (20%) percent membership requirement may be satisfied by parents who intend to have their students attend the public charter school.

LOCAL SCHOOL BOARD. A city or county board of education exercising management and control of a city or county local school system pursuant to state law.

LOCAL SCHOOL SYSTEM. A public agency that establishes and supervises one or more public schools within its geographical limits pursuant to state law. A local school system includes a city or county school system.

NATIONALLY RECOGNIZED AUTHORIZING STANDARDS. Standards for high-quality public charter schools issued by the National Association of Charter School Authorizers.

NON-CHARTER PUBLIC SCHOOL. A public school other than a school formed pursuant to the Act. A public school that is under the direct management, governance, and control of a local school board or the state.

PARENT. A parent, guardian, or other person or entity having legal custody of a child.

PUBLIC CHARTER SCHOOL. A public school formed pursuant to the Act.

RESIDENCE. The domicile of the student's custodial parent.

SCHOOL YEAR. July 1 through June 30.

START-UP PUBLIC CHARTER SCHOOL. A public charter school that did not exist as a non-charter public school prior to becoming a public charter school.

STUDENT. Any child who is eligible for attendance in public schools in the state.

STATE SUPERINTENDENT. The State Superintendent of Education.

ARTICLE III: SCHOOL'S PURPOSE

Section 3.1 Executive Summary

Freedom Preparatory Academy Charter Schools—Alabama (“Freedom Prep. Alabama”) will have a strategically-designed general education program focused on implementing the highest quality pedagogical techniques coupled with strong curricular resources sourced from across the country.

In reading/language arts, Freedom Prep. Alabama will take a two-pronged approach. In the lower grades of K-2, Freedom Prep. Alabama will focus on phonics and word acquisition to build the foundational skills necessary for a student to shift to reading absorption in later grades. More specifically, Freedom Prep. Alabama will adopt a co-teaching model where there a low ratio of students to teachers in each classroom across all K-2 classrooms. This model allows the teachers to run multiple small-group learning experiences during each reading block while also enabling them to monitor student learning at centers across the room.

In classrooms for grades 3-8, students will shift from “learning to read” to “reading to learn”. These classrooms will focus on textual analysis of fiction and nonfiction texts that build core content knowledge and background knowledge across all grade levels. Classroom experiences focus on textual analysis, responding to text through writing, and text discussions in whole and small groups. Teachers understand that their role in these grades is similar to that of a personal trainer, ensuring that students engage in the intellectual lift of doing the majority of the speaking, thinking, and writing about text in the ELA classrooms. Freedom Prep. Alabama’s ultimate goal is to prepare students to take the AP Composition and AP Literature courses in high school, and Freedom Prep. Alabama will backward plan the ELA curriculum and approach around these course expectations.

In mathematics, Freedom Prep. Alabama will focuses on two specific strands of mathematical learning: mathematical fluency and mathematical problem solving. In both strands, Freedom Prep. Alabama will follow the open-source curriculum from Uncommon Schools (largely considered one of the strongest charter school networks in the nation). Freedom Prep. Alabama will focus on teacher understanding of the standards for their grade level’s mathematical standards and ensuring they understand the underlying mathematical principles and concepts that build student understanding to reach mastery of these standards. Students will then experience a comprehensive and coherent sequence of standards across their learning experience at Freedom Prep. Alabama.

In both ELA and mathematics, Freedom Prep. Alabama recognizes that not all learners progress at the same pace through all curriculum and grade levels. We know that grade levels are subjectively set based upon age. Given this, Freedom Prep. Alabama has developed a comprehensive RTI (response to intervention and instruction) program that allows students who are behind to continue to make progress and those who are above standard to further accelerate their academic learning. As noted throughout the academic portion of this application, the longer school day schedule allows for students to experience small group and individual learning instructional opportunities with targeted curriculum and instruction that pursues both of these goals.

Beyond ELA and math, Freedom Prep. Alabama has also developed full curriculum and assessment systems for science and social studies. Additionally, Freedom Prep. Alabama has developed a series of resources (albeit these are resources and not assigned curricula) for elective courses, including music, art, PE, and foreign language. In science, our curriculum and instruction approach centers on the 5-E approach of inquiry-based learning around physical, life, and earth science. In social studies, our curriculum focuses on reframing history around exploring the voices of traditionally marginalized communities and their experiences through World and United States history and geography.

Section 3.2 Mission and Vision

Mission: Freedom Prep. Alabama prepares all students in grades PK-12 to excel in college and in life.

Vision: Freedom Prep. Alabama will transform education for students of color in Birmingham, Alabama. Freedom Prep. Alabama will prove what's possible and inspire broader change. Freedom Prep. Alabama will carry the torch of the civil rights movement and help to realize its dream. Freedom Prep. Alabama recognizes the need to open new high-quality schools in communities deeply affected by generational policies that have aimed to limit the attainment of BIPOC, Black, Indigenous and People of Color.

Educational Need & Anticipated Student Population

Freedom Prep. Alabama desires to open a location in one of the following zip codes: 35203, 35204, 35234, 35205, or 35211. These areas were determined based upon demographics and school performance in these areas. Freedom Prep. Alabama's mission is to provide a high-quality educational option for families in traditionally disaffected communities. After careful consideration of all available data, and conversations with community leaders, it appears these specific zip codes are most in need of additional high-performing educational options.

According to data from the Alabama Department of Education website, the schools in these zip codes are overwhelmingly students who identify as BIPOC, Black, Indigenous, and/or People of Color. That said, all schools in these areas have a low population of students receiving free or reduced lunch as well as a lower population of students meeting grade level standards in mathematics. Currently, the vast majority of schools in these zip codes are significantly behind the state's average percentage of students on or above grade level in both math and reading.

ARTICLE IV: GOVERNANCE

Section 4.1 Governance

The School shall be governed by its Governing Board in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Governing Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the Contract, and approval of the School's budgets.

The Governing Board shall be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract, shall be the employer of school employees. Nothing herein shall prevent the Governing Board from delegating decision-making authority for policy and operational decisions to officers, employees, and agents of the School. However, such delegation will not relieve the Governing Board of its obligations under the law or this Contract, should the School fail to satisfy those obligations.

The Governing Board shall govern the School in a manner that ensures that it will satisfy its legal obligations, including, but not limited to: compliance with all applicable laws, the Contract, the performance framework and fidelity to the program and policies described and submitted in the Application. This includes the exercise of continuing oversight over the School's operations. No member of a Governing Board shall have a financial relationship to an education service provider or the staff of the Commission.

Section 4.2 Governance Documents

The Governing Board and the School shall maintain legal status and operate in accordance with the terms of the attached Governance Documents, as amended from time to time with written notice to the Commission of any such amendments, Attachment 2: Governance Documents, and the Application.

Section 4.3 Non-Profit Status

A public charter school must be governed by an independent governing board that is, throughout the Term of Contract, exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code").

Section 4.4 Organizational Structure and Plan

The School shall implement and follow the organizational plan described in the Application.

Section 4.5 Composition

The Governing Board at all times shall have at least twenty percent (20%) of its members be parents of students who attend or who have attended the School for at least one academic year.

Section 4.6 Change in Status or Governance Documents

The Governing Board shall not alter its legal status, restructure, or reorganize without first obtaining written approval from the Commission. The Governing Board shall immediately notify the Commission of any change of its status as a 501(c)(3) tax-exempt organization.

Section 4.7 Conflicts of Interest

An employee, agent, or representative of an authorizer may not simultaneously serve as an employee, agent, representative, vendor, or contractor of a public charter school of that authorizer. Ala. Code §16-6F-6.

In no event shall the Governing Board be composed of voting members a majority of which are directors, officers, employees, agents, or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school) regardless of whether the entity is affiliated or is otherwise partnered with the School. But, this prohibition does not apply to entities whose sole purpose is to provide support to the specific School in question or any of its programs (parent-teacher groups, booster clubs, etc.).

Conflicts of interest may arise at any point during decisions pertaining to business. Conflicts can happen throughout the time employees and officials carry out their roles and responsibilities. Therefore, it is important to the integrity of the Governing Board that staff are aware of the potential for conflicts. Employees and contractors must also be aware of their responsibilities if conflicts are detected, including obligations to report the conflict.

Section 4.8 Open Meetings

Starting from the date that this Contract is fully executed, the Governing Board shall be subject to and comply with the Alabama Open Meetings Act and public records laws.

ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS

Section 5.1 General Compliance

The School and the Governing Board shall operate at all times in accordance with all applicable laws, the Contract, and the Commission policies, as may be amended from time to time.

Section 5.2 Public School Status

The School is a public school and is part of the public education system of the state. The School shall function as a local educational agency. The School shall be responsible for meeting the requirements of local educational agencies under applicable federal, state, and local laws, including those relating to special education. No private or nonpublic school may establish a public charter school.

Section 5.3 Nonsectarian Status

A Public Charter School shall not include any parochial or religious theme nor shall any public charter school engage in any sectarian practices in its educational program, admissions or employment policies, or operations.

Section 5.4 Access to Individuals and Documents

The School shall provide the Commission with access to any individual, documentation, evidence, or information requested by the Commission not otherwise protected by any privilege by local, state or federal law of which an exception does not exist. The School affirmatively consents to the Commission obtaining information and documents directly from any entity or individual who may possess information or documents relevant to the operation of the school and will sign any releases or waivers required by such individuals or entities not otherwise protected by any privilege by local, state or federal law of which an exception does not exist. Failure to provide this access by the reasonable deadlines imposed by the Commission will be a material and substantial breach of the Contract.

Section 5.5 Ethics

All members of the Governing Board and all employees, teachers, and other instructional staff of the School shall be subject to the Alabama Ethics Laws, Ala. Code § 16-6F-9.

Section 5.6 Record Keeping

The School shall report enrollment and attendance data to the local school systems of residence in a timely manner. The School shall report such enrollment, attendance, and other counts of students to the Department in the manner required by the Department.

Section 5.7 Non-Discrimination

The School shall not discriminate against any person on the basis of race, creed, color, sex, disability, or national origin or any other category that would be unlawful.

Section 5.8 Inventories

The School shall maintain a complete and current inventory of all capital assets that cost more than five thousand dollars (\$5,000) and maintain a supplemental inventory of equipment items not classified as capital assets. The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds.

If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, capital assets shall be deemed to be public assets if at least twenty-five percent (25%) of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School from any state or federal grant funds.

Section 5.9 School Closure/Assets

In the event of permanent closure of the School for any reason, the Commission shall oversee and work with the Governing Board to ensure a smooth and orderly closure and transition for students and parents, as guided by the closure protocol. The assets of the School shall be distributed first to satisfy outstanding payroll obligations for employees of the School, then to creditors of the School, and then to the State Treasury to the credit of the Education Trust Fund. If the assets of the School are insufficient to pay all parties to whom the School owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

Section 5.10 Transportation

The School may enter into a contract with a school system or private provider to provide transportation to the School's students. The School shall be responsible for providing students transportation consistent with the plan proposed in the approved application, Attachment 12: Public Charter School Application, pages 105.

Section 5.11 Staff Qualifications

The School shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff.

Section 5.12 Contracting for Services

Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, related to the operation of the School consistent with the law and the terms of this Contract. However, all capital assets purchased from more than twenty-five percent (25%) of public funds of the School shall become property of the School unless the Commission specifically approves an agreement or contract not subject to this provision.

If the School chooses to purchase services from a local school system, such as transportation-related or lunchroom-related services, the school shall execute an annual service contract with the local school system, separate from the charter contract, stating the mutual agreement of the parties concerning any service fees to be charged to the School.

If the School intends to contract with an education service provider for substantial education services, management services, or both types of services, the School shall provide to the Commission all of the following at least ninety (90) days before the effective date of the proposed contract:

- a. Evidence of the education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
- b. A draft agreement setting forth the proposed duration of the service contract; roles and responsibilities of the Governing Board, the School staff, and the education service provider; scope of services and resources to be provided by the education service provider; performance evaluation measures and timelines; compensation structure, including clear identification of all fees to be paid to the education service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.
- c. Disclosure and explanation of any existing or potential conflicts of interest between the School or the Governing Board and the education service provider or any affiliated business entities.

Section 5.13 Transaction with Affiliates

The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease, or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Governing Board, or any past or present employee of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the Schools' Code of Ethics and Conflict of Interest Policy or the terms of this Contract.
- b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member, employee, or an individual related thereto.
- c. The involved individual recuses him or herself from all Governing Board discussions and does not vote on or decide any matters related to such transaction.
- d. The Governing Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

"Affiliate" as used in this section means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this

definition, owns, is owned and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent(10%) or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons.

ARTICLE VI: ENROLLMENT

Section 6.1 Enrollment Policy

The School shall comply with applicable law and the enrollment policy found in Section 5(a)(1-10) of the Act and incorporated into this agreement as “Attachment 10” Enrollment Policy.”

Section 6.2 Maximum Enrollment

The capacity of the School shall be determined annually by the Governing Board in conjunction with the authorizer and in consideration of the School's ability to facilitate the academic success of its students, achieve the other objectives specified in the charter contract, and ensure that its student enrollment does not exceed the capacity of its facility or site.

Section 6.3 Annual Enrollment Review

As necessary, the maximum enrollment of the School will be adjusted annually by the Governing Board, and submitted for formal approval by the Authorizer, in consultation with the Commission and with consideration of the School’s ability to facilitate the academic success of its students, achieve the objectives specified in the Contract, and assure that its student enrollment does not exceed the capacity of its facility.

Section 6.4 Enrollment Plan

The minimum, anticipated, and maximum enrollment by grade for each of the five years of this contract are provided in the following table

Grade Level	2023-2024			2024-2025			2025-2026			2026-2027			2026-2027		
	Min	Anticipated	Max												
K	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
1	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
2	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
3	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
4	135	135	135	135	135	135	135	135	135	135	135	135	135	135	135
5	135	135	135	135	135	135	135	135	135	135	135	135	135	135	135
6							162	162	162	162	162	162	162	162	162
7										150	150	150	150	150	150
8															

Any increase in the maximum enrollment program numbers set forth above shall not be permitted unless the revised enrollment program numbers are first submitted to and approved by the Authorizer.

Section 6.5 Student Records

The School shall maintain student records in the same manner as required by non-charter public schools within the State of Alabama.

Section 6.5 Student Information System

The School will utilize the same student information system and procedures as required by non-charter public schools within the State of Alabama.

ARTICLE VII: TUITION OR FEES

Section 7.1 Tuition or School Fees

The School staff shall not charge tuition and may only charge such fees as may be permitted to be imposed on other students attending charter public schools in the state. Each fee must be approved by the Governing Board.

Anticipated fees are detailed in the following list:

The Governing Board has not yet authorized any fees to be charged to students attending Freedom Preparatory Academy Charter Schools---Alabama.

ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY

Section 8.1 Educational Program Terms and Design Elements

The School shall implement, deliver, support, and maintain the essential design elements of its educational program as described in its Application.

Section 8.2 Assessments

The School shall be subject to the statewide end-of-year annual standardized assessment tests, systems, and procedures as are required of non-charter public schools within the state of Alabama. The School shall comply with all assessment protocols and requirements as established by the Department, maintain test security, and administer tests consistent with all Department requirements.

Section 8.3 English Learners

The School shall at all times comply with all applicable law governing the education of English learners including, but not limited to, the *Elementary and Secondary Education Act* (ESEA), Title VI of the *Civil Rights Act of 1964*, the *Equal Educational Opportunities Act of 1974* (EEOA), and subsequent federal laws. The School shall provide resources and support to English learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional programs. The School shall employ and train teachers to provide appropriate services to English learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English learners.

Section 8.4 Students with Disabilities

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the *Individuals with Disabilities Education Act* (20 U.S.C. § 1401 et seq.), the *Americans with Disabilities Act* (42 U.S.C. § 12101 et seq.), Section 504 of the *Rehabilitation Act of 1973* (29 U.S.C. § 794), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program (“IEP”) recommended by a student’s IEP team. The School shall also comply with all applicable federal and state laws, rules, policies, procedures, and directives regarding the education of students with disabilities.

ARTICLE IX: FINANCIAL ACCOUNTABILITY

Section 9.1 Legal and Accounting Compliance

The School will report financial accounting information (including, but not limited to, payroll, budgeting, general fixed assets, etc.) to the State Department of Education in a format that meets the specifications of the Department.

The School shall adhere to generally accepted accounting principles, document and follow internal control procedures, and annually engage an independent certified public accountant to do an independent audit of the school's finances. The School shall file a copy of each audit report and accompanying management letter to the Commission and the Department by June 1 following the end of the fiscal year. The audits shall meet the same requirements as those required of local school systems within the State of Alabama.

The Department may withhold state or federal funds from the School if the School does not provide financial and budget reports, disclosures, certifications, and forms to the Department in a timely manner or in materially the format required by the Department or other state or federal agencies. The School will allow the Department and other government agencies to inspect records and monitor compliance with state, federal, and local laws and regulations applicable to the School. The School shall allow representatives of the Commission to inspect records at any reasonable time.

The School is subject to Alabama laws for public records including the Alabama Department of Archives and History record retention requirements for local school boards and the rights of citizens to view the public records that are not restricted from disclosure.

The School will utilize the same financial accounting system and procedures as non-charter public schools within the state of Alabama. The School shall utilize the financial accounting and payroll software programs used by non-charter Alabama public schools. The School will post monthly financial reports and check registers on the School's website within forty-five (45) days of the end of each month. Likewise the School will post an annual financial report on the School's website within forty-five (45) days of the end of the fiscal year.

Section 9.2 Budget

The Commission may require the School to revise start-up and five-year budgets included in the Application.

Section 9.3 Annual Budget Statement

The Governing Board of the School shall submit its annual budget to the Authorizer for review and shall adopt an annual budget each fiscal year. The Governing Board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

Section 9.4 School Funds

The funds of the School shall be maintained in a qualified public depository subject to the requirements of the *Security for Alabama Funds Enhancement Act* (SAFE).

ARTICLE X: SCHOOL FACILITIES

Section 10.1 Accessibility

The School's facilities shall conform to the *Americans with Disabilities Act* and other applicable laws and requirements for public school facilities.

Section 10.2 Health and Safety

The School facilities shall meet all laws governing health, safety, and occupancy and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment.

Section 10.3 School Location

The School shall provide evidence that it has secured a location that is acceptable to the Commission by January 31, 2023. The School may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission. Attachment 7: Physical Plant contains the address and description of the approved facility.

Section 10.4 Inspections

The Commission will have access at all reasonable times and frequency to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Contract and all applicable laws. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

ARTICLE XI: EMPLOYMENT

Section 11.1 No Employee or Agency Relationship

Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

Section 11.2 Retirement Plan/Insurance

The Governing Board of the School has voted to participate in the Teachers' Retirement System and Public Education Employees' Health Insurance Plan. Such election must take place prior to the execution of the charter contract and once made is irrevocable.

Section 11.3 Background Checks

Public charter school employees are subject to the same fingerprint-based criminal history background checks that traditional public school employees are under the *Alabama Child Protection Act of 1999*, as amended. Generally speaking, a criminal history background information check shall be conducted on all applicants and contractors seeking positions with, and on all current employees of, the School, who have unsupervised access to children.

Section 11.4 Immigration

The Governing Board and the School shall meet the requirements of the *Beason-Hammon Taxpayer and Citizen Protection Act* (Act No. 2011-535). The School may not receive state funds before filing the School's E-Verify Memorandum of Understanding with the Department.

ARTICLE XII: INSURANCE AND LEGAL LIABILITIES

Section 12.1 Insurance

The School will maintain adequate insurance necessary for the operation of the School, including, but not limited to, property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, errors and omissions insurance, and all other insurance intended to cover the Governing Board, School, and its employees. The School will maintain fidelity bonds on all School employees.

Section 12.2 Limitation of Liabilities

In no event will the State of Alabama, or its agencies, officers, employees, or agents, including, but not limited to, the Commission, be responsible or liable for the debts, acts, or omissions of the School, its officers, employees, or agents.

Section 12.3 Faith and/or Credit Contracts with Third Parties

The School shall not have authority to extend the faith and credit of the Commission or the State of Alabama to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission or the State of Alabama and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

ARTICLE XIII: OVERSIGHT AND ACCOUNTABILITY

Section 13.1 School Performance Framework

The performance provisions of this contract are based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the Commission's evaluations of each public charter school. In addition to state and federal accountability standards, the performance framework should include specific provisions, indicators, measures, and metrics for:

- Student academic proficiency, which includes, but is not limited to, performance on state standardized assessments.
- Student academic growth, which includes, but is not limited to, performance on state standardized assessments.
- Achievement gaps in both proficiency and growth between major student subgroups.
- Attendance.
- Recurrent enrollment from year to year.
- Postsecondary readiness for high school.
- Financial performance and sustainability.
- Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.

The performance framework requires the disaggregation of all student performance data by major student subgroups (including gender, race, poverty status, special education status, English learner status, and gifted status).

A set of performance frameworks (singularly, "Performance Framework," and collectively, the "Performance Frameworks"), shall be incorporated into the Charter as Exhibit A. The Performance Frameworks shall supersede and replace any and all assessment measures, education goals and objectives, financial operations metrics, and organization performance metrics set forth in the Application and not explicitly incorporated into the Performance Frameworks. The specific terms, form and requirements of the Performance Frameworks, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the Authorizer and will be binding on the School. Material amendments to the Performance Frameworks shall require approval by the Authorizer.

The Commission shall have the authority to collect, analyze, and report all data from state assessments for the School's students in accordance with the performance framework. The parties acknowledge and agree that the education records of students enrolled in a School are governed by the requirements of the *Family Educational Rights and Privacy Act* ("FERPA"), 20 U.S.C. §1232g, and its corresponding regulations. The parties will safeguard personally identifiable information from education records in their possession by developing and adhering to data governance procedures that safeguard against unauthorized access or disclosure of such records in accordance with said law.

ARTICLE XIV: COMMISSION'S RIGHTS AND RESPONSIBILITIES

Section 14.1 Oversight and Enforcement

The Commission shall have the authority to manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its legal and contractual obligations, including fulfillment of its Performance Framework. The Commission may take any action necessary to enforce its authority including, but not limited to, requiring the development and implementation of a corrective action plan, sanctions, non-renewal, revocation, or termination of this Contract.

Section 14.2 Right to Review

The Commission is an independent state entity with oversight and regulatory authority over the School that it authorizes. Upon request, the Commission, or its designee, shall have the right to review all records created, established, or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state laws and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on-site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided and the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School. The parties agree to cooperate with each other to ensure that any disclosure of personally identifiable information from education records to the Commission or its authorized representatives for such purposes complies with FERPA.

Section 14.3 Notification of Perceived Problems

Any notification of perceived problems by the Commission about unsatisfactory performance or legal compliance will be provided within reasonable timeframes considering the scope and severity of concern. Every effort will be made to allow the School a reasonable opportunity to respond and remedy the problem unless immediate revocation is warranted.

Section 14.4 Reports by the Commission

The Commission shall submit to the State Board of Education a publicly accessible annual report within sixty (60) days after the end of each fiscal year summarizing all of the items required in the Act. The School must provide any information requested by the Commission to complete required reports.

ARTICLE XV: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

Section 15.1 Breach by the School

Violation of any material provision of this contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Commission rules and policies and all applicable laws related to the health, safety, and welfare of students.

Section 15.2 Termination by the Commission

This Contract may be terminated after written notice to the School and the charter revoked by the Commission for any of the following reasons:

- a. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract.
- b. Failure to meet generally accepted standards of fiscal management.
- c. Failure to provide the Commission with access to information and records as required herein.
- d. Substantial violation of any provision of applicable law.
- e. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements, or other terms identified in the Contract.
- f. Failure to attain the minimum state proficiency standard for public charter schools in each year of their operation and over the charter term.
- g. Bankruptcy, insolvency, or substantial delinquency in payments, of the School.
- h. Discovery that the Applicant submitted inaccurate, incomplete, or misleading information in its Application or in response to a Commission's request for information or documentation.
- i. School's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

Section 15.3 Non-Renewal by the Commission

The Commission may non-renew a public charter school if the Commission determines that the public charter school did any of the following or otherwise failed to comply with this act:

- a. Commits a material and substantial violation of any of the terms, conditions, standards, or procedures required under the Act or the Contract.
- b. Fails to meet the performance expectations set forth in the Contract.
- c. Fails to meet generally accepted standards of fiscal management.
- d. Substantially violates any material provision of law from which the School was not exempted.

- e. Fails to meet the performance expectations set forth in the Contract, or fails to attain the minimum state proficiency standard for public charter schools (minimum state standard) in each year of its operation and over the charter term, unless the School demonstrates and the Commission affirms, through formal action of its Governing Board, that other indicators of strength and exceptional circumstances justify the continued operation of the School.

Section 15.4 Termination by the School

Should the School choose to terminate this Contract before the end of the Contract term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety (90) days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

Section 15.5 Dissolution

Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission shall oversee and work with the School to ensure a smooth and orderly closure and transition for students and parents, as guided by the Commission's closure protocol; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Governing Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the School shall survive the term of this contract.

Section 15.6 Disposition of Assets upon Termination or Dissolution

The assets of the School shall be distributed first to satisfy outstanding payroll obligations for employees of the School, then to creditors of the School, and then to the State Treasury to the credit of the Education Trust Fund. If the assets of the School are insufficient to pay all parties to whom the School owes compensation, the prioritization of the distribution of the assets may be determined by decree of a court of law.

ARTICLE XVI: MISCELLANEOUS PROVISIONS

Section 16.1 Records Retention

School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim, or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

Section 16.2 Confidential Information

The parties acknowledge and agree that the education records of students enrolled in a School are governed by the requirements of the *Family Educational Rights and Privacy Act* ("FERPA"), 20 U.S.C. §1232g, and its corresponding regulations. The parties will safeguard personally identifiable information from education records in their possession by developing and adhering to a Data Governance Policy that safeguards against unauthorized access or disclosure of such records in accordance with said law and applicable Department policies.

ARTICLE XVII: NOTICE

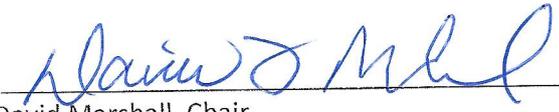
Section 17.1 Notice

Any change in address shall be immediately given to the other party in writing. Any notice that is undeliverable due to change of address without proper notification to the other party will be deemed received on the date delivery to the last known address was attempted.

If a notice is received on a weekend or on a national or Alabama state holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective [FIRST DAY OF CLASSES].

APPROVED BY A QUORUM OF THE COMMISSION ON May 20, 2022:



David Marshall, Chair
Alabama Public Charter School Commission

THE CHARTER SCHOOL GOVERNING BOARD:



Justin Hampton, Regional Director, Alabama
Freedom Preparatory Academy Charter Schools--Alabama

APPENDICES

Attachment 1: Pre-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Governing Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 5: Conflict of Interest Policy

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Public Charter School Application

Attachment 1: Pre-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
School Facility/Physical Plant:			
Provide the proposed location of the School; identify any repairs/renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	11/10/2022		
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	11/10/2022		
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	11/10/2022		
The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	06/01/2023		
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	06/01/2022		
School Operations:			
Governing Board approved (with signature page and date) special education policies and procedures. In addition, evidence of submission of policies and procedures to the Department and approval from the Department are on file with the Commission.	11/01/2022		
The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to, short-term suspensions, students with disabilities, and a re-engagement plan.	03/01/2023		

The School has provided evidence of a uniform system of double-entry bookkeeping that is consistent with Generally Accepted Accounting Principles (GAAP).	11/01/2022	
Copy of Employee Handbook and related employee communication which include, at a minimum, expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.	03/01/2023	
The School has provided evidence of a student handbook. Student Handbook must contain, at a minimum, the following: School's mission statement, School's Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy, and Student Rights and Responsibilities.	03/15/2023	
An annual school calendar approved by the Governing Board of Directors for the first year of the School's operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.	03/30/2023	
Evidence that students representing 80% of the projected fall membership have enrolled is provided, including name, address, grade, and prior school attended.	05/15/2023	
The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School's process is on file with the Commission.	05/15/2023	
The required Safe School Plan consistent with the School mapping information system is on file with the Commission. For more information on a Safe School Plan, please visit: https://www.alsde.edu .	06/15/2023	

<p>PRE-OPENING SITE VISIT:</p> <p>Prior to a School opening, Commission staff will conduct a site visit to verify that that School has completed or is on track to complete each pre-opening condition and confirm the School is ready to open.</p>	06/15/2023
<p>State assessment schedule is on file with the Commission.</p>	06/15/2023
<p>An employee roster and proof of background check clearance for members of the School’s Governing Board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.</p>	07/15/2023
<p>The School has policy and procedures for requesting, maintaining, securing and forwarding student records.</p>	04/15/2023
<p>The School has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e., attendance logs).</p>	03/15/2023
<p>The School has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions.</p>	02/15/2023
<p>Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law is provided.</p>	07/15/2023
<p>The School has provided evidence that the Civil Rights Compliance Coordinator; the Section 504 Coordinator; the Title IX Officer; the Harassment, Intimidation, Bullying (HIB) Compliance Officer; and State Assessment Coordinator have been named and submitted to the Department and the Commission.</p>	07/15/2023

Provide evidence that all employees have completed training on child abuse and neglect reporting or have comparable experience.	08/01/2023		
School Governance:			
Charter School must submit annual Governing Board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on School website.	09/15/2022		
Evidence is provided that membership on the Governing Board of Directors is complete and complies with the School's governing board bylaws (i.e., governing board roster with contact information for all board members, identification of officers, and term of service).	08/15/2022-ongoing		
Resume of each Governing Board member is on file with the Commission.	08/15/2022		
Governing Board disclosure forms are complete and on file with the Commission.	08/15/2022		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	08/15/2022		
Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of each year of the School's operation.	01/15/2023		
Budget:			
Submit a Quarterly statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	09/15/2022		

Submit an unaudited Quarterly statement of income and expenses. School is required to use the Commission’s Budget and Quarterly report template to satisfy this requirement.	09/15/2022		
The School has provided evidence of an authorization process that identifies (1) individual(s) authorized to expend School funds and issue checks; (2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and (3) individual(s) responsible for review and monitoring of monthly budget reports.	09/15/2022		
A copy of the annual budget adopted by the School Governing Board is on file with the Commission.	09/15/2022		
Submit an unaudited Quarterly statement of income and expenses. School is required to use the Commission’s Budget and Quarterly report template to satisfy this requirement.	09/15/2022		
Evidence is provided that the School has obtained and maintains insurance in the coverage areas and minimum amounts set forth in the charter contract.	11/30/2022		

Note:

1. **If a due date falls on a Saturday or a Sunday, the document/report will be due on the next Monday.**
2. **If a due date falls on a holiday, the document/report will be due the next business day.**

Attachment 2: Governance Documents

Attached

STATE OF ALABAMA

DOMESTIC NONPROFIT CORPORATION
CERTIFICATE OF FORMATION

PURPOSE: In order to form a Nonprofit Corporation under Sections 10A-1-3.05 and 10A-3-3.02 of the *Code of Alabama 1975*, this Certificate of Formation and the appropriate filing fees must be filed with the Office of the Secretary of State. **The information required in this form is required by Title 10A.**

1. The name of the corporation: Freedom Preparatory Academy Charter Schools - Alabama

2. **A copy of the Name Reservation certificate from the Office of the Secretary of State must be attached.**

3. This nonprofit corporation (**MUST** check one):

has Members **or** has no Members

4. Street (**No PO Boxes**) address of principal office of the corporation: _____

3091 Gaston Avenue, Suite A Montgomery, AL 36105

Mailing address of principal office (if different from street address): _____

5. The name of the registered agent (only one agent): Justin Hampton

Street (**No PO Boxes**) address of registered office (must be located in Alabama): _____

447 S. Goldthwaite Street Montgomery, AL 36104

*COUNTY of above address: MONTGOMERY

Mailing address in Alabama of registered office (if different from street address): _____

(For SOS Office Use Only)

Alabama
Sec. Of State

001-023-221 DNP

Date 06/02/2022

Time 23:32:00

File \$100.00

County \$100.00

Total \$200.00

DOMESTIC NONPROFIT CORPORATION CERTIFICATE OF FORMATION

6. Purpose for which corporation is formed: _____
Attached _____;

the purpose includes the transaction of any lawful business for which nonprofit corporations may be incorporated in Alabama under Title 10A, Chapter 3 of the Code of Alabama.

7. Period of duration shall be perpetual unless stated otherwise by an attached exhibit.

8. The name(s) of the Incorporator(s): See attached _____

Street (**No PO Boxes**) address of Incorporator(s): _____

Mailing address of Incorporator(s) – (if different from street address): _____

The name(s) of the Incorporator(s): _____

Street (**No PO Boxes**) address of Incorporator(s): _____

Mailing address of Incorporator(s) – (if different from street address): _____

The name(s) of the Incorporator(s): _____

Street (**No PO Boxes**) address of Incorporator(s): _____

Mailing address of Incorporator(s) – (if different from street address): _____

The name(s) of the Incorporator(s): _____

Street (**No PO Boxes**) address of Incorporator(s): _____

Mailing address of Incorporator(s) – (if different from street address): _____

9. The number of Directors constituting the initial Board of Directors is 8.
The initial Directors names and addresses must be listed in this Certificate of Formation.

Director's Name: See attached

Street (**No PO Boxes**) address of Director: _____

Mailing address of Director(s) - (if different from street address): _____

Director's Name: _____

Street (**No PO Boxes**) address of Director: _____

Mailing address of Director(s) - (if different from street address): _____

Director's Name: _____

Street (**No PO Boxes**) address of Director: _____

Mailing address of Director(s) - (if different from street address): _____

Director's Name: _____

Street (**No PO Boxes**) address of Director: _____

Mailing address of Director(s) - (if different from street address): _____

DOMESTIC NONPROFIT CORPORATION CERTIFICATE OF FORMATION

Attach listing if more Directors need to be added (type “see attached” in the name line for the first Director on this form).

10. Unless an attachment to this Certificate of Formation provides that a change in the number of directors shall be made only by amendment to the Certificate of Formation, a change in the number of directors made by amendment to the bylaws shall be controlling. In all other cases, whenever a provision of the Certificate of Formation is inconsistent with a bylaw, the provision of the Certificate of Formation shall be controlling.

Attached are any other provisions that are not inconsistent with law relating to organization, ownership, governance, business, or regulation of the internal affairs of the nonprofit corporation, including any provisions for distribution of assets on dissolution or final liquidation.

*County of Registered Agent is requested in order to determine distribution of County filing fees

6 / 2 / 2022

Date (MM/DD/YYYY)

William A. Jones

Signature as required by 10A-1-3.04
Incorporator

Typed name of above signature

Additional Details

Directors

Director

Street Address

Mailing Address

Ron Bayles

Jeff Sanford

Chet Jackson

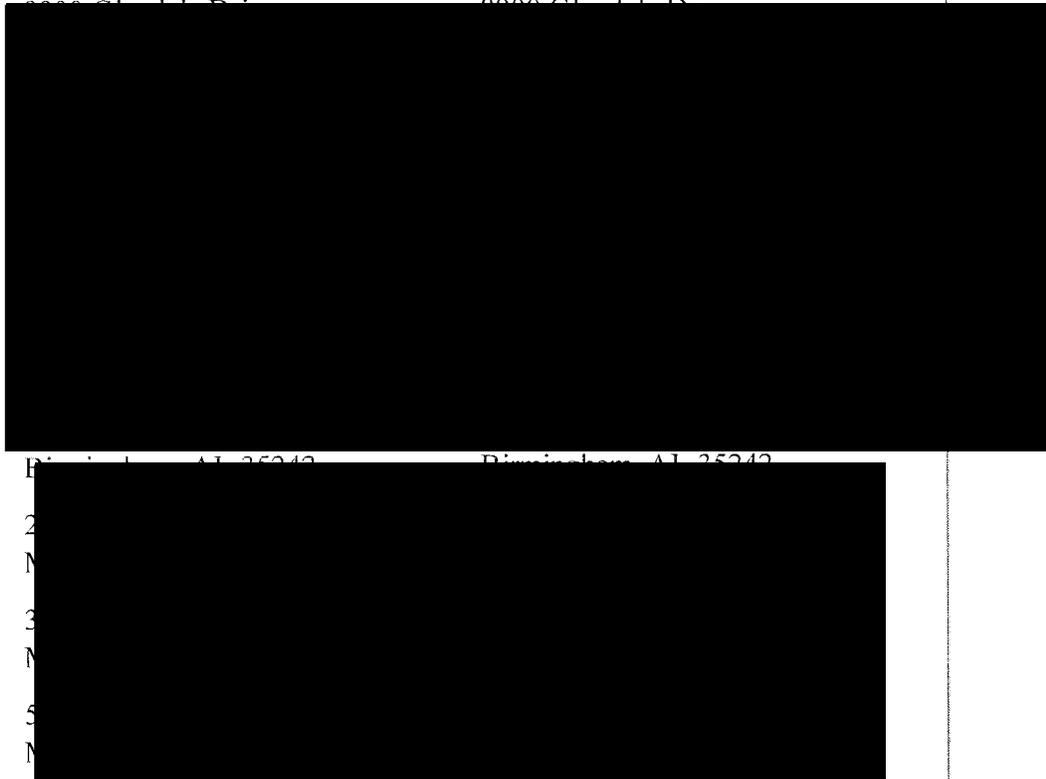
Cardell Orrin

Lewis G Burks Jr.

Kevin King

Iesha Brooks

Denise Davis-Maye



Incorporators

Incorporator

Street Address

Mailing Address

William A Jones



John H. Merrill
Secretary of State

P.O. Box 5616
Montgomery, AL 36103-5616

STATE OF ALABAMA

I, John H. Merrill, Secretary of State of Alabama, having custody of the Great and Principal Seal of said State, do hereby certify that

pursuant to the provisions of Title 10A, Chapter 1, Article 5, Code of Alabama 1975, and upon an examination of the entity records on file in this office, the following entity name is reserved as available:

Freedom Preparatory Academy Charter Schools - Alabama

This name reservation is for the exclusive use of William A. Jones, 130 North Court Avenue, Memphis, TN 38103 for a period of one year beginning June 02, 2022 and expiring June 02, 2023

In Testimony Whereof, I have hereunto set my hand and affixed the Great Seal of the State, at the Capitol, in the city of Montgomery, on this day.



June 02, 2022

Date

Handwritten signature of John H. Merrill in black ink.

RES026813

John H. Merrill

Secretary of State

Freedom Preparatory Academy Charter Schools – Alabama
Articles of Incorporation Attachment

1. Purpose. Freedom Preparatory Academy Charter Schools – Alabama (“Corporation”) is organized exclusively for charitable, scientific, literary and educational purposes within the meaning of 501(c)(3) of the Code, as amended, or the corresponding provisions of any future United States Internal Revenue Code and such purpose includes the transaction of any lawful business for which nonprofit corporations may be incorporated under the Code of Alabama. Further, the Corporation shall operate charter schools that prepares all students to excel in college and in life, with a focus of a clear strategic and direct path to college for every student.

2. Tax Exempt Status. It is intended that the Corporation shall have the status of a corporation that is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code of 1986 (the “Code”), as amended, and an organization described in Section 501(c)(3) of the Code. These Articles of Incorporation (“Articles”) shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly.

3. Limitation. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, as amended, or corresponding section of any future federal tax code, or a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, as amended, or corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

4. Inurement. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, members, officers, or any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the Purpose of the Corporation, and no Director, officer, or any private individual shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the Corporation.

5. Private Foundation. Notwithstanding anything herein to the contrary, at any time during which it is deemed a private foundation, the Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, as amended, or corresponding section of any future federal tax code; the corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code, as amended, or corresponding section of any future federal tax code; the corporation will not retain any excess business holdings as defined in Section 4943(c) of the Code, as amended, or corresponding section of any future federal tax code; the corporation shall not make any investments in such manner as to subject the Corporation to the tax under Section 4944 of the Code, as amended, or corresponding section of

any future federal tax code; and the corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code, as amended, or corresponding section of any future federal tax code.

6. Powers. The corporation is empowered to and may exercise all rights and powers conferred on nonprofit corporations under the laws of Alabama, or which may hereafter be conferred, including the power to contract, rent, buy or sell personal or real property, borrow money, seek grants or other forms of aid, and enter into any form of financing arrangement with any lending institution, investor or governmental entity in connection with its activities; provided however, that this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purposes of this corporation, as set forth above.

7. Liquidation. Upon dissolution of the Corporation, all of the remaining assets and property of the corporation shall, after the payment of the debts of the corporation and the necessary expenses incident to such dissolution, be distributed, at the discretion of the Board of Directors of the Corporation, for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, as amended, or corresponding section of any future federal tax code, or to the federal government, or to a state or local government, for a public purpose. Subject to the foregoing in all instances upon dissolution or termination, the assets of the corporation shall be distributed in accordance with the provisions of Alabama Nonprofit Corporation Law, as they now exist and as they may hereafter be amended or adopted.

**BYLAWS
OF
FREEDOM PREPARATORY ACADEMY CHARTER SCHOOLS--ALABAMA**

ARTICLE I

PURPOSE AND MISSION

Section 1. Purpose. Freedom Preparatory Academy Charter Schools---Alabama. (hereinafter the "Corporation") is organized exclusively for charitable, literary, scientific and educational purposes, including, for such purposes, the operation of charter schools that prepare all students to excel in college and n life, with a focus of a clear strategic and direct path to college for every student and to the extent not inconsistent with the Corporation's Charter, to do any and all things allowable under the Alabama Nonprofit Corporation Act.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements for) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of these Bylaws, this organization shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code, as amended, or the corresponding provision of any future United States Internal Revenue Law.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its Directors, members, officers, or any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and no Director, officer, or any private individual shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the Corporation.

Notwithstanding anything herein to the contrary, at any time during which it is deemed a private foundation, the Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, as amended, or corresponding section of any future federal tax code; the Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code, as amended, or corresponding section of any future federal tax code; the Corporation will not retain any excess business holdings as defined in Section 4943(c) of the Code, as amended, or corresponding section of any future federal tax code; the Corporation shall not make any investments in such manner as to subject the Corporation to the tax under Section 4944 of the Code, as amended, or corresponding section of any future federal tax code; and the Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code, as amended, or corresponding section of any future federal tax code.

Section 2. Distribution of Assets upon Dissolution. Upon dissolution of the Corporation, all of the remaining assets and property of the Corporation shall, after the payment of the debts of the Corporation and the necessary expenses incident to such dissolution, be distributed, at the discretion of the Board of Directors of the Corporation, for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, as amended, or corresponding section of any future federal tax code, or to the federal government, or to a state or local government, for a public purpose. Subject to the foregoing in all instances upon dissolution or termination, the assets of the Corporation shall be distributed in accordance with the provisions of Alabama Nonprofit Corporation Act, as they now exist and as they may hereafter be amended or adopted.

Section 3. Tax Exempt Status. It is intended that the Corporation shall have the status of a corporation that is exempt from federal income taxation under Section 501(a) of the Code as amended, or corresponding section of any future federal tax code and more specifically shall be an organization described in Section 501(c)(3) of the Code. These Bylaws shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly.

ARTICLE II

MEMBERS

Section 1. Non-Discrimination. No individual may be excluded from membership on the basis of race, sex, gender identity, color, national origin, religion, political affiliation, marital status, sexual preference, age, disability, or socioeconomic status.

Section 2. Classes of Membership. The Corporation has one class of membership. The sole Member is Freedom Preparatory Academy, Inc.

Section 3. Eligibility. Eligibility for membership is strictly limited to those individuals or corporations approved by the Member.

Section 4 Rights of Member. The Member shall have the following rights:

1. To vote in any election of the membership. with each member having one vote;
2. To nominate candidates for the Board of Directors in accordance with the nominating procedures; and
3. To participate in the activities of the Corporation, so long as there are sufficient resources to accommodate them.

Section 6. Expulsion. Members may not be expelled.

BOARD OF DIRECTORS

Section 1. Board of Directors In accordance with its Charter, the Corporation shall have members, whose duty is to elect the Board of Directors. All other corporate powers shall be exercised by or under the authority of, and the affairs of the Corporation managed under the direction of its Board of Directors, except as specifically provided herein or specifically provided in any agreement involving the Corporation.

Section 2. Number, Tenure and Qualifications The Board shall consist of between three (3) and twenty (20) individuals with the initial Board consisting of eight (8) individuals. The number of Directors may be fixed or changed from time to time, within the minimum and maximum, by the members of the Board of Directors; provided, however, that a decrease in the number of Directors shall not shorten an incumbent Director's term. The initial Directors shall be elected by the Incorporator of the Corporation. Thereafter, Directors shall be nominated according to the Nominating Procedures below and elected by a majority vote of the members in good standing of the Corporation at the Annual Meeting of the Corporation. The term of office of the Directors shall be for one (1) years beginning upon their appointment by the Incorporator or at the Annual Meeting of the Corporation at which such Directors are elected, and ending with the election and qualification of their successors. Directors whose terms of office are expiring shall be entitled to participate in the election of their successors. Despite the expiration of a Director's term, he or she shall continue to serve either until his or her successor is elected and qualified or until there is a decrease in the number of Directors. The Incorporator and the Chief Executive Officer or other top staff member shall be ex officio, non-voting members of the Board. An ex officio, non-voting member of the Board shall serve until his or her successor in such position is appointed, at which time that individual shall automatically succeed to such ex-officio members position on the Board. Directors must be at least eighteen years of age and an Individual Member in good standing of the Corporation.

Section 3. Resignation of a Director A Director may resign at any time by delivering written notice to the Board of Directors, the President, or to the Corporation. A resignation shall be effective when the notice is delivered unless the notice specifies a later effective date. A vacancy created by a resignation that will occur at a specific later date may be filled before the vacancy occurs, but the new Director may not take office until the vacancy occurs.

Section 4. Removal of Directors Any Director may be removed with or without cause at any annual meeting or any special meeting of the Board of Directors called for that purpose and attended by a quorum by the affirmative vote of a majority of the then acting Directors. Any vacancy in the Board of Directors caused by removal, death, resignation or an increase in the number of Directors shall be filled as specified in Section 5 of Article II.

Section 5. Vacancies Any vacancy occurring on the Board of Directors and any directorship to be filled by reason of an increase in the number of Directors may be filled, upon nomination of a qualified candidate by the Nominating Committee, by an affirmative vote of the Directors then in office. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 6. Regular Meetings of the Board of Directors Regular meetings of the Board may be held at such time and place as the Board shall from time to time determine. The President may waive any regular meeting of the Board. The Board of Directors shall permit any or all of the Directors to participate in a regular meeting by, or conduct the meeting through the use of, any means of communication by which all of the Directors participating may simultaneously hear each other during the meeting. A Director participating in a meeting by this means shall be deemed to be present in person at the meeting.

Section 7. Annual Meeting of the Board of Directors The annual meeting of the Board of Directors shall be held in or out of the State of Alabama on the third Wednesday of September, unless such date is a legal holiday, in which case the meeting shall be held on the preceding business day, of each and every year, or on such other date selected by the Board of Directors. The annual meeting may be conducted through the use of any means of communication by which all members participating may hear the proceedings of the meeting and transmit or record a vote. A member participating in a meeting by this means is deemed to be present in person at the meeting.

Section 8. Special Meetings of the Board of Directors The Board of Directors may hold special meetings in or out of the State of Alabama, and such meetings may be called by the President or any two (2) Directors. The Board shall permit any or all of the Directors to participate in a special meeting by, or conduct the meeting through the use of, any means of communication by which all of the Directors participating can simultaneously hear each other during the meeting. A Director participating in a meeting by this means shall be deemed to be present in person at the meeting.

Section 9. Notice of Meetings of the Board Regular meetings of the Board of Directors shall be held without notice. Special meetings of the Board of Directors shall be preceded by at least two (2) days' notice to each Director of the date, time and place of the meeting. The notice need not describe the purpose of the special meeting. Any Board action to remove a Director or to approve a matter which would require approval by the members if the Corporation had members, shall not be valid unless each Director is given at least seven (7) days' written notice that the matter will be voted upon at a Directors' meeting or unless notice is waived pursuant to the provisions of Article II, Section 12 of these Bylaws. Notice of an adjourned meeting need not be given if the time and place to which the meeting is adjourned are fixed at the meeting at which the adjournment is taken and if the period of adjournment does not exceed one (1) month in any one (1) adjournment. Notice of a special meeting of directors shall be by electronic transmission, unless a director gives written notice to the Secretary of the corporation indicating his preference to receive notice and records by mail and specifying a physical address for delivery.

Section 10. Action Without Meeting Action required or permitted to be taken by the laws of the State of Alabama at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of the number of Directors that would be necessary to authorize or to take such action at a meeting shall be the act of the Board. The action must be evidenced by one (1) or more written

consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under the section shall have the effect of a meeting vote and may be described as such in any document.

Section 11. Waiver of Notice A Director may waive any notice required by these Bylaws, the Charter, or by any provision of the laws of the State of Alabama, before or after the date and time stated in the notice. The waiver must be in writing, signed by the Director entitled to the notice, and filed with the minutes or corporate records. In addition, a Director's attendance at or participation in a meeting waives any required notice to him of the meeting unless the Director at the beginning of the meeting (or promptly upon his arrival) objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to the action taken at the meeting.

Section 12. Quorum and Voting Except as otherwise provided by the laws of the State of Alabama, the Charter or these Bylaws, a quorum of a Board of Directors consists of a majority of the Directors in office immediately before a meeting begins. When a quorum is once present to organize a meeting, a meeting may be later adjourned despite the absence of a quorum caused by the subsequent withdrawal of any of those Directors present. If a quorum is present when a vote is taken, the affirmative vote of a majority of the Directors present is the act of the Board unless the laws of the State of Alabama, the Charter or Bylaws require the vote of a greater number of Directors. A Director who is present at a meeting of the Board of Directors when corporate action is taken shall be deemed to have assented to the action taken unless: (i) he objects at the beginning of the meeting (or promptly upon his arrival) to holding it or transacting business at the meeting; (ii) his or her dissent or abstention from the action taken is entered in the minutes of the meeting; or (iii) he or she delivers written notice of his or her dissent or abstention to the presiding officer of the meeting before its adjournment or to the Corporation immediately after adjournment of the meeting. The right of dissent or abstention shall not be available to a Director who votes in favor of the action taken.

Section 13. Discharge of Duties A Director shall discharge his or her duties as a Director, including duties as a member of a committee, in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner he reasonably believes to be in the best interests of the Corporation. In discharging his or her duties, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by: (i) one (1) or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented; (ii) legal counsel, public accountants, or other persons as to matters the Director reasonably believes are within the person's professional or expert competence; or (iii) a committee of the Board of Directors of which he or she is not a member, as to matters within its jurisdiction, if the Director reasonably believes the committee merits confidence. However, a Director is not acting in good faith if he or she has knowledge concerning the matter in question that makes reliance otherwise permitted by this By-Law unwarranted. A Director shall not be liable for any action taken as a Director, or any failure to

take any action, if he or she has performed the duties of his or her office in compliance with this By-Law or if he or she is immune from suit pursuant to the provisions of Alabama Nonprofit Corporation Act, as now in effect or as may be hereafter amended. A Director shall not be deemed to be a trustee with respect to the Corporation or with respect to any property held or administered by the Corporation, including without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

Section 14. Compensation No Director shall receive compensation for his or her services as a Director; provided, however, that this provision shall not preclude the payment of compensation by the Corporation to a Director for any services rendered by him or her on behalf of the Corporation as an officer, agent, employee, engineer, attorney, accountant, or otherwise than a Director, or reimbursement for expenses incurred on behalf of the Corporation, or in attending meetings of the Board of Directors or any duly appointed committee.

Section 15. Nominating Procedure. Directors may be nominated for election either by the Nominating Committee or by petition. The Nominating Committee shall consist of at least three Individual Members initially appointed by the Incorporator and thereafter determined in accordance with a charter adopted by the initial Nominating Committee and accepted by the Board of Directors. On or before July 31st, the Nominating Committee shall nominate a qualified candidate for each directorship that will be open at the following Annual Meeting and post the nominations to the Corporation's website. Additionally, nominations may be made by petition signed by at least 10% of the membership base and submitted to the Nominating Committee on or before the 31st of August prior to the Annual Meeting. No nominations may be made from the floor of the Annual Meeting unless there are insufficient nominations by the methods outlined above to fill all directorships.

Section 16. Open Meetings. Meetings of the Directors shall be public in accordance with all applicable state and federal laws and regulations. As may be required by law, members of the public shall have an opportunity for input at meetings of the Directors.

ARTICLE III

OFFICERS

Section 1. Officers This Corporation shall have a President and a Secretary. The Board of Directors, or a duly appointed officer if authorized by the Board of Directors, may also elect additional officers, such as Vice Presidents, a Treasurer and any number of Assistant Secretaries and/or Assistant Treasurers. The same individual may simultaneously hold more than one (1) office in the Corporation, except the offices of President and Secretary. The initial officers shall be appointed by the Incorporator and shall hold office for a term of two (2) years. Subsequently, officers shall be elected by the Board of Directors at its Annual Meeting or at any regular or special meeting of the Board of Directors. Despite the expiration of an officer's term, he or she shall continue to serve until a successor is appointed and qualified. An officer may resign at any time by delivering his or her resignation to the Corporation.

Section 2. Duties of President The President shall preside at all meetings of the Board of Directors. The President shall sign and execute all contracts in the name of the Corporation, when authorized to do so by the Board of Directors; he or she shall appoint and discharge agents and employees, subject to approval of the Board of Directors; and he or she shall have the authority to generally manage the business and affairs of the Corporation and perform all the duties incidental to the office.

Section 3. Duties of the Secretary The Secretary shall keep the minutes of the meetings of the Board of Directors; he or she shall authenticate records of the Corporation; he or she shall attend to the giving and serving of all notices of the Corporation as required by him or her; he or she shall have charge of the minute book and such other records of the Corporation as the Board may direct; he or she shall attend to such correspondence as may be assigned to him or her and perform all duties incidental to the office.

Section 4. Duties of the Treasurer The Treasurer shall have the care and custody of all of the funds and securities of the Corporation and deposit the same in the name of the Corporation in such bank or banks as the Directors may elect; he or she shall have the authority delegated to him or her by the Board of Directors to sign checks, drafts, notes and orders for the payment of money.

Section 5. Discharge of Duties An officer with discretionary authority shall discharge his or her duties under that authority in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner he or she reasonably believes to be in the best interest of the Corporation. In discharging his or her duties, an officer shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by: (i) one (1) or more officers or employees of the Corporation whom the officer reasonably believes to be reliable and competent in the matters presented; or (ii) legal counsel, public accountants, or other persons as to matters the officer reasonably believes are within the person's professional or expert competence. However, an officer is not acting in good faith if he or she has knowledge concerning the matter in question that makes the reliance otherwise permitted by these Bylaws unwarranted. An officer shall not be liable for any action taken as an officer, or any failure to take any action, if he or she has performed such duties in compliance with these Bylaws.

ARTICLE IV

COMMITTEES

The Board may appoint standing committees that may include one or more members of the Board and staff members of the Corporation, as are necessary or desirable for the proper administration of the Corporation's affairs or may facilitate the accomplishment or furtherance of the Corporation's goals, objectives or purposes. These committees will not have the power to expend funds of the organization or make policy except as directed and approved by the Board.

ARTICLE V

INDEMNIFICATION

Subject to any limitations set forth in the Charter, the Corporation shall indemnify and advance expenses to each present and future Director or officer of the Corporation, or any person who may serve at its request as a Director or officer of another company (and, in either case, his or her heirs, estate, executors or administrators) to the full extent allowed by the laws of the State of Alabama, both as now in effect and as hereafter adopted. The Corporation may indemnify and advance expenses to any employee or agent of the Corporation who is not a Director or officer (and his or her heirs, estate, executors or administrators) to the same extent as to a Director or officer, if the Board of Directors determines that it is in the best interests of the Corporation to do so. The Corporation shall also have the power to contract with any individual Director, officer, employee, or agent for whatever additional indemnification the Board of Directors shall deem appropriate. The Corporation shall have the power to purchase and maintain insurance on behalf of an individual who is or was a Director, officer, employee, or agent of the Corporation, or who, while a Director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a Director, officer, partner, trustee, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, against liability asserted against or incurred by him or her in that capacity or arising from his or her status as a Director, officer, employee, or agent, whether or not the Corporation would have the power to indemnify him or her against the same liability under these Bylaws.

ARTICLE VI

MISCELLANEOUS

Section 1. Records The Corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the Board of Directors without a meeting, and a record of all actions taken by a committee of the Board of Directors in place of the Board of Directors on behalf of the Corporation. The Corporation shall maintain appropriate accounting records. The Corporation or its agent shall maintain a record of its Directors in a form that permits preparation of a list of the names and addresses of all Directors, in alphabetical order. The Corporation shall maintain its records in written form or in other form capable of conversion into written form within a reasonable time. The Corporation shall keep at its principal office a copy of its Charter or Restated Charter and all amendments thereto currently in effect; its Bylaws or Restated Bylaws and all amendments to them currently in effect; the minutes of all meetings of the Directors and records of all actions approved by the Directors for the past three (3) years; all written communications to Directors generally within the past three (3) years, including the financial statements furnished for the last three (3) years; a list of the names and business and home addresses of its current Directors and officers; and its most recent annual report delivered to the Secretary of State. The Corporation shall comply with any other state and local requirements regarding its records.

Section 2. Reports The Corporation shall prepare annual financial statements that include a balance sheet as of the end of the fiscal year and an income statement for that year. If financial statements are prepared for the Corporation on the basis of generally accepted accounting principles, the annual financial statement must also be prepared on that basis. If the annual financial statements are reported upon by a public accountant, his or her report must accompany them. If not, the statements must be accompanied by a statement of the President or the person responsible for the Corporation's accounting records stating his or her reasonable belief whether the statements were prepared on the basis of generally accepted accounting principles and, if not, describing the basis of preparation, and describing any respects in which the statements were not prepared on a basis of accounting consistent with the statements prepared for the preceding year.

Section 3. Amendment of Bylaws The Bylaws may be amended by the Board of Directors of the Corporation. The Corporation shall provide notice of any meeting of Directors at which an amendment is to be approved at least five (5) days prior to such meeting. The notice must also state that the purpose, or one of the purposes, of the meeting is to consider a proposed amendment to the Bylaws and contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment. The amendment must be approved by a majority of the Directors in office at the time the amendment is adopted. However, notwithstanding anything herein to the contrary, no amendment to the Bylaws may limit, reduce or eliminate or any power, authority, or right of the Member without the Member's written approval.

ARTICLE VII

CONFLICT OF INTEREST

Section 1. Conflict of Interest A conflict of interest may exist when the interests or activities of any Director, officer or staff member may be seen as competing with the interest or activities of this Corporation, or the Director, officer or staff member derives a financial or other material gain as a result of a direct or indirect relationship.

Section 2. Disclosure Required Any possible conflict of interest shall be disclosed to the Board of Directors by the person concerned, if that person is a Director or the President of the Corporation, or to the President, or to such person or persons as he or she may designate, if the person is a member of the staff.

Section 3. Abstinance from Vote When any conflict of interest is relevant to a matter requiring action by the Board of Directors, the interested person shall call it to the attention of the Board of Directors or its appropriate committee and such person shall not vote on the matter; provided however, any Director disclosing a possible conflict of interest may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof. Any committee, which votes upon a matter wherein a conflict of interest exists or may exist, must consist entirely of members of the Board of Directors.

Section 4. Absence from Discussion Unless requested to remain present during the meeting, the person having the conflict shall retire from the room in which the Board of Directors or its committee is meeting and shall not participate in the final deliberation or decision regarding the matter under consideration. However, that person shall provide the Board of Directors or committee with any and all relevant information.

Section 5. Minutes The minutes of the meeting of the Board of Directors or committee shall reflect that the conflict of interest was disclosed and that the interested person was not present during the final discussion or vote and did not vote. When there is doubt as to whether a conflict of interest exists, the matter shall be resolved by a vote of the Board of Directors or its committee, excluding the person concerning whose situation the doubt has arisen.

Section 6. Annual Review A copy of this conflict of interest by-law shall be furnished to each Director, officer and senior staff member who is presently serving the Corporation, or who may hereafter become associated with the Corporation. This policy shall be reviewed annually for the information and guidance of Directors, officers and staff members. Any new Directors, officers or staff members shall be advised of this policy upon undertaking the duties of such office.

**Public Charter School
Governing Board Member Disclosure Form**

See Attached

Attachment 4: Educational Program Terms and Design Elements

School Name:	<i>Freedom Prep. Alabama</i>
Mission:	<i>Freedom Prep Charter Schools exists to prepare students, grades pre-k through 12th grade, to excel in college and in life.</i>
Vision:	Freedom Prep. Alabama will transform education for students of color in Birmingham, Alabama. Freedom Prep. Alabama will prove what's possible and inspire broader change. Freedom Prep. Alabama will carry the torch of the civil rights movement and help to realize its dream.
Objectives:	To deliver a well-rounded general academic program that develops student's critical thinking skills, broad content knowledge, and the ability to compete against peers across the country for seats at the most prestigious institutions of higher learning.
Goals:	<ul style="list-style-type: none"> • Implementation of an established academic program that propels students towards college-readiness (defined as a 21 or higher on the ACT assessment). • In all grade levels, students will read and comprehend texts within the lexile level band for their grade level • With math and literacy, our annual goal will be a year-over-year improvement of 10% proficiency across grade levels on Interim Assessments.
Education Program Term #1:	FPA has a strategically-designed general education program focused on implementing the highest quality pedagogical techniques coupled with strong curricular resources sourced from across the country.
Education Program Term #2:	In reading/language arts, FPA takes a two-pronged approach. In the lower grades of K-2, FPA focuses on phonics and word acquisition to build the foundational skills necessary for a student to shift to reading absorption in later grades.
Education Program Term #3:	In classrooms for grades 3-8, students shift from "learning to read" to "reading to learn". These classrooms are focused on textual analysis of fiction and nonfiction texts that build core content knowledge and background knowledge across all grade levels.

Education Program Term #4:	In mathematics, FPA focuses on two specific strands of mathematical learning: mathematical fluency and mathematical problem solving. In both strands, FPA follows the open-source curriculum from Uncommon Schools (largely considered one of the strongest charter school networks in the nation).
Education Program Term #5:	Beyond ELA and math, FPA has also developed full curriculum and assessment systems for science and social studies. Additionally, we have developed a series of resources (albeit these are resources and not assigned curricula) for our elective courses, including music, art, PE, and foreign language. In science, our curriculum and instruction approach centers on the 5-E approach of inquiry-based learning around physical, life, and earth science. In social studies, our curriculum focuses on reframing history around exploring the voices of traditionally marginalized communities and their experiences through World and United States history and geography.
Geographic Area Served:	Zip codes 35203, 35204, 35234, 35205, and/or 35211
Location:	Birmingham, Alabama
Grades Served 2023-2024:	Kindergarten through 2nd grade
Grades Served at Capacity:	Kindergarten through 8th Grade
Projected Enrollment 2023-2024:	345 students
Projected Enrollment at Capacity:	1192 students
Educational Service Provider:	<i>N/A</i>

Note: The Education Terms are different from *school-specific measures* that you may develop as a part of your Academic Performance Framework because they focus on *process* rather than student *outcomes*. In other words, the school-specific academic performance measures focus on what students will *achieve*. By contrast, the Education Terms should capture the essentials of what students will *experience*.

Attachment 5: Conflict of Interest Policy

Article I

Purpose

The purpose of the Conflict of Interest Policy is to protect Freedom Preparatory Academy Charter Schools - Alabama ("Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, governing board member of the Organization, other related person to the Organization or might result in a possible excess benefit transaction. This conflict of interest policy ("Policy") is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. **Directly Interested:** Any contract with the official personally or with any business in which the official is the sole proprietor, a partner, or the person having the controlling interest.
2. **Indirectly Interested:** Any contract in which the officer is interested but not directly so, but includes contracts where the officer is directly interested but is the sole supplier of goods or services in a municipality or county.
3. **Controlling Interest:** Includes the individual with the ownership or control of the largest number of outstanding shares, membership interest or other equity interest or governance interest by any single individual, limited liability company, partnership, corporation, or otherwise.
4. **Interested Person:** Any director, officer, manager, key employee or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
5. **Financial Interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
 - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

6. **Immediate Family:** includes the following: husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.

7. **Compensation:** includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III Prohibited Personal Interests

1. It shall be prohibited for any Interested Person whose duty it is to vote for, let out, overlook, or in any manner to superintend any work or any contract in which the Organization shall or may be interested, to be directly interested in any such contract.

2. It shall be prohibited for any Interested Person whose duty it is to vote for, let out, overlook, or in any manner to superintend any work or any contract in which the Organization shall or may be interested, to be indirectly interested in any such contract, unless the Interested Person publicly acknowledges such Interested Person's interest, and the governing board permits such actions.

Article IV Penalty For Prohibited Interest

Should any Interested Person referred to in Article III be or become directly or unlawfully indirectly interested in a contract, such Interested Person shall forfeit all pay and compensation therefor. Such Interested Person shall be dismissed from such office the Interested Person then occupies and be ineligible for the same position within the Organization for ten (10) years.

Article V Procedures

1. **Duty to Disclose:** In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the governing board and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists:** After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest**

a. An Interested Person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. If the governing board or committee determines that there is no conflict of interest, then the transaction or arrangement is not subject to the remaining procedures outlined in paragraphs c through g of this paragraph 3.

c. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

d. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

e. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested governing board members whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

f. In the event a member of the governing board has a conflict interest in matter to be voted upon by the body, such member may abstain for cause by announcing such to the presiding officer.

g. Any governing board member who abstains from voting for cause on any issue coming to a vote before the body shall not be counted for the purpose of determining a majority vote.

4. **Violations of the Conflicts of Interest Policy**

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to

disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

c. In the event that a conflict arises between a governing board member's service and these restrictions, the board member will resign their position on the board unless, within thirty (30) days, such conflict can be resolved to the satisfaction of the board.

Article VI Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article VII Compensation

1. Members of the board are prohibited from receiving compensation other than reimbursement of actual expenses while fulfilling duties as a board member.

2. Members of the board are prohibited from employment, in any manner, by the Organization whether directly through the school or indirectly as an employee of an educational management or service organization with which the Organization contracts for services.

3. A member of a committee with governing board delegated powers whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

Article VIII Nepotism

1. Not more than one person from the same immediate family may serve as a member of the governing board of the Organization.

2. Board members and their immediate family members (as defined below) will be excluded from consideration for employment by the Organization.

3. Employees shall not hold a position with the Organization while they or members of their immediate family (as defined below) serve on the governing board or any committee of the board.

Article IX Annual Statements

Each member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of this Policy,
2. Has read and understands this Policy,
3. Has agreed to comply with this Policy, and
4. Understands the Organization is a charitable organization and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

In addition, on such statement, each Interested Person shall disclose or update his or interests that could give rise to a conflict of interest, such as a list of family members, substantial business or investment holdings, and other transactions or affiliations with businesses and other organizations and those of family members.

Article X Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit or an excess benefit transaction.
3. Whether the governing board and all committees with board delegated powers are properly implementing this conflict of interest policy.
4. Whether any improvements should be made to this conflict of interest policy.

**Article XI
Use of Outside Experts**

When conducting the periodic reviews as provided for in Article X, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility under this conflict of interest policy.

**Article XII
Gifts**

No Interested Person shall solicit or accept, directly or indirectly, any thing of economic value as a gift or gratuity from any person who has or is seeking a contractual, business, or financial relationship with the Organization.

**Article XIII
Abuse of Office**

No Interested Person may use the authority of his office or position, directly or indirectly, in a manner intended to compel or coerce another person, to provide him or anyone else with a thing of economic value that he is not entitled to by law.

Interested Persons are prohibited from using the authority of their office or position, directly or indirectly, in a manner which is intended to compel or coerce, any person to engage in political activity.

**Article XIV
Post Employment**

No former member of a board shall, for a period of two years following the termination of his public service, contract with, be employed in any capacity by, or be appointed to any position by his former board.

ACKNOWLEDGEMENT OF CONFLICT OF INTEREST POLICY

By signing below, I acknowledge and certify that:

1. I have received, read and understand the Conflict of Interest Policy ("the Policy"). I further agree to comply with the Policy.
2. If I have questions concerning the meaning or application of the Policy, I know I can consult the Chairperson of the Governing Board or the Executive Director. I understand that if I violate this Policy, it may constitute trustee or director misconduct.
5. I understand that Freedom Preparatory Academy Charter Schools - Alabama is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

6. I have to the best of my knowledge identified and all real or apparent sources of conflict of interest that could be associated with my activities with Freedom Preparatory Academy Charter Schools - Alabama and will do so as these may arise in the future.

7. I have to the best of my knowledge identified and all real or apparent sources of conflict of interest that could be associated within Freedom Preparatory Academy Charter Schools - Alabama and will do so as these may arise in the future.

Attachment 6: Education Service Provider (ESP) Contract Guidelines

1. The maximum term of an ESP agreement must not exceed the term of the Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the contract without cause or a financial penalty.
2. ESP agreements must be negotiated at 'arms-length.' The Contract School's Governing Board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
3. No provision of the ESP agreement shall interfere with the Contract School Governing Board's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operation of the Contract School. No provision of the ESP agreement shall prohibit the Contract School Governing Board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Alabama laws.
4. An ESP agreement shall not require a Contract School Governing Board to waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Contract School Governing Board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract School be placed in the Contract School's account.
6. ESP agreements must contain at least one of the following methods for paying fees or expenses: (1) the Contract School Governing Board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract Governing Board; or (2) the Contract Governing Board may advance funds to the ESP for the fees or expenses associated with the Contract School's operation provided that documentation for the fees and expenses are provided for Contract School Governing Board ratification.
7. ESP agreements shall provide that the financial, educational, and student records pertaining to the Contract School are Contract School property and that such records are subject to the provisions of the Alabama Open Records Act. All Contract School records shall be physically or electronically available, upon request, at the Contract School's physical facilities. Except as permitted under the Contract and applicable law, no ESP agreement shall restrict the Commission's access to the Contract School's records.
8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract School will be made available to the Contract School's independent auditor.
9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract School.
10. If an ESP purchases equipment, materials, and supplies on behalf of or as the agent of the Contract School, the ESP agreement shall provide that such equipment, materials, and supplies shall be and remain the property of the Contract School.

11. ESP agreements shall contain a provision that if the ESP procures equipment, materials, and supplies at the request of or on behalf of the Contract School, the ESP shall not include any added fees or charges with the cost of equipment, materials, and supplies purchased from third parties.
12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract School Governing Board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract School owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract School; or (ii) were developed by the ESP at the direction of the Contract School Governing Board with Contract School funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract School's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract School or that are not otherwise dedicated for the specific purpose of developing Contract School curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract School are subject to state disclosure laws and the Open Records Act.
13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract School. If the ESP leases employees to the Contract School, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract School or working on Contract School operations. If the Contract School is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract School Governing Board that the employment structure qualifies as employee leasing.
14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract School Governing Board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the School.
15. Marketing and development costs paid by or charged to the Contract School shall be limited to those costs specific to the Contract School program and shall not include any costs for the marketing and development of the ESP.
16. If the Contract School intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the School.

Attachment 7: Physical Plant

Pursuant to applicable law and the Terms and Conditions of this Contract, the School is authorized to operate at the physical facility or facilities outlined in this schedule. The School shall not occupy or use any facility with students for academic instruction until approved by the Commission and facility has been approved for occupancy by the appropriate state, county, and city departments.

Physical Plan Description: TBD

Site Plans

Floor Plans

Lease Agreement

Certificate of Use and Occupancy

**Charter School
Physical Plant Description**

1. The address and a description of the site and physical plant (the "Site") of Freedom Preparatory Academy Charter Schools--Alabama (the "School") is as follows:

Address: TBD

Description:

Configuration of Grade Levels:

Term of Use: Term of Contract

2. The following information about this site is provided on the following pages, or must be provided to the satisfaction of the Commission or its designee, before the School may operate as a public school in Alabama.
 - a. Narrative description of physical plant
 - b. Size of building
 - c. Scaled floor plan
 - d. Copy of executed lease or purchase agreement
3. In addition, the School and the Commission or its designee hereby acknowledge and agree that the School shall not conduct classes or operate as a public charter school in this state until it has obtained the necessary fire, health, and safety approvals for the above-described facilities. These approvals must be provided by the School to the Commission's Executive Director in advance of any such occupancy and must be acceptable to the Commission or its designee, in his/her sole discretion, prior to the School operating as a public charter school.
4. If the site described above is not used as the physical plant for the School, this Attachment of this contract between the School and the Commission must be amended pursuant to the Terms and Conditions of Contract, to designate, describe, and agree upon the School's physical plant. The School must submit to the Commission or its designee complete information about the new site or facilities. This information includes that described in paragraphs 1, 2, and 3 of this Attachment. The School shall not conduct classes as a public charter school in this state until it has submitted all the information described above to the satisfaction of the Commission by way of a request to amend this Contract and the amendment regarding the new site has been executed by the Commission or its designee.
5. The School agrees to comply with the single site restrictions contained in this Attachment for the configuration of grade levels identified at the site, except as may be permitted with the express permission of the Commission or its designee. Any changes in the configuration of grade levels at

the site requires an amendment to this Attachment pursuant to the Terms and Conditions of the Contract set forth above.

Attachment 8: Statement of Assurances

STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school applicant and submitted with the application for a charter school.

As the duly authorized representative of the applicant group (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Freedom Preparatory Academy Charters Schools---Alabama are accurate and true to the best of my knowledge and belief; and further, I certify and assure that, if awarded a charter:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized the Act.
2. The School has applied for tax exempt status under section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. Sec. 501(c)(3)), is not be a sectarian or religious organization, and shall be operated according to the terms of a charter contract executed with the Alabama Public Charter School Commission.
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.).
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g).
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.).
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law.
 - e. Compliance with the *Every Student Succeeds Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments.
 - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681).
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794).

- h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).
4. The School shall hire, manage, and discharge any charter school employee in accordance with state laws and the School's charter contract.
 5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school.
 6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's governing board maintains oversight authority over the charter school.
 7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations.
 8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed.
 9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received.
 10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state.
 11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt.
 12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate state laws.
 13. The School shall issue diplomas to students who meet state high school graduation requirements established by the Department even though the charter school governing board may establish additional graduation requirements.
 14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain.

15. The School shall operate according to the terms of its charter contract and the Act.
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts.
17. The School shall provide basic education, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system.
18. The School shall employ certificated instructional staff as required by Federal program regulations.
19. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the Department, including annual audits for legal and fiscal compliance.
20. The School shall comply with the open public meetings act and public records requirements.
21. The School shall be subject to and comply with all legislation governing the operation and management of charter schools.
22. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract.
23. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations.
24. The School shall be subject to the supervision of the State Superintendent and the State Board of Education, including accountability measures, to the same extent as non-charter public schools, except as otherwise expressly provided by law.
25. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any Alabama student regardless of his or her location of residence.
26. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do non-charter public schools.
27. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery as provided in the Act.
28. The School's Governing Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility.

29. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property.
30. The School has disclosed any real, potential, or perceived conflicts of interest that could impact the approval or operation of the School.
31. The School shall, within sixty (60) days of approval of its charter application, execute a charter contract with the Commission, containing the terms set forth by the Commission and the terms required by the Act, as well as future rules adopted by the Commission.
32. The School shall meet any reasonable preopening requirements or conditions imposed by the Commission, including, but not limited to, requirements or conditions to monitor the start-up progress of the School, to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening.
33. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action.
34. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission.
35. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law.
36. The School shall comply with any nonrenewal of termination actions imposed by the Commission.
37. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools.
38. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics.
39. The School shall, at all times, maintain all necessary and appropriate insurance coverage.
40. The School shall indemnify and hold harmless the Commission and its officers, directors, agents, and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation.
41. The School's governing body has adopted a resolution or motion that authorizes the submission of the School's Charter School Application, including all understandings and assurances contained herein, directing and authorizing the School's designated representative to act in connection with

the application and to provide such additional information as may be required by the Commission.

- 42. The School understands that the Commission will not reimburse the School for any costs incurred in the preparation of this application. All applications and associated materials become the property of the Commission, and the School claims no proprietary right to the ideas, writings, items, or samples, unless so stated in the application.
- 43. The School agrees that submission of the application constitutes acceptance of the solicitation contents and the attached sample contract. If there are any exceptions to these terms, the School has described those exceptions in detail on a page attached to this document. The School understands that the Commission is not bound by any of the changes that the School has proposed to the sample contract and that if its application is approved the specific terms and provisions of the contract will be negotiated.
- 44. The School grants the Commission, or its representatives, the right to contact references and others who may have pertinent information regarding the ability of the School, its Governing Board members, proposed management, and lead staff to perform the services contemplated by the application.
- 45. The School grants the Commission, or its representatives, the right to conduct criminal background checks as part of the evaluation process. Signed consent forms from each of the impacted individuals are attached.
- 46. The School is submitting proposed Contract exceptions or changes: Yes No
If Contract exceptions are being submitted, the School has attached them to this form.
- 47. All of the information submitted in the Application is true, correct, complete, and in compliance with Alabama laws.
- 48. All of the information contained in the Application reflects the work of the applicant; no portion of the application was plagiarized.

Freedom Preparatory Academy Charters Schools--Alabama



Justin Hampton, Authorized Representative

July 19, 2022

Date

Attachment 9: Identification of Documentation Required for Annual Performance Report

The Commission will require submission of or access to materials or data from the School for oversight and accountability of the school.

Performance Review and Ongoing Oversight

The School must also provide any documents, data, or information that the Commission deems necessary for ongoing oversight, accountability, and compliance monitoring.

Attachment 10: Enrollment Policy

Under Development

Attachment 11: Request for Proposals for Service Providers

TBD-None at this Time

Attachment 12: Public Charter School Application

Attached

Birmingham City Schools Charter School Application for a 2022 Opening

New Charter Application #000667

Freedom Preparatory Academy Birmingham Campus

Submitted To:

Birmingham City Schools
Birmingham City Schools

2015 Park Place North
Birmingham, AL 35203
Phone: 205-231-4895

Submitted By:

Justin Hampton
136 Webster Ave
Memphis, TN 38126

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A. School Information

Open Date: **September 7, 2021**
 Proposed Name: **Freedom Preparatory Academy Birmingham Campus**
 School Type: **Elementary / Middle**
 Grade Levels: **[PK, K, 1, 2, 3, 4, 5, 6, 7, 8]**
 School District: **Birmingham City Schools**
 Neighborhood / Community: **Downtown**
 Organization Type: **Non-profit Corporation (Out of State)**
 Sponsoring Entity: **Non-profit Organization**
 Address: **136 Webster Ave , Memphis, TN 38126**
 Phone: **(901) 538-9500**
 Fax:
 Web Site: **www.freedomprep.org**
 Calendar Type: **Extended School Year - 183 instructional days**
 Educational Service Provider: **Freedom Preparatory Academy Charter Schools (CMO)**

B. Primary Contact Person

Name: **Justin Hampton**
 Mailing Address: **136 Webster Ave Memphis, Tennessee 38126**
 Mobile Phone: **(334) 557-3690**
 Alternate Phone:
 Email: **justin.hampton@freedomprep.org**
 Current Employer: **Freedom Prep**

C. Attendance Projections

Grade Level	2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		At Capacity TBD	
	Min.	Max.	Min.	Max.								
PK												
K	115	115	115	115	115	115	115	115	115	115	115	115
1	115	115	115	115	115	115	115	115	115	115	115	115
2	115	115	115	115	115	115	115	115	115	115	115	115
3			115	115	115	115	115	115	115	115	115	115
4					135	135	135	135	135	135	135	135
5							135	135	135	135	135	135
6									162	162	162	162
7											150	150
8											150	150

Total	345	345	460	460	595	595	730	730	892	892	1192	1192
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D. Board Members

Name	Title	Contact Information	Current Employer
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E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Hampton, Justin	Chief Regional Officer	P: 3345573690 M: 3345573690 E: justin.hampton@freedomprep.org	Freedom Preparatory Academy Charter Schools
Thompson, Larry	Proposed Principal Candidate	P: (901) 618-8190 M: (901) 618-8190 E: lthompson@freedomprep.org	Freedom Preparatory Academy Charter Schools

EXECUTIVE SUMMARY

1.Executive Summary

Mission & Vision

Mission: Freedom Prep prepares all students in grades PK-12 to excel in college and in life.

Vision: Freedom Prep will transform education for students of color across the South. We will prove what's possible. We will inspire broader change. We will carry the torch of the civil rights movement and help to realize its dream.

While Freedom Prep has made an impact in Memphis, and continues to seek improvement, FPA also recognizes the need to open new high-quality schools in other communities also deeply affected by generational policies that have aimed to limit the attainment of Black students. Over the past decade, Freedom Prep has been approached by a number of states and cities to expand and has always said no. However, given the organization's commitment to the legacy of the Civil Rights movement, FPA seeks to make its first step outside of Memphis into Birmingham, Alabama - another city deeply steeped in Civil Rights history and a narrative of social justice.

Educational Need & Anticipated Student Population

Educational Need and Anticipated Student Population

Freedom Prep desires to open a location in one of the following zip codes: 35203, 35204, 35234, 35205, or 35211. We narrowed down to these zip codes based upon demographics and school performance in these areas.

Freedom Prep's mission is to provide a high-quality educational option for families in traditionally disaffected communities. After careful consideration of all available data, and conversations with community leaders, it appears these specific zip codes are most in need of additional high-performing educational options.

	Total	35203	35204	35234	35205	35211
Population	66368	3798	10,337	6,311	19686	26236
Median Household Income	\$23,903	\$18,894	\$20,894	\$21,867	\$32,131	\$25,729
# Black	48020	2514	9534	5588	6561	23823
% Black	72.35%	66.20%	92.20%	88.50%	533.30	90.80%
With Kids	8625	195	3438	585	1235	3172
<\$25,000	48.93%	55.74%	58.29%	59.77%	41.14%	48.87%
\$25,000 to \$44,999	21.62%	9.63%	23.31%	19.41%	22.42%	22.26%
\$45,000-\$59,999	10.08%	10.29%	7.53%	10.67%	11.67%	9.62%
\$60,000-\$99,999	12.16%	9.63%	9.00%	7.84%	13.88%	13.12%
\$100,000-\$149,999	4.21%	11.81%	1.36%	2.31%	4.84%	4.19%
\$150,000-\$199,999	1.22%	0.00%	0.23%	0.00%	2.50%	0.90%
\$200,000+	1.78%	2.90%	0.28%	0.00%	3.55%	1.04%
Less than High School	18.82%	23.95%	28.17%	28.81%	10.51%	17.59%
High School	50.31%	48.33%	51.40%	57.90%	40.74%	55.14%
AA	6.72%	3.80%	7.23%	5.91%	5.52%	7.99%
BA	13.88%	13.00%	7.84%	5.06%	22.87%	12.30%
MA	6.13%	5.75%	4.37%	1.17%	9.93%	5.41%
Professional	2.05%	3.88%	0.78%	1.15%	4.44%	0.84%
PhD	2.09%	1.28%	0.21%	0.00%	5.99%	0.74%
Public School	7579	218	1709	995	1116	3541
Private School	591	0	52	11	252	276
Not Enrolled in School	1104	12	161	68	262	601

Anticipated Student Population

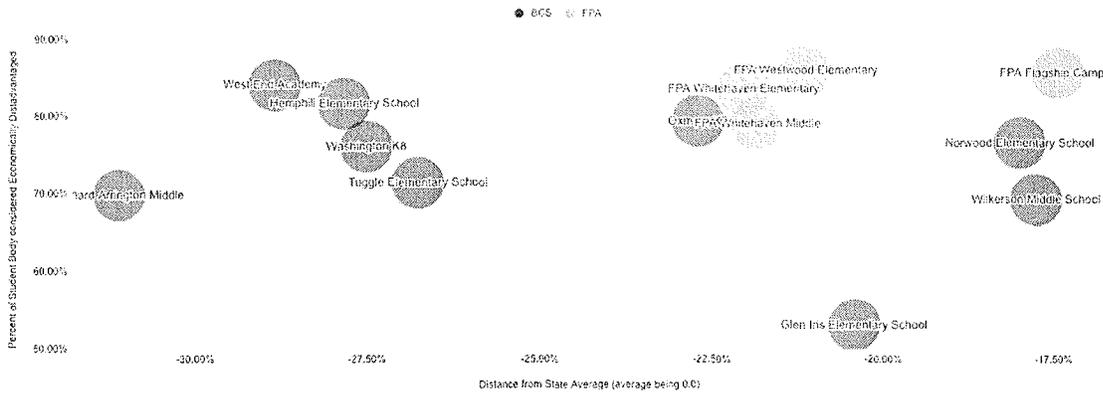
FPA currently serves a student population of more than 2,200 in Memphis, TN. Of that population, over 99 percent of students identify as BIPOC, or Black, Indigenous, People of Color. More specifically, roughly 91 percent of our student population is Black and roughly 8 percent is Latinx.

According to data from the Alabama Department of Education website, the schools in these zip codes align closely to the current FPA schools. That said, all schools in these areas have a lower population of students receiving free or reduced lunch than FPA as well as a lower population of students meeting grade level standards in mathematics. As another note, according to NAEP, the Tennessee state assessment is more difficult than the Alabama state assessment, indicating Freedom Prep students are closer to a state average that is more academically rigorous than the bar for Birmingham City Schools' students.

Application Notes for Freedom Preparatory Academy Birmingham Campus

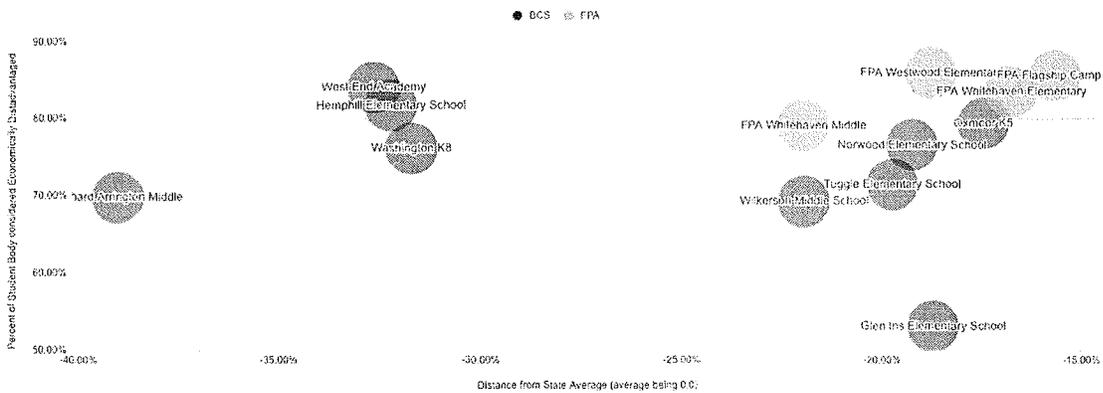
ELA Performance Compared to State

State Percent of students on or above grade level in ELA by school district



Math Performance Compared to State

State Percent of students on or above grade level in Math by school district



Anticipated Academic Needs

Currently, the vast majority of schools in these zip codes are significantly behind the state's average percentage of students on or above grade level in both math and reading. FPA has had a similar student population in Memphis where one of our five schools was a designated state turnaround school contracted to FPA for day-to-day management. During the time of our management, Westwood Elementary School went from the bottom 1st percentile to the 17th percentile in four years. We attribute this to the targeted intervention and high-quality instruction FPA provided to all K-5 students at this campus. While this has been tremendous growth, FPA's goal is for Westwood (and the other four campuses) to operate within the top quartile of all schools across the state.

Non-Academic Challenges

Students from traditionally underserved communities can, at times, experience additional challenges related to poverty. These challenges include (but are not limited to) housing insecurity, food insecurity, job insecurity, health insecurity, and additional needs around mental and emotional health.

For this reason, FPA has hired a team of 11 social workers in Memphis who work with our

1,600 families to proactively and reactively address needs in our community. This team has partnered with various food banks, healthcare organizations, job resource centers, and mental health providers across the Westwood and Whitehaven neighborhoods to ensure families can get connected to various partners to combat these challenges.

FPA would plan to replicate this practice in Birmingham schools. We would set up another cohort of social workers to both provide cognitive behavioral therapy during the school day for students as well as partner with local organizations to set up a safety net of providers to refer families to for additional services.

Education Plan and School Design

FPA has a strategically-designed general education program focused on implementing the highest quality pedagogical techniques coupled with strong curricular resources sourced from across the country.

In reading/language arts, FPA takes a two-pronged approach. In the lower grades of K-2, FPA focuses on phonics and word acquisition to build the foundational skills necessary for a student to shift to reading absorption in later grades. More specifically, FPA adopted a co-teaching model where there are 30 students and two teachers in each classroom across all K-2 classrooms. This model allows the teachers to run multiple small-group learning experiences during each reading block while also enabling them to monitor student learning at centers across the room. During the COVID-19 pandemic, FPA secured one-to-one learning devices and the iReady online learning platform which is used in classrooms when students aren't in small group reading experiences.

In classrooms for grades 3-8, students shift from "learning to read" to "reading to learn". These classrooms are focused on textual analysis of fiction and nonfiction texts that build core content knowledge and background knowledge across all grade levels. Classroom experiences focus on textual analysis, responding to text through writing, and text discussions in whole and small groups. Teachers understand that their role in these grades is similar to that of a personal trainer, ensuring that students engage in the intellectual lift of doing the majority of the speaking, thinking, and writing about text in our ELA classrooms. Our ultimate goal is to prepare students to take the AP Composition and AP Literature courses in high school, and we backwards plan our ELA curriculum and approach around these course expectations.

In mathematics, FPA focuses on two specific strands of mathematical learning: mathematical fluency and mathematical problem solving. In both strands, FPA follows the open-source curriculum from Uncommon Schools (largely considered one of the strongest charter school networks in the nation). FPA focuses on teacher understanding of the standards for their grade level's mathematical standards and ensuring they understand the underlying mathematical principles and concepts that build student understanding to

reach mastery of these standards. Students then experience a comprehensive and coherent sequence of standards across their learning experience at FPA.

In both ELA and mathematics, we recognize that not all learners progress at the same pace through all curriculum and grade levels. We know that grade levels are subjectively set based upon age. Given this, we've also developed a comprehensive RTI (response to intervention and instruction) program that allows students who are behind to continue to make progress and those who are above standard to further accelerate their academic learning. As noted throughout the academic portion of this application, the longer school day schedule allows for students to experience small group and individual learning instructional opportunities with targeted curriculum and instruction that pursues both of these goals.

Beyond ELA and math, FPA has also developed full curriculum and assessment systems for science and social studies. Additionally, we have developed a series of resources (albeit these are resources and not assigned curricula) for our elective courses, including music, art, PE, and foreign language. In science, our curriculum and instruction approach centers on the 5-E approach of inquiry-based learning around physical, life, and earth science. In social studies, our curriculum focuses on reframing history around exploring the voices of traditionally marginalized communities and their experiences through World and United States history and geography.

FPA Efficacy in Serving the Targeted Student Population

As noted in the first section of the Executive Summary, FPA schools are closer to the Tennessee average than Birmingham Schools in 35203, 35204, 35234, 35205, or 35211 are to the Alabama average. Also noted is that the Tennessee average for state assessments, according to the NAEP measurement, is more rigorous than the Alabama average. Given this, FPA believes its academic program and results demonstrate the option for enrollment in an FPA program would be advantageous if provided to families in these zip codes.

Community Engagement

Community partnerships are foundational to the success of Freedom Preparatory Academy. FPA builds meaningful and intentional connections with local universities, neighborhood associations, faith-based organizations, and youth-focused community groups. We hold space for parent-teacher associations within our network, encourage participation, and involve these various constituents in our ongoing decision-making as much as possible. We are currently beginning to build our relationships and community engagement with the Birmingham community.

Beginning in February of 2021, FPA hired a Regional Director to focus specifically on building lasting relationships with the grassroots community and local leadership. Since

that time, FPA has hosted Virtual Tours/Listening Sessions, met state officials, and begun conversations with the Birmingham community in the prospective neighborhoods we hope to serve.

Leadership and Governance

See Attachment 1: Leadership and Governance.

BMGES1 Enrollment

Grade Level

	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
K					115	115	115	115	115	115	115	115
1					115	115	115	115	115	115	115	115
2					115	115	115	115	115	115	115	115
3						115	115	115	115	115	115	115
4							135	135	135	135	135	135
5								135	135	135	135	135
Total	0	0	0	0	345	460	595	730	730	730	730	730

BMGMS1 Enrollment

Grade Levels

	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30
6								162	162	162	162	
7									150	150	150	
8										150	150	
Total	0	150	312	462	462							

Enrollment Rationale

FPA plans to serve 115 students per grade level across five classrooms per grade level for a 1:23 teacher to student ratio in K, 1st, 2nd, and 3rd. We will have 135 students in 4th and 5th grade for a 1:27 ratio in five classrooms. We will have 162 students in 6th grade across six classrooms for a 1:27 ratio. We will have 150 students in six classrooms in 7th and 8th for a 1:30 ratio. Each classroom will have one lead teacher leading instruction for students, modeled after our Memphis model. In the lower grades, we will have a teacher assistant to push in and support, reducing teacher to student ratio. At full growth capacity, this school would serve 1,192 students total, 730 in grades K-5 and 462 students in grades 6-8.

Attachments

Section 1: Executive Summary

- 1.1 [ATTACHMENT 1 - List of School Proposed Leadership Team](#) Hampton, Justin, 11/17/21 9:25 PM PDF / 19.142 KB

EDUCATIONAL PROGRAM DESIGN AND CAPACITY

1. Program Overview

Education Program Overview

Freedom Prep's sole focus in our academic program has been the same since we first opened our doors in 2009 – to prepare all of our students to excel in college and in life. The manner in which we have delivered on that promise has evolved and improved alongside educational research, but our intent has always been and will continue to be a well-rounded general academic program that develops critical thinking skills, broad content knowledge, and the ability to compete against peers across the country for seats at the most prestigious institutions of higher learning. Over our 12 years of operation, we have shifted from teachers fully owning the burden of curriculum and assessment design to an established academic program that propels students towards college-readiness (defined as a 21 or higher on the ACT assessment). The sections below will break down that model by content area, focusing on the four core content areas of literacy, mathematics, science and social studies. Over the past decade, many states (including Tennessee and Alabama) have shifted towards more rigorous career and college-readiness standards across all subjects. As such, the academic program describes FPA's current alignment to this new college-ready bar. Additionally, it should be noted that all description of instruction refers to the whole-group, co-taught instructional model to our standard class size of 28 students across grades K-8, unless otherwise noted.

Foundational Literacy At Freedom Prep, we work to ensure all students successfully transition from learning to read to reading to learn. As such, Freedom Prep provides instruction focused on phonological awareness, phonics, writing, conversational skills to all students at or below Lexile 440. All current research points to this Lexile level as the turning point for a student's instructional capacity to shift to independently reading and analyzing text and no longer working on mechanics. The core of our K-3 program is focused on these elements and measured through the University of Chicago's STEP reading assessment and the NWEA MAP reading assessment. Both of these measures demonstrate whether students are able to independently decode and fluently read, the building blocks for emerging comprehension. Our goal is for at least 70 percent of students to grow four STEP levels in each academic year and for at least 70 percent of students to reach their fall to spring NWEA MAP growth goal. As a note, all students in 3rd - 8th grade that are not yet at Lexile 440 will receive the appropriate dosage of intervention to ensure each and every child gets the skills necessary to realize their full reading potential.

Build Background Knowledge through Literacy In addition to foundational literacy, students also focus on comprehending and analyzing a wide range of fiction and nonfiction texts throughout every grade level at FPA. In the earlier grades, students listen to read-aloud stories to do this work and once they surpass Lexile 440, students are

expected to begin the heavy lifting of reading on their own or in groups. Teachers focus on building knowledge, the core component of the career and college-ready standards in Alabama, to ensure students have a comprehensive understanding of multiple topics so they can more independently make meaning of texts they encounter. Student growth and performance in textual analysis is measured by the STEP and NWEA MAP assessments as well as the state assessment each year, which heavily focuses on reading comprehension and writing. Our goal is for Freedom Prep to perform in the top quartile of all schools in terms of students at or above grade level in the state of Alabama.

Conceptual & Procedural Math Similar to literacy, Freedom Prep focuses on building number sense, counting and cardinality, and other primary mathematics skills in students during the early years of instruction. Students also receive a scaffolded approach to operational & algebraic thinking as well as geometric thinking. These skill groups, along with measurement and data, prepare our exiting 8th graders to be successful in higher level mathematics during their high school career. Freedom Prep ensures all mathematics teachers deeply understand their standards and the expected instructional approach (e.g., conceptual, procedural, or both). From here, teachers work throughout the year to spiral standards so students consistently revisit and further strengthen their understanding and mathematical practice. We measure this success using the NWEA MAP assessment and the state assessment in Alabama. Also similar to literacy, we expect at least 70 percent of students to meet their Fall to Spring NWEA MAP growth goal and for the school as a whole to perform in the top quartile of the state in terms of students at or above grade level for state test performance.

Exploratory Science Freedom Prep believes science and social studies instruction is equally important for student success in college and life as these subjects allow students to leverage their literacy and mathematics skills in a different way, thus contextualizing and deepening their understanding. All students begin science instruction in kindergarten and we add days and time of instruction each year until students take a full course of science beginning in 3rd grade. Our science approach leverages the 5-Es format to have students engage, explore, explain, elaborate, and evaluate each scientific topic. Further, we work with our science teachers to understand where their grade level's instruction picks up from the previous grade and prepares students for the next grade so that all physical, earth, and life science scaffolded concepts are covered by the time our 8th graders leave us for high school. We hold ourselves accountable to science instruction leveraging internally-created interim assessments that mirror the rigorous state assessment. Our goal, similar to literacy and math, is for our school to perform in the top quartile of the state in terms of students at or above grade level.

Facing History Freedom Prep provides a comprehensive social studies program focusing on United States history, world history, geography, government, civics, civil rights, and economics. Our goal in this program is to ensure students leverage non-fiction text analysis skills, coupled with deep historical knowledge, to build a better understanding of the world around us. We hold ourselves accountable to social studies instruction

leveraging internally-created interim assessments that mirror the rigorous state assessment. Our goal, similar to literacy and math, is for our school to perform in the top quartile of the state in terms of students at or above grade level.

Attachments

Section 1: Program Overview

– No Attachments –

2. Curriculum and Instructional Design

Academic Focus

Freedom Prep's sole focus in our academic program has been the same since we first opened our doors in 2009 – to prepare all of our students to excel in college and in life. The manner in which we have delivered on that promise has evolved and improved alongside educational research, but our intent has always been and will continue to be a well-rounded general academic program that develops critical thinking skills, broad content knowledge, and the ability to compete against peers across the country for seats at the most prestigious institutions of higher learning. Over our 12 years of operation, we have shifted from teachers fully owning the burden of curriculum and assessment design to an established academic program that propels students towards college-readiness (defined as a 21 or higher on the ACT assessment). The sections below will break down that model by content area, focusing on the four core content areas of literacy, mathematics, science and social studies. Over the past decade, many states (including Tennessee and Alabama) have shifted towards more rigorous career and college-readiness standards across all subjects. As such, the academic program describes FPA's current alignment to this new college-ready bar. Additionally, it should be noted that all description of instruction refers to the whole-group, co-taught instructional model to our standard class size of 28 students across grades K-8, unless otherwise noted.

Classroom Design

All literacy and mathematics classrooms in grades K-8 are co-taught. There are two teachers in the room with clear responsibilities. The lead teacher plans all instructional methods using curricular resources, anecdotal and formal student assessment data, and other information (as necessary). The lead teacher is the primary instructor for whole group instruction. The co-teacher circulates the classroom during whole group instruction, aggressively monitoring student practice and offering cues necessary for students to master the daily objective. When small group and intervention instruction is offered, the lead teacher leads specific, targeted instruction for students. The co-teacher typically leads scripted direct instruction lessons from our intervention program. Our science and social studies classes in 3rd - 8th grade are taught by one teacher.

Literacy

Literacy is the foundation for all future learning across all content areas. With this fact in

mind, Kindergarten through second grade accounts for the first key steps in creating this solid foundation. At Freedom Prep Elementary, our K-2 students will engage with all components of literacy in a 210 minute block every day which includes read aloud, reading comprehension, guided reading, phonics and phonological awareness, vocabulary, and independent reading instruction. Students have multiple opportunities to engage within small, differentiated learning groups with texts at their instructional and independent level as well as the opportunity to observe strong models of fluent reading and high-level comprehension by their teachers. Even our youngest students will be required to engage in meaningful discussion about the texts they read to demonstrate their understanding of what they read with prompting and support. By the age of five, students have developed a vocabulary of millions of words that they access to make meaning of the world around them, whether they are communicating orally, visually through writing, or reading anything they can set their eyes on. However, and is true in our target community, students who have not been exposed to the letters, sounds, and words that make up a rich and fluent vocabulary also lack background knowledge that they access when they communicate, read, write, and express themselves. Acknowledging this reality, we also know that our students and teachers are capable of incredible growth and achievement particularly in Kindergarten.

We will use the STEP (Strategic Teaching and Evaluation of Progress) assessment – a product of the University of Chicago - to determine student reading levels as well as monitor progress of their reading growth in both fluency and comprehension throughout the year. As in all grade levels, students will read and comprehend texts within the lexile level band for kindergarten including levels beginning reading (BR) – 150L.

As readers, our first and second graders must establish beginning fluency, reading, and listening comprehension. As fluent readers they will master individual letters and sounds as well as combinations of letters and the sounds they create with a focus on consonant and vowel blends (commonly used digraphs and trigraphs). They will internalize and use word attack strategies that aid in their decoding of unfamiliar words to ensure they are reading at an increasing rate with accuracy and expression. Students will also gain mastery of tier I, tier II, and some tier III vocabulary words to add to their schema as they tackle many more texts across content area, topic, and genre. By the end of the year, students will become proficient in their listening comprehension without the support of a teacher. Students will also gain proficiency in reading comprehension of texts at their independent level. Students will also show beginning proficiency of texts at their instructional level without the support of a teacher. As in all grade levels, students will read and comprehend texts within the lexile level band for first grade including levels 150-380L.

Literacy Block Structure

Our literacy block is broken into several different components that reflect the building blocks of how students learn to read and write – Read Aloud, Guided Reading, Reading Comprehension, Phonics & Phonemic Awareness/Fluency, Independent Reading, and Writing. Vocabulary instruction is embedded in each component as well as present in Math, Science, and Social Studies instruction.

Reading Block Rotation Schedules

Read Aloud and Writing are two lessons that will take place at the same time every day. The rotation for PPA, Guided Reading, Reading Comprehension, and Independent Reading is dependent on the number of students in each classroom and each child's individual reading level. Guided Reading and Reading Comprehension small group lessons will alternate days and take place for different amounts of time. Guided Reading lessons are on average 25 minutes and Reading Comprehension lessons are on average 45 minutes. Reading group rotations will follow the general schedule below in each classroom.

Foundational Beliefs Informing Literacy Rotations

Our literacy rotations are built upon beliefs regarding our students and their developmental needs for strong reading instruction. First, we believe that given the age and attention-span of our students, we provide different learning activities to effectively break up the 45 minutes of time they are working independently throughout the literacy block. We also believe that limiting the amount of time that students are engaged on a computer program to less than 30 minutes provides adequate time for students to make progress each day and stay focused and on-task. We believe that students must have daily exposure to phonics instruction to build automaticity and can focus best in a small group environment so every student is in a comprehension-focused small group every day. Our group structure also ensures that we can combine and break groups up depending on the reading levels and needs, with a maximum of 10 students in each group.

As a team, every adult in the building is committed to ensuring our students are ready for college and a life of choice. This means that our students end the academic year as strong readers and writers and by 2nd grade are performing on grade level.

Shifting to Reading to Learn in grades 3-8

Over the past five years, Freedom Prep has revisited its literacy canon for grades 3-8. During this shift, we have worked to ensure our text selection in fiction and non-fiction come from a diverse set of authors with a wide set of experiences and perspectives. One of our priorities in selecting those initial texts was to balance providing students mirrors for their own identities and cultures while also providing windows into other identities and cultures. Given our pre-existing texts of choice fit within the lexile recommendations of the new standards, it was our preference to seek out curriculum aligned to the new standards that matched our existing texts. We identified that the vast majority of our texts taught in middle school have a matching unit plan in the Uncommon Schools curriculum, even if not for the exact grade level at which we teach the text.

Assessments in grades 3-8 are assessments that currently model the demands of the Alabama state assessment and will align to the new Alabama standards. Assessments are embedded in the curriculum, with two "checkpoint" assessments within each unit and one "end of module" assessment at the end of each module. These assessments assess

students' reading comprehension, ability to analyze text for key details and ideas as well as the author's craft and they also assess student writing through prompts based on reading passages.

Beyond grade-level instruction, we also provide independent reading and reading intervention in grades 3-8. Independent Reading is crucial for building students' reading stamina, growing their reading levels and developing their love of reading. The school library will be organized by genre and by lexile within genre so that students are able to identify texts they are interested in that present an appropriate challenge. Accelerated Reader will be used as an accountability tool to measure and incentivize student effort while reading independently. Reading intervention consists of an Orton-Gillingham aligned approach for phonics, Fountas & Pinnell's scripted Leveled Literacy Intervention for Guided Reading, and Lexia – a computer-based phonics program.

Mathematics

As Tennessee has transitioned to new academic standards, Freedom Prep has benefited tremendously from the similarity between Tennessee's academic standards and the Common Core State Standards. The same is true for Alabama and their adoption of more rigorous, college-ready standards. We will take our learnings from Tennessee and adopt them in Alabama. Beginning in October 2015, Freedom Prep Charter Schools began participation in an 18-month program called Accelerator, directed by Achievement First, a public charter school operating nearly 40 schools in New York, Connecticut and Rhode Island. This selective program builds the capacity of charter networks across the country to grow in scale while increasing school quality. One of the specific areas targeted in the Accelerator was the design & implementation of a rigorous college-preparatory academic program. Given the timing of our participation aligned with Tennessee's adoption of new, more rigorous standards, Freedom Prep has adopted Achievement First's curriculum in several areas, including mathematics. The key goals of Achievement First's math program are described in their Program Overview as follows:

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have long standing importance in mathematics education...In the K-12 mathematics program at Achievement First, our vision is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, inquiry, joy, and deep understanding of the mathematics outlined in the Common Core. We are building a program in which we will see mathematical practices come to life through the shifts (focus, coherence, rigor), called for by the standards.

Additionally, their program focuses on 5 key areas of: Problem Solving, Conceptual Understanding, Procedural Fluency, Adaptive Reasoning & Productive Disposition. The implementation support provided directly from Achievement First, as well as the on-the-ground support from Freedom Prep leaders at the network and school levels, has led to the Achievement First's math program becoming part of the fabric of Freedom Prep's academic program.

Teachers and leaders in grades K-8 are provided a suite of instructional plans and assessments to drive mathematics instruction. Course scope & sequences, detailed unit plans, detailed daily lesson plans, high-quality daily lesson materials and homework are all provided to teachers. Unit Internalization meetings and Daily Intellectual Prep meetings are facilitated by network and school based instructional leadership to ensure teachers are intellectually prepared to execute daily lessons. Daily math lessons are 45 minutes in grades K-2 and 60 minutes in grades 3-8. Teacher training, beginning in Summer Orientation, and ongoing observation & feedback cycles equip teachers with the skills necessary to execute daily lessons.

In grades 3-8, the daily math lesson is 60 minutes, consisting of the standard math lesson described above. In grades K-2, there is additional time allotted to math for a 15-minute Math Meeting in grades K-1 and 15 minutes of Math Stories in grades K-2. The total time in math for grades K-1 is 90 minutes and for grade 2 is 75 minutes. Math Meeting focuses on building students “foundational counting concepts and place value skills in a spiraling format in order to build stronger number sense and develop fluency.” Math Stories will supplement our academic program in grades K-2. Math Stories is a routine that presents students with the opportunity to build their mathematical muscles solving situational word problems that are presented as real-life scenarios. During Math Stories, students first solve the problem using manipulatives, such as unifix cubes, then draw a representation of their model and then create a number sentence to match their strategy. Having operated middle schools where our students lacked a strong K-5 Freedom Prep foundation in mathematics, we have seen the need first-hand for students to be able to think about situations mathematically without a rigid set of rules. Students need to be able to think flexibly about situations and develop multiple mathematical strategies that represent a given situation. Through Math Stories, students will be able to excel when challenged by trickier standards involving real-world situations that arise in grades 3-8 and beyond.

By 8th grade, we will expect our highest achieving students to enroll in Algebra 1 in addition to 8th grade math. The content of 8th grade math provides students important understandings for the ACT, so we do not want students to miss out on this opportunity in order to enroll in Algebra 1. Conversely, enrolling in Algebra 1 in 8th grade provides the clearest path for students to enroll in AP Calculus AB once they matriculate to Freedom Prep High School.

Assessments are given in math as bi-weekly quizzes, unit tests and Interim Assessments. Bi-weekly quizzes and unit tests originate from Achievement First and have been modified over time as the Achievement First curriculum has been modified over time to fit a Tennessee-specific scope & sequence and will fit with the Alabama standards for each grade level. These assessments are largely open response in format, requiring deep student understanding and thinking in order to demonstrate proficiency. Assessments are graded and go through a data cycle where leaders and teachers identify prioritized misconceptions and craft reteach plans both for all students and for student subgroups. Our math Interim Assessments were created to match the format and demands of TN Ready. While responsible year-over-year improvements are made to these assessments, the majority of the tests stay constant in order to generate a reliable year-over-year data point to show improvement.

Science

From 2009-10 through 2016-17 our academic program for science relied exclusively on teacher-created curriculum. In 2019-20 adopted the curriculum and lesson structure from STEMScopes. Our current assessments include bi-weekly content quizzes, unit assessments & Interim Assessments. As with math and literacy, our annual goal will be a year-over-year improvement of 10% proficiency on Interim Assessments. In grades K-2, students will receive 45 minutes per day of either science or social studies, on a rotating basis, whereas in grades 3-8 students will receive a daily 55-minute science course.

Social Studies

The purpose of our Social Studies program is to prepare students for the rigors of Advanced Placement history classes by the 11th grade. Therefore, our K-8 academic program must both align to the content demands of Alabama's academic standards while also being pitched towards the college-ready bar set by The College Board via advanced placement historical thinking skills and student performance expectations. Unlike Math & Literacy, there is no common set of social studies standards across states, meaning that the number of open source resources available for curriculum is lacking. Our current assessments, unit plans, lesson plans and daily lesson materials provided by Achievement First lay a blueprint we follow for our K-8 history program. As with math and literacy, our annual goal will be a year-over-year improvement of 10% proficiency on Interim Assessments. In grades K-2, students will receive 45 minutes per day of either science or social studies, on a rotating basis, whereas in grades 3-8 students will receive a daily 55-minute social studies course.

Attachments

Section 2: Curriculum and Instructional Design

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| 2.1 | ATTACHMENT 3 - Explanation of Curriculum.docx | Hampton, Justin, 11/17/21 9:27 PM | PDF / 55.544 KB |
| 2.2 | ATTACHMENT 2 - Sample Course Scope.docx | Hampton, Justin, 11/17/21 9:27 PM | PDF / 145.336 KB |

3.Student Performance Standards

Student Performance Standards

Freedom Prep prepares all students to excel in college and in life through a focus on character education and college-preparatory academics. In all areas, FPA looks to career and college ready standards, like the Alabama Curriculum Standards, as both a high-bar for academic rigor and as the most important learning outcomes.

Grade	Literacy	Math	Social Studies	Science
Kindergarten				
1st				
2nd	Alabama Curriculum Standards & STEP Assessment "Bottom Lines"			
3rd				
4th		Alabama Curriculum Standards	Alabama Curriculum Standards	
5th				
6th				
7th	Alabama Curriculum Standards			
8th				

Long-Term Academic Achievement Goals

Freedom Prep’s academic achievement goals are inspired by a deep belief in the potential of our students to excel academically at the same level as their most privileged peers. We also acknowledge our students’ average academic starting point is multiple years below grade level, and so we know they will have additional rigors on their academic journey. Our academic goals take into account both of these realities – our students can excel academically at the same levels as the most privileged children in America, even though their average academic starting point is multiple years below grade level.

Measuring Student Performance

In addition to state assessments, Freedom Prep utilizes a combination of assessments across grades K-8 to maximize students' academic progress. The purpose of these assessments is two-fold: (1) to identify individual and trending student learning deficits and address those deficits through targeted instruction and (2) to identify and intervene in lagging areas through the use of comparative historical data. The assessments we utilize are detailed in the Academic Focus & Plan and explained further below in this section as well.

Table 19: Literacy & ELA Assessments

Assessment	Grades Administered	Origin of Assessment	Standard Alignment
STEP	K-2	University of Chicago	STEP Benchmarks
Freedom Prep Interim Assessments	6-8	Freedom Prep Charter Schools	State Academic Standards

The key driver of literacy instruction in grades K-2 is the STEP Assessment. STEP is a comprehensive reading assessment outlining rigorous reading habits to be mastered at each grade level. To be considered on grade level, a Kindergartner must reach a STEP 3 by the end of the year, a first grader must reach a STEP 6, and a second grader must reach a STEP 9. STEP is administered at a baseline round in the first weeks of school and three additional rounds spaced evenly throughout the school year.

ELA assessments in grades 3-8 focus on assessments that model the demands of the ACT and corresponding career and college ready standards in Alabama. In grades 3-5, assessments are embedded in the reading curriculum, with two “checkpoint” assessments within each module and one “end of module” assessment at the end of each module. These assessments assess students’ reading comprehension, ability to analyze text for key details and ideas as well as author’s craft and they also assess student writing through prompts based on reading passages. In grades 6-8, we follow the same assessment cadence as in math – bi-weekly quizzes, unit tests and Interim Assessments.

Mathematics assessments are given as bi-weekly quizzes, unit tests and Interim Assessments. Bi-weekly quizzes and unit tests originate from Achievement First and have been modified over time as the Achievement First curriculum has been modified over time to fit a Tennessee-specific scope & sequence. These assessments are largely open-response in format, requiring deep student understanding and thinking in order to

demonstrate proficiency. Assessments are graded and go through a data cycle where leaders and teachers identify prioritized misconceptions and craft reteach plans both for all students and for student subgroups.

In all other content areas, specifically science and social studies, we will employ the same model as mathematics – bi-weekly quizzes, unit tests and interim assessments. Currently, this model is true in science and social studies at Freedom Prep, but assessments in these content areas are still teacher-designed due to lack of national resources and existing leadership capacity being focused on mathematics and literacy.

More broadly than any one content area, Freedom Prep students take the NWEA MAP assessment each Fall and Spring to measure growth and achievement in a nationally normed setting. The NWEA MAP assessment provides nationally normed data in both math and reading. Through national networks including Building Excellent Schools, Achievement First’s Accelerator program, and the Charter School Growth Fund portfolio, Freedom Prep is able to acquire comparative data that places our students’ growth and achievement within the context of some of the highest performing charter schools nation-wide.

Student Promotion Policies and Standards

Promotion Criteria

In grades K-2, Freedom Prep promotes students to the following grade based upon two criteria: attendance & academic achievement. Students with 10 or more unexcused absences in a given school year are eligible to be retained rather than promoted. Additionally, students are eligible to be retained rather than promoted based on the promotion criteria in the table below based on the STEP Assessment.

Table 18 Lower Elementary Promotion Criteria and Target

Grade Level	Promotion Criteria	End of Grade Target
Kindergarten	STEP Level 2	STEP Level 3
1st Grade	STEP Level 5	STEP Level 6
2nd Grade	STEP Level 7	STEP Level 9

In grades 3-8, Freedom Prep promotes students to the following grade based upon two criteria: attendance & grades. Students with 10 or more unexcused absences in a given school year are eligible to be retained rather than promoted. In grades 3-8, promotion is based upon grades rather than academic achievement. Students must earn a 60% or higher in both reading & mathematics in order to earn promotion to the following grade level. Students earning a 60-69% F in reading and/or mathematics, as opposed to below a 60%, may be required to attend a summer intervention program to ensure they too are prepared to succeed in the next grade. When a student is a candidate for retention to their grade level due to a lack of work completion, academic achievement data from assessments will be considered by Freedom Prep to ensure that retention is in the best interest of the child and when it is not additional support plans may be implemented proactively for the following school year.

Exit Standards

By the 8th grade, we expect our students to be academically prepared to matriculate to a high-quality college prep high school. This means students are on track to excel on the ACT in 11th grade & on course-specific AP Exams. In order to determine that our students are on track for those ambitions, we will set the target that graduating 8th graders average at the 75th national percentile as measured by the NWEA MAP assessment. We know from experience that a cohort of new students in Memphis enrolling in Freedom Prep will average between the 15th and 25th national percentile when they enroll at Freedom Prep, whether that be in Kindergarten or in 6th grade. Based upon that, our goal of exiting 8th graders averaging at the 75th percentile marks a significant boost in achievement that places students on track to excel in the most competitive colleges. More specifically, we expect students by 8th grade to master the major work of the standards in 8th grade math, as measured by passing the state test. In ELA, we expect students to be able to independently comprehend texts within the upper boundary of the grades 6-8 Lexile band of 955-1155. More broadly than ELA, we expect students to combine their experience in history, reading & writing classes to produce a 10-page original research essay aligned to high expectations for quality prior to exiting 8th grade. Lastly, in terms of science, we expect exiting 8th graders to be able to work with a lab partner to complete a lab and produce a typed lab report aligned to high expectations for quality.

Attachments

Section 3: Student Performance Standards

- | | | | |
|-----|---|-----------------------------------|------------------|
| 3.1 | ATTACHMENT 5 - Exit Standards.docx | Hampton, Justin, 11/17/21 9:28 PM | PDF / 159.128 KB |
| 3.2 | ATTACHMENT 4 - Sample Learning Standards.docx | Hampton, Justin, 11/17/21 9:28 PM | PDF / 124.655 KB |

4.High School Graduation Requirements (High Schools Only)

Attachments

Section 4: High School Graduation Requirements (High Schools Only)

– No Attachments –

5.School Calendar and Schedule

Academic Calendar

Freedom Prep's annual school year calendar reflects and supports the needs of our academic program by providing ample time for teacher professional development and providing teacher in-service days as Data Days following major assessments. Teacher Orientation runs for 15 days (3 weeks) in the summer prior to the first day of school, with 5 days for new hires only and 10 days for all staff. During this time, we acculturate and train new teachers to lead strong Freedom Prep classrooms in their first year with Freedom Prep, and we train all teachers on topics related to Freedom Prep's annual priorities. . The Data Days following major assessments provide time for teachers and leaders to analyze and action plan around student achievement data following STEP and Interim Assessments Rounds 1 & 2, allowing instructors to have tailored plans for their students' needs.

School Day

Freedom Prep's school day runs from 8:00am-3:00pm Monday-Thursday and 8:00am-2:00pm on Fridays, with the purpose of the 2:00pm Friday dismissal being additional time for teacher professional development on a bi-weekly basis. Prior to the 2017-18 school year, Freedom Prep's school day ran longer than 3:00pm, but we found diminishing returns due to student fatigue made that additional time difficult to justify.

Grades K-2

Literacy – 210 Minutes

- 135 Minutes: Phonics, Guided Reading & Independent Reading Rotations (Three 45 minute rotations)
- 30 Minutes: Read Aloud
- 45 Minutes: Writing

Mathematics – 75 Minutes

- 45 Minutes: Math Lesson
- 15 Minutes: Math Stories
- 15 Minutes: Math Meeting

Science/Social Studies – 40 Minutes

- Alternating between 45 Minutes Science & 45 Minutes Social Studies

Electives – 35 Minutes

- Rotating through Physical Education, Library & Technology

Lunch & Recess – 60 Minutes

Grades 3-5

Literacy – 165 Minutes

- 55 Minutes: Group Reading
- 55 Minutes: Guided Reading
- 55 Minutes: Writing

Math – 55 Minutes

- 55 Minutes: Math Lesson

Science – 55 Minutes

- 55 Minutes: Science Lesson

Social Studies – 55 Minutes

- 55 Minutes: Social Studies Lesson

Electives – 35 Minutes

- Rotating through Physical Education, Library & Technology

Lunch & Recess – 55 Minutes

Grades 6-8

Literacy – 165 Minutes

- 55 Minutes: Reading Lesson
- 55 Minutes: Writing Lesson
- 55 Minutes: Independent Reading/Reading Intervention

Math – 55 Minutes

- 55 Minutes: Math Lesson

Science – 55 Minutes

- 55 Minutes: Science Lesson

Social Studies – 55 Minutes

- 55 Minutes: Social Studies Lesson

Electives – 35 Minutes

- Rotating through Physical Education, Library & Technology

Lunch & Recess – 55 Minutes

Attachments

Section 5: School Calendar and Schedule

- | | | | |
|-----|---|-----------------------------------|-----------------|
| 5.1 | ATTACHMENT 7 - Sample Daily
Weekly Schedule | Hampton, Justin, 11/17/21 9:29 PM | PDF / 23.072 KB |
| 5.2 | ATTACHMENT 6 - FPA
Calendar 2023-24 | Hampton, Justin, 11/17/21 9:29 PM | PDF / 54.311 KB |

6.School Culture

High Standards for Academics, High Standards for Behavior

Freedom Preparatory Academy Charter Schools view high academic standards and high behavioral standards as coupled rather than competing priorities. FPA, in fact ascribes to Michael Fullan's claim that a school's academic achievement is contingent upon and inextricably linked to its ability to establish a strong school culture, first. This is precisely the ideology behind FPA opening each year with parents, students, and teachers convening and committing to one another to uphold all FPA behavioral expectations and norms. First and Foremost, Freedom Prep is distinguished by its structured and orderly environment, which creates the space for true learning. Freedom Prep expects teachers and students to create and cultivate a strong community based on the core values of community, respect, responsibility, integrity, and excellence. With a sense of community, and the active engagement of students in their learning, disciplinary problems and disruption are minimized. The Freedom Prep community is committed to maintaining a respectful and courteous environment in which students are held socially accountable for displaying the high levels of care and respect learned from their very first teachers, their parents. Our school must remain a connection to their home, and we must never expect nor allow them to be less than what they were taught by their families. Therefore, FPA students should politely greet staff and one another each morning, greet teachers as they enter the classroom, and welcome any guests who are visiting the building with a handshake, a pleasant greeting, and an introduction. Freedom Prep establishes a safe environment for students to practice these skills and demonstrate them daily. These social skills are an important factor not only in creating the type of school environment we desire, but are an essential part of every FPA student's growth into young adulthood. True to its goal, Freedom Prep's unequivocal commitment to providing a safe and orderly environment has proven effective in improving academic performance as FPA's elementary school students grow multiple STEP levels and FPA middle and high school students receive reward status for exponential growth on all assessments.

Character Education

For the school community to be operational and true to the mission of preparing students to excel in college and in life, every member of the community must be committed to the school's mission, dedicated to embodying the core values, and contributing members of the Freedom Prep Community. Freedom Prep ensures that students exemplify and increasingly internalize the school's core values in everything that they do. During the opening ceremony at student orientation, all Freedom Prep students sign the Freedom Prep Code of Conduct signifying that they will uphold the core values of Freedom Prep: Respect, Responsibility, Integrity, Excellence, and Community. Students and families learn about these core values in their initial family meetings the school conducts ahead of student orientation each year. During these meetings, students and families learn about each of the five core values and the expectations for being a member of the Freedom Prep family. Students who enter midyear also engage in a family meeting and an individual student orientation led by the Dean of Students.

Character Education through Liberation Arts

For students to develop a sense of community and the social skills necessary to be competitive in the professional world, FPA offers a character education course called Liberation Arts. In addition to Liberation Arts, the entire Freedom Preparatory Academy community gathers in Community Circle in the morning three times per week. Students engage in a character education course called Liberation Arts. Required once per week, this course creates a common vocabulary and framework of Freedom Prep's shared core values. Liberation Arts serves as the vehicle by which FPS explicitly teaches core values and social/life skills. Examples of Liberation Arts teachings are found below:

Respect. Students are taught they must treat others with respect. Follow the Golden Rule. Be tolerant of differences. Use good manners. Be considerate of other's feelings. Deal peacefully with anger, insults, and disagreements.

Responsibility. Students are taught that they should do what they are supposed to do. Persevere. Use self-control. Be self-disciplined. Think before you act – consider the consequences. Be accountable for your choices.

Integrity. Students are taught to stand up for what they believe in. Students pledge that they will not lie, cheat, or steal. During student orientation, all students are invited to sign the Freedom Prep Code of Conduct.

Excellence. Students are reminded that they must strive for excellence in everything that they do. For example, students are taught that their uniforms must be neat and tidy to reflect excellence. Students are also taught that all of their work, including homework, must reflect excellence.

Community. Students are taught the value and meaning of their home community, their school community, their city community, and the global community. Students understand their role in their respective communities and how they can work to change injustices or wrongs in their community. In addition to the explicit teaching of these core values, every classroom has the core values prominently displayed.

During the middle school years, the focus of Liberation Arts is to develop strong character, citizenship, and effective social skills in our students. Preparing students for the professional world beyond school, Liberation Arts provides instruction in additional life skills such as effective formal and informal communication and public speaking, conflict resolution, and financial management - skills that not only strengthen the students' social skills in the moment, but provide valuable training for the social skills necessary to succeed in the professional world in the future. Students have an opportunity in the second half of the school year to focus more closely on current local, national, and world affairs in the development of their character and community awareness. Once students reach high school, FPS takes the strong citizens it has developed throughout the middle school years and directs the focus of Liberation Arts to students giving back to their local, national, and global community. Students have a community service requirement for each grade level and for graduation.

Classroom Learning Environment

Student behavior, lesson engagement, student-teacher relationship, and motivation to learn are each variables that, if not controlled and thoughtfully planned for, can derail student learning and create a less than ideal learning environment. Classrooms where this variables are not accounted for quickly become "classrooms on fire" that consistently drain administrative time and resources, minimize student learning, and (most immediately) place the social, emotional, and physical safety of everyone in the room in danger. Proactively controlling for the mentioned variables, Freedom Prep plans with meticulous detail and develops teachers to meet the following standards:

Learning Environment/ Physical Space

- Neat/Clutter free
- Desk configuration is neat, thoughtful, and conducive to learning
- Student data is posted, visible, and updated
- Exemplary student work is posted, visible, and updated
- Freedom Prep core beliefs are neatly, visibly, and attractively posted (via core values, mission, vision, or motto)

Classroom Procedures & What To Dos

- There is always a prompt start and a smooth finish to class.
- The classroom is highly urgent, and procedures seem routine to all.
- Gives What to Do directions that are specific, concrete, sequential, observable and student-friendly.
- Always narrates compliance instead of narrating what not to do.

Classroom Tone & Positive Framing

- The tone of classroom is always efficient, respectful and positive.
- Frequently narrates positive student behaviors (rather than calling out the negative). Uses praise, challenge, and encouragement, to motivate the students.
- Always builds compliance through establishing the why, economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.

100% Engagement

- 100% of students actively/visibly engaging the content through reading, writing, responding, or tracking the speaker.
- The teacher always notices and addresses off-task behavior.
- If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction.

Relationships with students

- Creates a climate of caring in the classroom by addressing students in a respectful and positive manner.



- **Positive relationships with students support learning in the classroom.**
- **Demonstrates responsibility for students' academic and personal growth.**
- **Teacher demonstrates that s/he will not give up on students.**

Freedom Prep classrooms are highly structured and dedicated to maximizing learning time. Therefore students enter the classroom after greeting the teacher and are all seated with daily materials and actively working on the day's Do Now within 90 seconds of entering. Every teacher circulates to monitor student work, to provide academic feedback if a student struggles with the cognitive task, to socially check in if a student seems emotionally distracted, and to use space proximity to anonymously correct a student if needed. As the lesson begins, students in Freedom Prep classes offer their undivided attention to the teacher as the day's standard-aligned objective is shared and new information is being shared through text. Culturally, all students are tracking the text, the teacher, or the student speaking. Students raise 1 finger to ask a question and 2 to answer a question. Students pump their fist in the air through class as both a sign of praise when someone offers a thoughtful response and as a gesture of support when a teammate needs think time and is intellectually working through a challenging question. Freedom Prep classrooms are safe for risk-taking as the teacher poses questions and then cold calls on students to take the academic risk. This structural approach places the cognitive load on students and makes everyone in the room think with knowing they will each be held accountable for having a response when called upon. As the questions and academic tasks get increasingly difficult in the lesson, teachers are taught to effectively have students conference with one another to brainstorm, test ideas amongst themselves, and challenge each other through Think Pair, Shares or small group discussions. Freedom Prep teachers have grown from over explaining concepts and monopolizing airtime during the lesson and moved to increasing student voice, using economy of language and minimizing teacher talk, and dedicating sacred independent practice time for students to individually grapple with the task, just as they will have to do on their assessment. At the close of class, students complete their clean-up process before leaving the class in an organized fashion to motivational music (orchestrated by the Deans of Students in each hallway).

In preparation of establishing such a learning environment in every classroom, Freedom Prep trains teachers through the ideology that “Practice makes Permanent”. “Permanent” is our preferred terminology because there is no “perfect” process or strategy that adequately addresses every students’ needs every time. “Permanent” also stresses the belief that with practice, the use of the varied management tools provided to teachers would become automatic and easily recalled in the moment when needed. Freedom Prep’s professional development routinely allocates 60% of session time to practice. In the ongoing stream of teacher development to create this safe, learning-rich classroom environment, FPA leaders teach and practice the following taxonomies:

Expect Error. With this taxonomy, you are looking to build a classroom culture that shows that errors are a normal part of learning and actually serve a purpose when they are out in the open. As teachers, we are not going to be bothered by academic mistakes when students are wrestling with material. We should communicate to students that we expect mistakes during the learning process and want to know when and why they happen. When you “Expect Error” you name it for students before, during, or after their attempt.

Manage The Tell. One of the simplest and easiest things you can do to begin building a Culture of Error is to delay revealing whether an answer is right or wrong until after you’ve discussed it. Saying “right” or “wrong” immediately diminishes the level of student engagement. But, withholding the answer until after you’ve discussed the question, you retain a bit of suspense, keep students productively engaged, and avoid the distraction of “Did I get it right?” Like a good poker player, manage your tell. Let’s look at the keys to success.

Praise Risk-Taking. The final point in creating a Culture of Error is to praise students for taking risks and facing down the challenge of a difficult subject. It’s especially useful to encourage students to take risks when they’re not sure. In a Culture of Error, students should feel good about stepping out on a limb, whether they’re right or wrong. While we love it and get excited about students getting the correct answer, we must also learn to honor and value the process that it takes for them to arrive there. If wrong answers are simply the precursor to right answers, then students taking the risk to engage the task (especially in public) is a major, mandatory, and bold first step to a student successfully arriving at their destination of a correct answer.

After repeated teacher practice rounds, a rating of “proficiency” is given to teachers at the close of PD to those who effectively modeled the strategy in front of peers. A rating of “emerging” is given to those who need extended at-bats with the taught strategy. Time is reserved for these at-bats at the beginning of the upcoming PD. Freedom Prep teachers also receive weekly training and support on monitoring, measuring, and rewarding/addressing daily behaviors through color-coding in pre-k through 2nd grade and an outlined paycheck system in grades 3-8, and a detailed merit system in grades 9-12.

To ensure that every teacher effectively creates a safe, organized, and rigorous learning environment for all students, Freedom Prep teachers receive consistent and explicit development in the classroom management: Strong Entry Routines, Smooth Transitions, Explicit instructions, Achieving 100%, Using Strong Voice, Using Positive Framing, Positive Narration, Maximize Engagement, and De-escalation.

Table 21 Professional Development Tool for Classroom Management Strategies

Professional Development Tool for Classroom Management Strategies

	4= Advanced	3=Proficient	2=Working Towards	1=Needs
Classroom Management	<ul style="list-style-type: none"> • Neat/Clutter free 	<ul style="list-style-type: none"> • Mostly clutter free 	<ul style="list-style-type: none"> • Visible clutter 	
	<ul style="list-style-type: none"> • Desk configuration is neat, thoughtful, and conducive to learning 	<ul style="list-style-type: none"> • Desk configuration is neat and conducive to learning 	<ul style="list-style-type: none"> • Desk are sometimes neat or not always conducive to learning 	<ul style="list-style-type: none"> • Cl
	<ul style="list-style-type: none"> • Student data is posted, visible, and updated 	<ul style="list-style-type: none"> • Some student data or exemplary work is posted 	<ul style="list-style-type: none"> • Very little student data or exemplary work is posted 	<ul style="list-style-type: none"> • De or col lea
Learning Environment (Physical Space)	<ul style="list-style-type: none"> • Exemplary student work is posted, visible, and updated 	<ul style="list-style-type: none"> • Freedom Prep core beliefs are visibly posted via core values, mission, vision, or motto. 	<ul style="list-style-type: none"> • Freedom Prep core beliefs are not neatly or visibly posted via core values, mission, vision, or motto. 	<ul style="list-style-type: none"> • No exi po
	<ul style="list-style-type: none"> • Freedom Prep core beliefs are neatly, visibly, and attractively posted (via core values, mission, vision, or motto) 	<ul style="list-style-type: none"> • There is usually a prompt start 	<ul style="list-style-type: none"> • The class may not have a 	<ul style="list-style-type: none"> • Fre col no col mi: mc

Classroom Procedures and What to Do

- There is always a prompt start and a smooth finish to class.
- The classroom is highly urgent, and procedures seem routine to all.
- Gives What to Do directions that are specific, concrete, sequential, observable and student-friendly.
- Always narrates compliance instead of narrating what not to do.

- and a smooth finish to class.
- The classroom runs efficiently, and procedures seem routine to all.
- Gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes directions need rephrasing.
- Usually narrates compliance instead of narrating what not to do.

- prompt start or a smooth finish.
- Some classroom routines are efficient, while others are not, causing a lack of flow in the classroom.
- Sometimes gives directions that are not specific, concrete, sequential and/or observable.
- Sometimes narrates what not to do.

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Classroom Tone: Strong Voice and Positive Framing

- The tone of classroom is always efficient, respectful and positive.
- Frequently narrates positive student behaviors (rather than calling out the negative). Uses praise, challenge, and encouragement, to motivate the students.
- Always builds compliance through establishing the

- The general tone of the classroom is efficient, respectful and positive.
- Narrates positive student behaviors (rather than calling out the negative). Uses praise, challenge, and encouragement, to motivate the students.
- Often builds compliance through establishing the

- The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity.
- Sometimes narrates negative student behaviors OR inconsistently uses praise, challenge or encouragement to motivate students.
- Rarely builds compliance through establishing

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100% Active Engagement

why, economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.

why, economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.

the why, economy of language, quiet power, do not talk over, square up/stand still, and nonverbal authority.

up. no au

- 100% of students actively/visibly engaging the content through reading, writing, responding, or tracking the speaker.
- The teacher always notices and addresses off-task behavior.
- If a student moves off task, teacher immediately addresses the student always using the least invasive form of intervention and without major adjustments to the pace of instruction.
- Creates a climate of caring in the classroom by addressing students in a respectful and positive manner.

- 90% of students actively/visibly engaging the content through reading, writing, responding, or tracking the speaker.
- The teacher usually notices and addresses off-task behavior.
- If a student moves off task, teacher immediately addresses the student frequently using the least invasive form of intervention.
- Addresses students in a

- 80% of students actively/visibly engaging the content through reading, writing, responding, or tracking the speaker.
- The teacher does not always notice and/or address off-task behavior
- The teacher does not consistently use the least invasive form of intervention.
- Does not consistently

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<p>Relationships with Students</p>	<ul style="list-style-type: none"> • Positive relationships with students support learning in the classroom. • Demonstrates responsibility for students' academic and personal growth. • Teacher demonstrates that s/he will not give up on students. 	<p>respectful and professional manner.</p> <ul style="list-style-type: none"> • Positive relationships with students usually support learning in the classroom. • Willing to go above and beyond to help students. 	<p>address students in a professional manner.</p> <ul style="list-style-type: none"> • Struggles to establish positive relationships with students that support learning. 	<p>stu pre ma</p> <ul style="list-style-type: none"> • Fai po rel stu • Re stu pre
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Culture of Error

<p>Discourse</p>	<ul style="list-style-type: none"> • Students use established language to agree, disagree, clarify, question, or build on to teammate responses. • Students have multiple opportunities for discourse through partner talk, 3 Before Me, and answer building, etc. • Tone of discourse is respectful and advances the lesson. 	<ul style="list-style-type: none"> • Students use appropriate/respectful language to agree, disagree, clarify, question, or build on to teammate responses. • Students have multiple opportunities for discourse • Tone of discourse is respectful and advances the lesson. 	<ul style="list-style-type: none"> • Students use appropriate/respectful language to agree, disagree, clarify, question, or build on to teammate responses. • Students have minimal opportunity for discourse • Tone of discourse borders appropriate or does not advance the lesson. • Students are 	<ul style="list-style-type: none"> • Stu ap res lan dis qu on res • Stu op dis • To is i col to ma
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**Class-Wide
Accountability**

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Students are routinely held intellectually accountable through cold call. • Teacher always circulates during partner talk, independent practice, and small group discussion to monitor progress and on-task behavior | <ul style="list-style-type: none"> • Students are held intellectually accountable through cold call. • Teacher often circulates during partner talk, independent practice, and small group discussion to monitor progress and on-task behavior | <ul style="list-style-type: none"> • Students are sometimes held intellectually accountable through cold call. • Teacher sometimes circulates during partner talk, independent practice, and small group discussion to monitor progress and on-task behavior | <ul style="list-style-type: none"> • Students are rarely held intellectually accountable through cold call. • Teacher rarely circulates during partner talk, independent practice, and small group discussion to monitor progress and on-task behavior |
|---|--|--|--|

**Risk Taking &
Student
Support**

- | | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> • Students always encourage academic risk-taking by honoring teammate wait time, showing silent support, and extending forgiveness for wrong answers. • Students routinely take risk by attempting difficult tasks and responding to rigorous questioning. • Students routinely display perseverance by staying with | <ul style="list-style-type: none"> • Students often encourage academic risk-taking by honoring teammate wait time, showing silent support, and extending forgiveness for wrong answers. • Students often take risk by attempting difficult tasks and responding to rigorous questioning. • Students often display perseverance | <ul style="list-style-type: none"> • Students sometimes encourage academic risk-taking by honoring teammate wait time, showing silent support, and extending forgiveness for wrong answers. • Students sometimes take risk by attempting difficult tasks and responding to rigorous questioning. • Students sometimes display perseverance | <ul style="list-style-type: none"> • Students rarely encourage academic risk-taking by honoring teammate wait time, showing silent support, and extending forgiveness for wrong answers. • Students rarely take risk by attempting difficult tasks and responding to rigorous questioning. • Students rarely display perseverance |
|--|---|---|--|

difficult tasks longer.	by staying with difficult tasks longer.	by staying with difficult tasks longer.	sta dif lor
<ul style="list-style-type: none"> Teacher routinely celebrates students for taking risk. 	<ul style="list-style-type: none"> Teacher often celebrates students for taking risk. 	<ul style="list-style-type: none"> Teacher sometimes celebrates students for taking risk. 	<ul style="list-style-type: none"> Te: cel stu tak

A typical example of an interactive teacher PD at Freedom Prep is detailed below as teachers strengthen their classroom management by establishing a highly engaging and accountable classroom of learners. Freedom Prep refers to the phrasing of “getting 100%” which simply means teachers learn how to get 100% of students to meet 100% of the expectations, 100% of the time. They are trained to use a warm and demanding approach to ensure that 100% is being achieved throughout class. The following strategies below push teachers to use positive framing and an encouraging tone to help students meet academic and behavioral expectations.

Challenge

Example: “The sixth-grade girls are killing it, boys. Can you keep the pace?”

Talk Aspiration

Example: (To a fourth grader) “Good job, Kaila. Now let’s make your response a 5th grade response by using one of today’s sentence starters.”

Build Momentum

Example: I see lots of hands. The left side of the room is really with it! I see five, six, seven hands...

- Question: What are the benefits of these Positive Framing strategies?
- Question: Which of these are you going to work to implement, especially when you are wearing down?
- Practice: Lay Up Lines...Choose one of the 3 Positive Framing strategies to use for practice. You will need to use positive framing to get the student in front of you to meet one of the following expectations on the board.

Genuine Positives

Talk to students directly (approach desk), “Thanks for being on point, Damani.” When

sincere, you can even give constructive feedback with the complement. Be honest, candid, and encouraging.

Praising Recovery

When a student has struggled to meet expectations but improves after being corrected, look for the first opportunity to praise them for recovering.

- Prompt: Sincerity in praise makes all the difference. Name 3-4 things you can do as a teacher to make your praise to students sincere.
- Practice: Lay Up Lines...Choose one of the 2 Precise Praise strategies to use for practice. You will need to use Precise Praise to acknowledge that a student is now following one of the expectations on the board.

Warm/Strict

Teachers should strive to be warm and strict at the same time. You want your students to know that you care about them, but you also want them to know that you are in charge. Your students should know that you have set high expectations for them and you want them to reach those expectations. If a student is misbehaving and you reprimand them, target the behavior, not their character. This is best as an individual correction and should be one on one.

- Prompt: When I am correcting a student for turning around to talk, I will not say... _____ but instead I will... _____

Practice: Lay Up Lines...Select one of the expectations on the board to correct, approach the student's desk, and use the warm/strict taxonomy to help them meet expectations. First tell the class to independently respond to question #2. (this will give you the needed time to approach the struggling student). Remember, the key is to be caring, relational, and demanding at the same time. Ready...

Exposure

(Education + Exposure = Equality). "Environments have a way of limiting people. Multiple environments suggest the possibilities of greater choice." Freedom Prep believes that students must be exposed to different opportunities and experiences beyond their realm of experience. With this enrichment, students are able to have the self-confidence and knowledge to compete worldwide. Once a month, students earn the right to travel on a local educational trip. For example, students visit the National Civil Rights Museum, visit local radio stations, take science-based trips to the Mississippi River, and visit the Brooks Museum of Art. At the end of each year, students are able to earn an extended trip out of state to expose them to communities outside of Memphis and to push them to become more independent and responsible. College visits, however, remain the most frequent and meaningful field experience as it reinforces FPS's focus on college preparation.

While teachers and leaders privileged to serve the students in the primary area of focus are unquestionable in diligence and persistence, Freedom Prep represents among the strongest and most affirming proof point of the connection between the five strategic implementations above and overall student achievement in Memphis. The highly structured, consistent, and disciplined learning environment in all Freedom Prep classrooms is greatly desired by the families of school-aged children but too rarely experienced in urban schools, as 43% of parents cite extreme concern regarding lost instructional time attributed to classroom discipline. Freedom Prep's structured and safe learning environment is not accidental but comes as a result prioritizing the teaching, reviewing, demonstrating, and living out the key Freedom Prep core values of Integrity, Respect, Responsibility, Community, and Excellence. The school's consistent focus on character education, child development, and establishing "a new normal" through the implementation of the weekly Community Circle and peer accountability creates the learning environment where FP students take academic risks without fear, actively engage in intellectual discussion without negative peer consequence, and appropriately struggle with rigorous task with the full support and encouragement of teammates.

Supporting All Learners

At Freedom Prep, all staff members meet frequently to identify what is and is not working for all of our students, including our students who are members of the special populations department (IEP and ESL). As a result, our Deans of Students, Social Workers, and Special Populations department members write specific Behavior Intervention Plans (BIPs) and train our staff to implement to address all types of needs that our learners bring to our schools.

We believe in all students having the same high bar for behavior; however, we recognize that all learners need different supports in order to achieve this high bar.

Special Education

Students with IEPs have their behavior accommodations codified into their Individual Education Plan (IEP). These modifications include extrinsic rewards, intrinsic rewards, additional break times, manifestation criteria for their disabilities, and any other modification that can make the student most successful in their academic career at Freedom Prep.

ESL

Students who are English Language Learners are provided additional opportunities to be fully integrated into the school culture including 1) ensuring all official and unofficial communication from the school is in both English and the home language, 2) giving

opportunities for after school clubs that allow for exploring home heritage and language practice, 3) ensuring sports and extracurricular activities take into account all student interests. For example, in Memphis at Freedom Prep High School, the athletic department added both a boys and girls soccer team at the suggestion of our ESL population and their families.

Students at Risk of Academic Failure

Students at risk of academic failure are given ample other opportunities to achieve academic mastery through our RTI program (outlined in the Special Populations Section 8). This ensures our students do not have to miss out on student culture times such as electives, lunch, and after school activities. We work to ensure our tutoring and intervention services allow our students to still be seen as full members of the student body and not as academic or cultural outcasts.

Typical School Day

A Day in the Life of a Freedom Prep Student

Freedom Preparatory Academy students begin the day by sitting down to Brain Breakfast from 7:30 AM – 7:55 AM. Students have to make sure to turn in their homework from the previous day in the homework bins for each class before 7:55 AM. A few designated students play the Djembe drum to call the entire school community to Community Circle. Students clean up after themselves for breakfast and join the circle with the entire Freedom Prep community, including faculty and staff. At 8:25 AM, students line up in their respective cohorts and walk in line to their first class beginning at 8:30 AM. Students are greeted at each classroom door by their teachers with a handshake. All students will have 55 minutes of Reading and 55 minutes of Writing (encompassing the 110 literacy block). Students will also have 55 minutes of Math Computation and 55 minutes of Math Problem Solving (encompassing the 110 minute math block). Each student will also attend 55 minutes of Science and 55 minutes of Social Studies per day. Finally, at the end of the day and students will have an Enrichment course (art, theatre, etc). First dismissal at Freedom Prep is at 4:30 PM.

Typical School Day – Teacher

While a student's school day may last from 7:29am-3:00pm, a typical school day for a Freedom Prep teacher runs from 7:00am-4:30pm. A teacher will arrive and go to their classroom to ensure that all materials are prepared and that the classroom is fully ready for students to enter in an hour. By 7:15 am, a teacher will report to our staff morning meeting, where we will stand in a circle and staff will share motivational and uplifting shout outs for students and other student stories. This ritual is to focus our minds on our students and prepare ourselves as educators of children for the day ahead. Announcements will be shared by the Head of School, and we will close out by putting our hands in the middle, like a sports team, and by saying our Freedom Prep call and response: Change their lives Change their lives Change Memphis Change Memphis Our Movement is Freedom...Freedom!

From there we will move to our arrival posts, where teachers will have posts checking homework, checking uniform, monitoring breakfast and greeting students. Once the academic day begins, teachers will be in front of their students teaching except for their 90-120 minutes of planning. During this time, teachers will complete lesson plans, grade student work, meet with colleagues for collaborative intellectual prep meetings and meet with their Dean for coaching meetings. Once the school day is over, teachers will perform their dismissal duty post, maintaining a strong, focused Freedom Prep school culture throughout dismissal, which ends by 3:20pm. From 3:20pm-4:30pm, teachers finalize preparations for the next day, including making copies and creating anchor charts, as well as grading student work and finalizing upcoming lesson plans beyond tomorrow's lesson.

Attachments

Section 6: School Culture

– No Attachments –

7. Supplemental Programming

Summer School

Freedom Prep offers a four week summer school program focused on strengthening reading, mathematics, and social skills. This program runs from 8am until 1pm daily. Students have three hours of academic instruction and two hours of lunch, recess, and elective. We specifically use our RTI rosters and students who opt into the program and we leverage teachers who opt into the program to serve as staff members (for an additional stipend).

Extra-curricular/Co-curricular Activities

Freedom Preparatory Academy will provide direct exposure to a diverse array of enrichment opportunities and experiences, outside of the individual student's world of experience, providing each student with the self-confidence and social knowledge needed to be competitive in the world. Students will have some of the following extra-curricular activities and classes:

- **ATHLETICS:** football, basketball, softball, track, cheerleading, and soccer.
- **FINE ARTS:** Chorus, Art Club
- **ELECTIVES:** Music, Art, Foreign Language

Social Emotional Learning

Freedom Prep keeps a 1:200 ratio of social worker to student across our schools. As a result, our social workers are tasked with teaching a weekly lesson on social emotional learning. Further, our Social Workers also provide proactive and reactive counseling sessions to students based upon identification from our RTI-B process (articulated in Section 8)

Liberation Arts

Middle school students will engage in a character education course called Liberation Arts. Liberation Arts will be required once per week and will create a common vocabulary and framework of our shared core values. Liberation Arts will be the vehicle by which we explicitly teach our core values and social/life skills. For example, Respect. Students will be taught that they must treat others with respect; follow the Golden Rule. Be tolerant of differences. Use good manners. Be considerate of other's feelings. Deal peacefully with anger, insults and disagreements. Responsibility. Students will be taught that they should do what they are supposed to do. Persevere. Use self-control. Be self-disciplined. Think before you act – consider the consequences. Be accountable for your choices. Integrity. Students will be taught to stand up for what they believe in. Students will also pledge that they will not lie, cheat, or steal. During student orientation, all students will be invited to sign the Freedom Prep Code of Conduct. Excellence. Students will be reminded that they must strive for excellence in everything that they do. For example, students will be taught that their uniforms must be neat/ tidy and reflect excellence. Students will also be taught that all of their work, including homework must reflect excellence. Community. Students will be taught the value and meaning of their home community, their school community, their city community, and the global community. Students will understand their role in their respective communities and how they can work to change injustices or wrongs in their community. In addition to the explicit teaching of these core values, every classroom will have the core values prominently displayed.

During the middle school years, the focus of Liberation Arts is to develop strong character, citizenship, and effective social skills in our students. Preparing students for the professional world beyond school, Liberation Arts will provide instruction in additional life skills such as effective formal and informal communication and public speaking, conflict resolution, and financial management - skills that will not only strengthen our students' social skills now, but provide valuable training for the social skills necessary to succeed in the professional world in the future. Students will have an opportunity in the second half of the school year to focus more closely on current local/national/world affairs in the development of their character and community awareness. Once students reach high school, we will take the strong citizens that we have developed throughout the middle school years and direct the focus of Liberation Arts to students giving back to their local, national, and global community. Students will have a community service requirement for each grade level and for graduation.

Attachments

Section 7: Supplemental Programming

– No Attachments –

8.Special Populations and At-Risk Students

Experience With Special Populations

The instructional leader and the Freedom Prep Director of Special Populations have extensive years of experience with working with special populations including ESL, Special Education, RTI, and 504s. We also know that while some state implementations will vary state by state, the overarching tenets of IDEA (Individuals with Disabilities Education Act) remain true given it is a federal law. We are confident our strong practices for our special populations in Tennessee will translate to student learning and success in Alabama.

As we move to Alabama, we will continue to implement a research-based system to identify students with disabilities, also known as our Child-Find Study/Referral Process, which will include observations, medical history, parental input, teacher input, along with academic and behavior data. In addition to the process, we will have a student support team (SST) in which our Special Populations/RTI Lead will facilitate scheduling, gathering, and conducting meetings to present student cases. The student support team (SST) will make team decisions and be composed of our school psychologist, speech and language pathologist, general education/referring teacher, school social worker/behavior specialist (if applicable), and parent. Parents will be invited to attend the student support team meeting to advocate and discuss academic/behavioral/developmental concerns, and to give consent for a comprehensive evaluation, if deemed necessary by the student support team. Likewise, during student support team meetings, action plans will be developed for students that may or may not include assessment or 504 initials. In the event that a student requires more intervention or additional support services but not a 504 or comprehensive evaluation, an action plan will be completed at the student support team meeting to address all responsible parties, the actions to be taken, and a timeline for the actions to be completed. In addition to the student support team, students continuing with academic and behavior intervention are reviewed and discussed during monthly RTI2 data team meetings facilitated by the RTI Lead. The RTI Lead facilitates the team, which includes the general education teacher/interventionist, school psychologist, and dean of academics.

Special Populations Qualified Staffing

The need for special populations' staff is planned based on the projected enrollment of the school, as well as the individual needs of the students. We estimate a minimum of 10% of our projected student population to be students with special needs. The daily/master matrix schedule is created with first priority being special populations, the type of services that are needed, and the human resources we have available. In addition, our overall staffing plan is to keep the student-teacher ratio low, while also providing high quality, rigorous instructional support and direct instruction to students based on their individual skill deficit areas as outlined in their IEPs; or accommodations/service plan according to his/her 504. Service providers such as a school nurse and behavior specialist/analyst will be recruited by our talent team, screened, and hired as FPA employees. Our speech language pathologist and occupational/physical therapist will be contracted through a third

party service provider (i.e. Speaking Life Healthcare). Our audiology services will be fulfilled by contracting with a third-party vendor on an as-needed basis either with Colonial Hearing, Vision, and Speech Center, or with the student's servicing audiologist as outlined in medical documentation or his/her IEP. Our behavior analyst/specialist will be hired as a contracted service on an as-needed basis for a set number of hours per week, based on the service needs of the caseload. Support strategies will include tier two and three math and reading intervention embedded within math and literacy grade level instruction (per literacy rotations and math instructional block). Teacher residents will serve as interventionists to provide research-based academic interventions in the areas of math and literacy. Residents/interventionists will be in addition to special education staff for the specific purpose of intervention and progress monitoring.

Serving Students With Special Needs

Our comprehensive plan for serving students with special needs include the following:

Conduct universal screeners (i.e. STEP for K-2, and MAP for 3-12) and identifying students falling below the 40th percentile as candidates for RTI services. In K-5, all students will also receive daily computer-based intervention via Lexia during literacy rotations. After students are populated for RTI services:

- K-2- students are tiered based on how many STEP levels they are behind the goal
- 3-12- students are assessed with the Benchmark Assessment System (BAS) with Leveled Literacy Instruction (LLI) curriculum, then tiered
- Students placed in tier 2 receive daily intervention from their classroom teacher
- Students placed in tier 3 receive daily intervention from interventionists
- Students in tier 2 are progress monitored bi-weekly, and tier 3 scholars are progress monitored weekly
- In addition, students with disabilities also receive instructional supports with accommodations and modifications as outlined in their IEPs

In addition to serving students academically, we will also implement a Response to Intervention- Behavior (RTI-B) process and system to identify, track, and respond to students' disciplinary actions that may be linked to the social/emotional health and development of the student. A universal screener for behavior will be administered 2-3 times per school year to identify high, medium, and low behavioral risks. After the universal screener is conducted, the risk roster will be cross-referenced with the behavioral referral tracker to analyze the behavioral risks. Students will then be tiered based on risk rating. Students that are synonymously high risk will be referred for a functional behavior assessment (FBA) and development of a tier three behavior

intervention plan (BIP). Students that are rated as medium risk may or may not be referred for an FBA, data collection of specific behavior are tracked, and based on the outcome are considered for the development and implementation of a Tier 2 BIP.

Students rated as low risk will be monitored for behaviors exhibited via classroom observation of social emotional learning (SEL) curriculum implementation. Appropriate family supports will also be offered to all students through our service personnel, which includes our School Social Worker, ESL Teachers, Special Populations Teachers and Chairpersons. Our School Social Workers will host monthly events for families and parents, as well as our ESL Lead Teacher will serve as the committee chairperson for our ESL parent/family advocacy group. In addition, our Special Populations teachers will contact parents regularly via phone, text, and school events. School leadership and instructional staff will ensure that students with disabilities participate in a full school day, with regards to their IEP services and accommodations. Students receiving transportation services outlined and documented in their IEPs will also receive those services. School leaders and teachers will track assessment, progress monitoring, exit ticket, and other pertinent intervention data by inputting data into a goals tracker for each student with an IEP, which captures EasyCBM data, intervention data, and classroom performance. Special Education teachers will collaborate and plan with general education teachers weekly about student progress. Making changes to the services and programming, if necessary, will be done by the Case Manager/Special Populations Teacher contacting the parent to schedule an IEP meeting, along with the IEP team members to discuss student progress.

Data Driven Instruction for Special Populations

Various means of data will be utilized to drive instruction and evaluate academic progress for Special Populations' students. Universal screeners will be administered in the fall semester, along with secondary and tertiary screeners to determine students needing intervention. After the universal screener is conducted, then students will be assessed with the benchmark assessment system (Leveled Literacy Instruction) for comprehension/fall benchmark (EasyCBM), both of which that will determined instructional level for skill areas. This data will be cross-referenced along with WIDA Access scores for ELs to help make informed decisions about servicing. Likewise, the universal screeners will provide necessary data for the initial indicator or characteristic of gifted students. Students scoring above the 90th percentile range on the MAP assessment will initially be considered for the child-find study for gifted education. In addition to universal screeners and tertiary assessments, ongoing throughout the school year, goal trackers will be created for special education case managers/teachers, interventionists, and ESL teachers to update with exit ticket tracking information, interim assessments (benchmark), as well as attendance and discipline data. The goal tracker will be utilized for teacher accountability and to also inform service providers of how current services and instruction is impacting the achievement gap between skill deficits and standard mastery. General education and special populations' teachers will collaborate weekly, as well as during professional development/in-service/data days. The data will also be utilized to make program changes, which may be centralized or specific to this one school campus. Data will be analyzed and used to inform instructional shifts, cultural norms, and to inform the network team of school needs.

Educating Students With Special Needs

The methods for identifying students with special needs while avoiding misidentification includes implementing our child-find study process, which requires multiple sources of information to be considered and reviewed by our student support team. Additionally, our student support team, while some team members are stationary, some members are constantly changing based on the type of referral. Utilizing multiple referral sources. Likewise, in the event that parents request evaluation, the student support team will respond to the parent's request by conducting a meeting and inviting the parent to share his/her concerns and to consider all academic/behavioral data. Our school will address over-identification by ensuring that we offer high quality, tier one quality instruction, and consistently analyzing student achievement data, as well as behavioral data, to ensure that our academic programs and behavioral/culture programs align to consistently create a conducive learning environment. Also, instructional staff will receive ongoing training through observations and feedback, professional development which includes modeling and execution of research-based teacher moves. These preemptive notions will provide valuable input about our tier one instruction. Likewise, another way that we will address over-identification is by implementing our child-find study process/protocol with fidelity for every suspected case. Response to intervention, data team meetings, and intervention-planning will be pivotal to ensure that students are not over-identified. All RTI Leads and interventionists will be held to a very high standard of practice for implementing intervention, progress monitoring, conducting universal screeners, as well as following up with secondary and tertiary assessment to identify the most basic skill deficit areas. Providing meaningful, and strategic training to interventionists, RTI Leads, as well as Academic Deans and Heads of Schools will be necessary to ensure that each person of the team is clear and aware of his/her role in providing, implementing, and monitoring intervention practices. Specific instructional programs that will be utilized to improve basic skill deficiencies include phonics programs such as Reading Mastery and Wilson Phonics. In addition to the phonics instructional programs, comprehension programs to be implemented included Leveled Literacy Instruction (LLI) and Guided Reading. Special Population's Teachers will employ the same standards of student expectations as general education teachers, with consideration to the skill deficit areas. Special Populations Teachers will be advocates, service providers, and liaisons for students with disabilities. Special Populations Teachers will inform and educate General Education Teachers by co-teaching along with them, when applicable. The co-teaching model will be used for inclusive settings, which not only benefits students with disabilities, but general education students as well. Co-Teaching models can vary from low leverage to high leverage. Our Special Populations Teachers will implement the high-leverage co-teaching models such as pull a group within a group, alternate teaching, and parallel teaching. Ensuring academic success for all students is a priority, including students with disabilities. Our Special Populations Teachers will have access and be encouraged to share a service provider directory which includes various service providers, and resources for wrap around services for our scholars. Providing informational access to our parents and families increases the success rate for students with disabilities. Special Populations Teachers will be trained in providing accommodations, and making modifications to ensure students' access to the general education curriculum. Plans for monitoring and evaluating the progress of students with disabilities include data tracking with a goals tracker spreadsheet, tracking attendance and discipline data via PowerSchool, discipline referrals and Kickboard data as tracked by the Dean of Students, and using all data points in a comparative analysis. The comparative analysis will be conducted through out the

school year to verify that student success is aligned with student services. Likewise, if student success and services are misaligned, then we will consider program changes, professional development for teachers, deans, instructional coaches, or change in service providers/services per and IEP team decision.

The Special Populations Department will be driven by three main goals and the priorities for each goal.

The goals are as followed:

1. Goal: Department will be in compliance with all federal and state mandated laws.

- Priority: Special Populations teachers hold themselves accountable in accordance with federal and state laws, and Freedom Prep expectations.

2. All students with disabilities grow 10 percentile annually in math and/or reading as measured by NWEA's MAP assessment.

- Priority: Special Populations teachers use student achievement data to drive instruction.

3. By the end of 10th grade, students will lead their IEP meetings.

- Priority: Students meet grade-level expectations for self-advocacy.

Educating English Learners

Identifying our English learners will begin during open enrollment on the application. We will include the home language survey, which gives us a starting point for identifying possible ELs. We will also inquire about further information during entrance interviews with students and families. In addition, we will be reviewing incoming WIDA Access scores from students that may come from Birmingham City Schools, or other schools out of state to help determine language proficiency. We will employ phonics and comprehension instructional programs such as, but not limited to Lexia, The plans for monitoring and evaluating progress and success of EL students, including those that may be exiting from EL services will be data analysis, and ongoing collaboration between our ESL and general education teachers. Analyzing student work samples, comparing skill mastery to standard mastery, reviewing intervention data, if applicable, as well as universal screeners and interim assessments is going to be key in evaluating our ESL program and the progress of our EL students. Conducting classroom observations during ESL service times and providing valuable and actionable feedback to the ESL teacher regarding instructional

strategies, techniques, curriculum-use, etc. will also be a means to evaluate the progress and success of EL students. Analyzing the rigor of the instructional delivery to ELs will be vital in determining the impact on student success.

At-Risk Students

Our methods for identifying at-risk students through academic and behavioral processes include conducting universal screeners (i.e. STEP for K-2, and MAP for 3-12) and identifying students falling below the 40th percentile as candidates for RTI services. In K-5, all students will also receive daily computer-based intervention via Lexia during literacy rotations. After students are populated for RTI services: K-2- students are tiered based on how many STEP levels they are behind the goal; 3-12- students are assessed with the Benchmark Assessment System (BAS) with Leveled Literacy Instruction (LLI) curriculum, then tiered students placed in tier 2 will receive daily intervention from their classroom teacher. Students placed in tier 3 receive daily intervention from interventionists. Students in tier 2 are progress monitored bi-weekly, and tier 3 scholars are progress monitored weekly. In addition, students with disabilities also receive instructional supports with accommodations and modifications as outlined in their IEPs. In addition to serving students academically, we will also implement a Response to Intervention- Behavior (RTI-B) process and system to identify, track, and respond to students' disciplinary actions that may be linked to the social/emotional health and development of the student. A universal screener for behavior will be administered 2-3 times per school year to identify high, medium, and low behavioral risks. After the universal screener is conducted, the risk roster will be cross-referenced with the behavioral referral tracker to analyze the behavioral risks. Students will then be tiered based on risk rating. Students that are synonymously high risk will be referred for an functional behavior assessment (FBA) and development of a tier three behavior intervention plan (BIP). Students that are rated as medium risk may or may not be referred for an FBA, data collection of specific behavior are tracked, and based on the outcome are considered for the development and implementation of a Tier 2 BIP. Students rated as low risk will be monitored for behaviors exhibited via classroom observation of social emotional learning (SEL) curriculum implementation. Appropriate family supports will also be offered to all students through our service personnel, which includes our School Social Worker, ESL Teachers, Special Populations Teachers and Chairpersons. Our School Social Workers will host monthly events for families and parents, as well as our ESL Lead Teacher will serve as the committee chairperson for our ESL parent/family advocacy group. In addition, our Special Populations teachers will contact parents regularly via phone, text, and school events. School leadership and instructional staff will ensure that students with disabilities participate in a full school day, with regards to their IEP services and accommodations. Students receiving transportation services outlined and documented in their IEPs will also receive those services. School leaders and teachers will track assessment, progress monitoring, exit ticket, and other pertinent intervention data by inputting data into a goals tracker for each student with an IEP, which captures EasyCBM data, intervention data, and classroom performance. Special Education teachers will collaborate and plan with general education teachers weekly about student progress. Making changes to the services and programming, if necessary, will be done by the Case Manager/Special Populations Teacher contacting the parent to schedule an IEP meeting, along with the IEP team members to discuss student progress.

Intellectually Gifted Students

Our methods for identifying and meeting the needs of intellectually gifted students include the child-find study process beginning with the universal screeners and then following up with observations and questionnaires to be completed by general education teachers. Our research-based instructional programs include adaptive rigor to provide additional challenge for gifted students. Likewise, instructional strategies such as action-based learning/project-based learning will be implemented to provide gifted students a more individualized approach to learning with more rigor. Special Populations Teachers will inform and educate General Education Teachers by co-teaching along with them, when applicable. The co-teaching model will be used for inclusive settings, which not only benefits students with disabilities, but general education students as well. Co-Teaching models can vary from low leverage to high leverage. Our Special Populations Teachers will implement the high-leverage co-teaching models such as pull a group within a group, alternate teaching, and parallel teaching. Ensuring academic success for all students is a priority, including students with disabilities. Our Special Populations Teachers will have access and be encouraged to share a service provider directory, which includes various service providers, and resources for wrap around services for our scholars. Providing informational access to our parents and families increases the success rate for students with disabilities. Special Populations Teachers will be trained in providing accommodations, and making modifications to ensure students' access to the general education curriculum. Plans for monitoring and evaluating the progress of students with disabilities include data tracking with a goals tracker spreadsheet, tracking attendance and discipline data via PowerSchool, discipline referrals and Kickboard data as tracked by the Dean of Students, and using all data points in a comparative analysis. The comparative analysis will be conducted throughout the school year to verify that student success is aligned with student services. Likewise, if student success and services are misaligned, then we will consider program changes, professional development for teachers, deans, instructional coaches, or change in service providers/services per and IEP team decision.

RTI

Freedom Prep has built a cohesive RTI program to ensure that we are meeting the demands of our mission by preparing all students in PreK-12 to excel in college and in life. The stated mission of our RTI program is to aggressively grow all students through: (1) general education instruction that is differentiated to reach all learners (2) a robust intervention program that grows all students as fast as possible and (3) utilizing a reliable, tier 3 state-approved progress monitoring tool.

Our comprehensive plan for serving students with special needs include the following:

Conduct universal screeners (i.e. STEP for K-2, and MAP for 3-12) and identifying students falling below the 40th percentile as candidates for RTI services.

In K-5, all students will also receive daily computer-based intervention via Lexia during

literacy rotations.

After students are populated for RTI services:

- 1. K-2- students are tiered based on how many STEP levels they are behind the goal**
- 2. 3-12- students are assessed with the Benchmark Assessment System (BAS) with Leveled Literacy Instruction (LLI) curriculum, then tiered**
- 3. Students placed in tier 2 receive daily intervention from their classroom teacher**
- 4. Students placed in tier 3 receive daily intervention from interventionists**
- 5. Students in tier 2 are progress monitored bi-weekly, and tier 3 scholars are progress monitored weekly**

Universal screeners will be administered in the fall semester and spring, along with secondary and tertiary screeners to determine students needing intervention. After the universal screener is conducted, then students will be assessed with the benchmark assessment system (Leveled Literacy Instruction) for comprehension/fall benchmark (EasyCBM). This data will be cross-referenced along with WIDA Access scores for ELs to help make informed decisions about servicing. Likewise, the universal screeners will provide necessary data for the initial indicator or characteristic of gifted students. Students scoring above the 90th percentile range on the MAP assessment will initially be considered for the child-find study for gifted education. In addition to universal screeners and tertiary assessments, ongoing throughout the school year, goal trackers will be created for special education case managers/teachers, interventionists, and ESL teachers to update with exit ticket tracking information, interim assessments (benchmark), as well as attendance and discipline data. The goal tracker will be utilized for teacher accountability and to also inform service providers of how current services and instruction is impacting the achievement gap between skill deficits and standard mastery. General education and special populations' teachers will collaborate weekly, as well as during professional development/in-service/data days. The data will also be utilized to make program changes, which may be centralized or specific to this one school campus.

The methods for identifying students with special needs while avoiding misidentification includes implementing our child-find study process, which requires multiple sources of information to be considered and reviewed by our student support team. Additionally, our student support team, while some team members are stationary, some members are constantly changing based on the type of referral. Likewise, in the event that parents request evaluation, the student support team will respond to the parent's request by conducting a meeting and inviting the parent to share his/her concerns and to consider all academic/behavioral data. Providing meaningful, and strategic training to interventionists, RTI Leads, as well as Academic Deans and Heads of Schools will be necessary to ensure that each person of the team is clear and aware of his/her role in providing, implementing, and monitoring intervention practices. Specific instructional programs that will be utilized to improve basic skill deficiencies include phonics programs such as Reading Mastery and

Wilson Phonics. In addition to the phonics instructional programs, comprehension programs to be implemented included Leveled Literacy Instruction (LLI) and Guided Reading.

The figure below outlines our accountability model of how Freedom Prep's Leadership/Staff is responsible for RTI implementation.

HEAD OF SCHOOL	Support quality instruction through a systematic approach (reinforce quality instruction for all tiers)
DEAN OF ACADEMICS	Support quality instruction through ongoing observation, feedback, and performance evaluations of instructional delivery for all tiers
DEAN OF STUDENTS	Support quality instruction through ongoing observation, feedback, and performance evaluations of classroom culture and behavior expectations
SPECIAL POPULATIONS CHAIRPERSON/RTI LEAD	Support quality instruction in the general education classroom (i.e. inclusion), conduct progress monitoring for SWD, and serve as a designee of DOA to conduct intervention fidelity checks
INTERVENTIONIST	Conduct high leverage research-based interventions with fidelity and track student progress/growth via progress monitoring on individual skill needs
TEACHER	Prep and deliver academically-rigorous, quality standards-based differentiated instruction for all scholars

Figures 7 & 8
outline FPA's approach for RTI implementation for literacy and mathematics:

LITERACY					
Grade Level	Universal Screener	Progress Monitoring	Intervention Curriculum	Tier 1 Strategy	Tier 3 %tile
K-2	<ul style="list-style-type: none"> STEP 1-2 MAP EasyCBM 	<ol style="list-style-type: none"> Quiz to drive instruction Easy CBM <ul style="list-style-type: none"> To determine ROA Inform contributing factors of student progress 	<ol style="list-style-type: none"> Reading Mastery Guided Reading Wilson (Foundations) 	<ol style="list-style-type: none"> K-5 (Lexia) STEP-Aligned Spelling List (K-2 Only) Differentiated strategies to maximize student access to curriculum (Ex. Explicit VB instruction) 	*40 th %ile and below (based on Spring/Fall MAP Scores)
3-5	<ul style="list-style-type: none"> F&P EasyCBM Fluency <p><i>(Students will be back-testing to functional, independent levels)</i></p>	<p>*If X, then MCRC & → LLI</p> <p>If Z, then, PRF → Wilson</p> <p>If X, then WRF <i>(To be determined by HOS/DOA)</i> → Wilson</p>	<p>LLI</p> <p>Wilson</p> <p>Wilson</p>	<ol style="list-style-type: none"> Level 1 basic comprehension (show how much heavy lifting do kids do here?) Fluent read Make recording available How much HL are kids doing to make inferences? Effective co-teaching/co-planning 	<ol style="list-style-type: none"> What # of students 3-5% in Tier 3 ? What # of students scored below 40th %ile on EasyCBM Capacity check (how many do you have the capacity to serve)
6-8	<ul style="list-style-type: none"> Spring/Fall MAP (RIT score of 200 or below) fluency screenings (if fluency is on grade level, then F&P) F&P EasyCBM (if below 40th %ile) 	<ul style="list-style-type: none"> 4th – Grade Level-Multiple Choice Reading Comprehension (MCRC) → LLI 3rd and Below- Passage Reading Fluency (PRF) → Wilson 1st grade level <i>(and above 10th %ile, then may need word reading fluency)</i> → Wilson 	<p>LLI</p> <p>Wilson</p> <p>Wilson</p>	<ol style="list-style-type: none"> Fluent read Make recording available How much HL are kids doing to make inferences? Effective co-teaching/co-planning 	<ol style="list-style-type: none"> What # of students scored below 40th %ile on EasyCBM Capacity check (how many do you have the capacity to serve)
9-12	<ul style="list-style-type: none"> ACT MAP EasyCBM (if below 40th %tile) 				

Figure 3: RTI Implementation for Literacy K-12

MATH					
Grade Level	Universal Screener	Progress Monitoring	Intervention Curriculum	Tier 1 Strategy	Tier 3 %tile
K-2	<ul style="list-style-type: none"> STEP 1-2 MAP EasyCBM 	<ol style="list-style-type: none"> Weekly quizzing to drive instruction EasyCBM to: <ul style="list-style-type: none"> Determine Rate of Improvement (ROA) Inform contributing factors to student progress 	<p>Math Progress Monitoring</p> <ul style="list-style-type: none"> Within the general education classroom 45 minutes Procedural – jam session, eureka sprint, Intellectual Prep Process Find standard in progress that matches student level <p><i>(In K-2, students will be pulled from computer rotation)</i></p>	<p>Differs by school with the following standardized components:</p> <ul style="list-style-type: none"> Co-teacher will lead through application problem Lead-Teacher will do Eureka lesson (concept development) 	<p>Lead math teacher pulls as many Tier 2-3 students as possible</p> <ol style="list-style-type: none"> What # of students 3-5% in Tier 3 ? What # of students scored below 40th %ile on EasyCBM Capacity check (how many do you have the capacity to serve)
3-5	<ul style="list-style-type: none"> MAP EasyCBM (if below 40th percentile) 				
6-8					
9-12	<ul style="list-style-type: none"> ACT MAP EasyCBM (if below 40th %tile) 				

Figure 4: RTI Implementation for Mathematics K-12

Attachments

Section 8: Special Populations and At-Risk Students

– No Attachments –

9.Unique/Innovative Program Offering

Freedom Prep offers an education program rooted in African tradition, embraces African cultural practices, and teaches African and African American history to students in all grades. Founded by Black people and designed for Black students, Freedom Prep accomplishes these goals in the following ways:

Community Circle

Community Circle is an integral part of creating and developing a strong, structured and supportive community for our students. Too often, students from economically disadvantaged, urban environments can be attracted and gravitate towards the dangerous, self-destructive communities on the streets...outside of school. “Gangs take root in schools for many reasons, but the primary attraction of gangs is their ability to respond to student needs that are not otherwise being met; they often provide youth with a sense of family and acceptance otherwise lacking in their lives.” Freedom Prep intends to combat that pressure from the outside community by creating a strong and safe community within the walls of our school. We strive to build a sense of community where all students feel a part of a shared mission larger than themselves. Every other morning, the entire Freedom Prep family will gather as a community in a circle. The circle will be called together by the Djembe drum where school leaders, teachers and students share words of inspiration and often participate in a mini-lesson on current/past events and people. For example, Community Circle may focus on a lesson about Prince Abdul Rahman, who was an African prince, enslaved in America for 40 years, who eventually bought his way to freedom. Students will also have a variety of after school activities like soccer, P.E., basketball, cheerleading, and African Drumming. Students will also attend field lessons at least once a month with at least one college visit to continually reinforce the college preparatory focus of Freedom Prep.

African Drumming

One elective offered at Freedom Prep schools is African drumming. The drum has a long and rich history in a multitude of African cultures and was used for bonding, communication, celebrations, and art. We teach our students the art of drumming practiced throughout time in the African traditions beginning in kindergarten.

Liberation Arts

A focus of the Freedom Prep programming and curriculum is Civil Rights. As such, it is integral for our students to deeply know and understand their history as Black Americans. We begin this instruction in lower elementary by learning famous Black figures throughout the year. We continue this in our upper elementary classes by focusing our social studies curriculum on Black history as it informs American History, Geography, and World History.

We do follow all state standards, but we also interject primary and secondary sources detailing Black people's voices and perspectives throughout history as we have found these voices lacking in traditional textbooks. In middle school, Liberation Arts is an elective class taught to all students in 6th, 7th, and 8th grades. During these courses, students continue to explore and learn about Black history in America and begin to build their Document Based Question (DBQ) skills that will prepare them for Advanced Placement courses in high school.

Black Authors

We work to ensure our reading curriculum has a mix of authors in our selected canon of texts; however, we are specific to ensure we select texts written by Black authors. We also have worked over the past three years to ensure our school libraries have a rich selection of texts from a wide variety of authors who look like our students. As we work to partner with families in Alabama, we feel this initiative will directly impact our ability to contribute to the Alabama Reading Initiative (ARI) and prepare all of our students to successfully and fluently read at their grade level's stretch Lexile band.

Ultimately, we feel as though our students being connected to their full identity and understanding the actions of those who came before them helps them connect to our overall academic goal of preparing all students to excel in college and in life.

Location Based Learning

At Freedom Prep we recognize the tremendous contributions and sacrifices that were made to advance the cause of civil rights in America. While these contributions were made across the country, many of the most recognized and most significant of these contributions were made in Alabama. We believe that a major part of students gaining a sense of their personal and cultural identity is found in learning the unique historical and present contributions of their own community to national history. Birmingham offers a unique opportunity for students to gain location specific knowledge through site visits, the firsthand accounts of their elders, and linking the Freedom Prep core values to their own identity through the recounting of the historic trials and triumphs of their own community.

Attachments

Section 9: Unique/Innovative Program Offering

– No Attachments –

10. Student Recruitment and Enrollment

Freedom Prep plans to recruit students from across the 35204, 35234, 35205, and 35211 zip codes. We've identified these zip codes based upon socio-economic factors and current

education outcomes.

During this recruitment campaign, similar to our Tennessee schools, we will advertise our academic program, our mission and vision, our extended day/extended school year, our results of sending 100 percent of graduating seniors to college at our existing schools, and our athletic/extracurricular programs.

Currently, nine percent of current Freedom Prep students in Tennessee are in the special education program compared to eleven percent for Shelby County Schools (the Memphis school district). We pride ourselves on recruiting a diverse set of learners who each bring unique perspectives and gifts to our student body. We plan to advertise our special education inclusion model, English Language Learner programmatic model, and other educational supports we offer to students.

We utilize both a digital and traditional enrollment campaign to reach all families within targeted zip codes. Our traditional methods of reaching students include: 1) door to door canvassing, 2) billboards, 3) newspaper advertisements, 4) radio advertisements, 5) community events (picnics, block parties, etc.), 6) phone banking, 7) direct certification mailers. Our digital methods of reaching students include: 1) targeted Facebook and Instagram ads, 2) targeted ads on TikTok, 3) email listservs using church, community, and other listservs.

Tentative Dates

Recruitment Campaign

August 2022 - December 2022

FPA will conduct traditional and digital outreach to recruit students in target grade levels. During this period, FPA will collect family information so we are able to register students at the start of the year. We will set “intent to enroll” form collection targets to ensure we are on track to spreading the word about the new school.

Registration

January 2023 - May 31, 2023

Beginning the second week of January, FPA will open up its registration process using the InfoSnap digital platform. Families will be able to complete all required forms for registration during this time and manage/monitor their accounts from a computer, tablet, or smartphone. We will use the “intent to enroll” contact information to have students complete the registration process.

Lottery

June 1, 2023

If any target grade is oversubscribed, we will conduct a lottery. The FPA lottery process has been certified by a CPA and meets all requirements to ensure fairness and equity. All students selected and those not selected will be notified of their status on June 2, 2023.

Family Meetings

June 2 - July 28, 2023

Students who have successfully registered and been selected by the randomized lottery will schedule their family meetings during the months of June and July. All students are required to have a family meeting ahead of student orientation. FPA hears about student and family academic and life goals and also provides information about FPA core values and expectations.

New Student Orientation

July 31 - August 11, 2023

All students have two weeks of orientation ahead of the first day of school. During these orientation days, students will 1) meet their classmates, 2) learn and practice FPA academic and cultural expectations, 3) meet their teachers, 4) begin to practice classroom expectations and lessons.

Waitlist Management

August 14, 2023 - Ongoing

FPA will manage the waitlist of any grade that is oversubscribed throughout the year. Students will be ordered by the lottery and will be contacted in that order to fill seats, if seats open during the year.

Attachments

Section 10: Student Recruitment and Enrollment

10.1 [ATTACHMENT 8 - School Enrollment Plan](#)

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11. Student Discipline Policy and Plan

Practices for Promoting Good Discipline and Positive Behavior

Students cannot learn in chaos; there must be a clear, consistent behavior strategy and plan that includes positive and negative reinforcements. Staff explicitly teach behavioral expectations and daily requirements for academic support and behavioral consequences. In classrooms, all teachers use a Common Blackboard Configuration (BBC) that contains the Alabama Standard of study, Daily Objective, Do Now, Agenda, and Homework. Beginning in the sixth grade, each student has a Common Binder Configuration to further reinforce the structure and consistency of the educational program. Students continue to have a Common Binder Configuration and Common Blackboard Configuration until they reach the eighth grade when Freedom Prep begins to phase out these supports to better prepare students for the rigor, flexibility, and increased responsibility of a college preparatory course of study in the high school. There is a gradual release of responsibility in a number of areas. For example, students in the upper grade levels are taught how and then held responsible for taking their own class notes, while younger students are provided with the infrastructure by which notes are taken.

Students are explicitly trained in and subsequently held accountable to the Freedom Prep Code of Conduct. An extensive three-week teacher orientation is conducted during the summer to ensure that staff is prepared to effectively build a school culture that drives student achievement through a structured and disciplined learning environment. A mandatory student orientation is held for incoming sixth grade students and newly enrolled upperclassmen for one week at the beginning of the school year to teach every student the expectations for conduct. Students are required to wear uniforms, which are checked daily to ensure compliance to the uniform policy. The code of conduct is consistently enforced network-wide.

For students who struggle to meet classroom behavioral expectations, a number of interventions are present to ensure that they (whether it be a recurring misbehavior or a single infraction) tap into their resiliency and rebound. These interventions include non-verbal and verbal warnings, group and personal corrections, use of proximity,

personal reset conversations by teacher, adding merits and demerits, parent phone calls, parent meetings, standing or impromptu check-ins with school counselor, temporary removal from class and meeting with Dean, and public apologies to class community/advisory. In-school detention and out-of-school suspension remain our most drastic measures and are rarely used. Incorporating aspects of the restorative justice approach to classroom management, increasing teacher development on effective classroom management strategies, encouraging greater involvement of our on-campus social workers and special populations team to closely support identified students, and carefully implementing the Behavior RTI program have greatly enumerated the opportunities for struggling students to rebound from mistakes, return to class in the proper mental space, and continue their daily academic pursuit of learning.

While all Freedom Prep teachers are trained to uniformly hold a college-ready bar behaviorally, the method of progress monitoring student behavior differs based on age appropriateness. While students in 3-8 are rewarded through a school paycheck system and the 9th -12th graders rewarded via a detailed merit system, K-2 students best responded to behavioral charts differentiated by color. For a safe and positive classroom environment, FPA K-2 students begin on “green” according to the classroom behavior chart used to track student behavior. Students may move up and down the color chart throughout the day. The following list defines each of the colors and the respective behaviors associated with them. For our youngest students, Blue equals “outstanding choices”, Green equals “positive choices”, Yellow equals “warning: think about your choices”, Orange equals “Make better choices”, and Red equals “negative choices: you can do better!”. Students never move another student’s name but can move their own. This exists to avoid creating a negative dynamic amongst peers. Students also have two warnings before moving down the behavior chart. However, each teacher reserves the right to decide which infractions warrant automatic movement without warning. Students in 3-8 at the proposed school will receive a weekly paycheck, which captures his or her behavior throughout the week. Students may earn money for scholarly habits, but may lose money for choosing not to uphold one of the school’s values. The money the students earn comes in the form of “Freedom Prep dollars” which may be used for purchasing items at the school store, including school supplies, snacks, games, and privileges. Each student begins the week with 50 Freedom Prep dollars to begin making the association between productive work, professionalism, and earning potential.

Suspension and Expulsion

School- Related Disciplinary Offenses

Below is a description of school-related disciplinary offenses for which a student may be subject to detention, in-school suspension, out-of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- while the student is on school grounds or school-related transportation;
- during a school-sponsored activity; or

- during events sufficiently linked to school.

The list of offenses that follows is not meant to be comprehensive; there may be other circumstances that warrant disciplinary measures as well. Along with the list of consequences that result from such offenses, students may also earn a loss of privileges, which include but are not limited to:

- silent lunch;
- missing school events, trips, or activities (including field lessons and assemblies);
- serving suspensions;
- reflecting on their behavior orally and/or in writing;
- apologizing to their peers in small groups or at a community circle; and performing extra service for the school.

Out-of-School Suspension

If a student commits one of the infractions listed below, the student may receive an out-of-school suspension. Before the student returns to class, the student, his/her parent or guardian, the student's classroom teacher, and Dean of Students will meet in order to

address the student's behavior and plan for improvement. Infractions include:

- Gross disrespect of a fellow student
- Gross disrespect of faculty, staff, or transportation provider
- Gross disrespect of school property
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Unwanted physical contact
- Setting off false alarms or calling in groundless threats

- **Departing without permission, from class, floor, building, or school-sponsored activity**
- **Unauthorized use of the building facilities**
- **Forgery of any sort, including parental signatures**
- **Cheating or plagiarism, or copying of anyone else's work (including the use of language translation sites and term paper sites on the Internet)**
- **Repeated and fundamental disregard of school policies and procedures**
- **Receiving multiple Dean of Student referrals**

Violations Resulting in Suspension and/or Expulsion

Under certain circumstances, students may be subject to suspension and/or expulsion by the Head of School as explained below.

- **Any student who willfully and persistently violates the rules of the school;**
- **Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to illegal narcotics of any kind.**
- **Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games.**
- **Any student who fights on school premises or at school-sponsored events**
- **Any student who uses vulgar or abusive language towards faculty or staff, whether it is written or spoken.**
- **Any student who makes a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event.**
- **Any student who marks, defaces or destroys school property.**
- **Any student who willfully or maliciously damages real or personal property of the school, or the property of any person attending or assigned to the school.**
- **Any student who has served at least four out of school suspensions.**
- **Any student who demonstrates conduct prejudicial to the good order or discipline in any public school; and off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to person or property or disrupts the educational process.**

Discipline of Students with Special Education Services

The Freedom Prep Code of Conduct supports and explicitly requires the excellent behavior of all students within our school community. In the case of a special education student, or a student who receives 504 accommodations, Freedom Prep ensures that we make the necessary adjustments to comply with all mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Specifically, if addressing a major incident involving a Section 504 student or special education student, the Head of School convenes a review committee to determine all of the following: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed, and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may receive the consequence aligned to the incident as documented in the handbook. If any element was not in place, the school works with the student and his/her family to ensure that all protected rights are secured as the school reworks and improves the implementation of the documented plan.

If a student continues to struggle academically or behaviorally, even with the supports and strategies put in place through the pre-referral process, the school requests a family's permission for evaluative testing. In situations in which FPA has determined that an evaluation is necessary, Freedom Prep staff issues a request for testing. This request will: (1) provide the reasons for the referral, including any applicable test results, reports, or records; (2) outline interventions taken prior to the referral under the Pre-Referral Process; and (3) describe the content of any parental involvement in the Pre-Referral Process. A copy of this request, along with the procedural safeguards notice, will be sent to the student's parents. If such testing should indicate the presence of a disability, and that student is identified as requiring special education services, we will with the IEP team write an IEP and follow the steps below to support that student's academic progress.

Ongoing school-wide IEP supports include learning techniques incorporated into every classroom to help all students achieve, regardless of disability, as well as training and professional development for all teachers on how to recognize and effectively support students with learning disabilities.

Due Process

The student will be removed from class or school, and will be sent to the Main Office, Dean of Students' Office, or another designated school location, following which the student's parent or guardian will be notified of the incident by the Dean of Students or another representative of the school.

I. Short-Term Suspension

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days:

- a. oral or written notice of the charges;
- b. if the student denies the charges, an oral or written explanation of the evidence against him/her; and
- c. an opportunity to present his/her version of the relevant facts.

In the case of danger or a risk of substantial disruption, the aforementioned process will occur immediately after rather than before the suspension.

II. Expulsion or Long-Term Suspension

For expulsion or suspension longer than ten days, the student shall receive:

- a. written notice of the charges;
- b. the right to be represented by a lawyer or advocate (at the student's expense);
- c. adequate time to prepare for the hearing;
- d. the right to present witnesses and to cross examine witnesses presented by the school; and
- e. a reasonably prompt, written decision including specific grounds for the decision.

The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student's family upon request.

Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

Any student who is charged with a violation shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Head of School. After said hearing, the Head of School may, in his or her discretion, decide to suspend rather than expel a student.

Any student who has been expelled from a school or school district pursuant to these provisions shall have the right to appeal to the Head of School. The expelled student shall have ten days from the date of the expulsion in which to notify the Head of School of his or her appeal. The student has the right to counsel at a hearing before the Head of School. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. If said student applies for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the Head of School a written statement of the reasons for said expulsion.

If the Head of School determines that the student's continued presence would have a detrimental effect on the general welfare of the school, then the Head of School is the final determinant to suspend or expel a student who has been charged with a felony.

In addition to any of the preceding infractions, any breaches of Federal law, Alabama State law, or bylaws of the City of Birmingham may be handled in cooperation with the Birmingham Police Department and may result in expulsion.

Notification of Discipline Policy

- **Student & Family Handbook:** All students and families receive the Student and Family handbook at the start of each year. This handbook contains the discipline policy as well as all pertinent information for making the school year a success.
- **Family Orientation Meetings:** All students new to Freedom Prep must have a family orientation meeting with the Dean of Students. During this meeting, the Dean of Students gets to know the student and family members and introduces the discipline procedures to the family.

Attachments

Section 11: Student Discipline Policy and Plan

11.1 [ATTACHMENT 9 - Sample Discipline Policy.docx](#)

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12. Family and Community Involvement

The Need in Alabama

Replicating the success that Freedom Prep has seen among our students and families in Memphis depends not only on utilizing our proven model of instruction, but also on the support of the community surrounding the school, and tailoring our efforts to the unique needs of that community. Thus far our efforts have focused on the Titusville neighborhood and on our school opening in the former Our Lady of Fatima, Catholic school facility. At the invitation of the Our Lady of Fatima parish, we have toured the facility and virtually hosted over 15 of their parish members and leadership, an elected BCS School Board member, and a Black Alabamians for Education representative, to share our school model and gain their feedback. This, first of many planned engagements, allowed us to gain insight into what their hopes for a school in the Our Lady of Fatima facility could look like, answer questions around future partnership opportunities, and schedule an in-person meeting for more of their parish and community members to attend. As we continue to cultivate those relationships we are also reaching out to all elected officials associated with the focus community, neighborhood associations, and local residents to share our plans for opening, while allowing them to guide our efforts. We are also utilizing census and local school performance data and neighborhood demographic information to determine potential community interest and need in the Titusville area.

We Are Community

“We are community” is the affirmation chanted by FPA students, staff, and family members. The hard work being embarked upon requires the support and cooperation of peers and colleagues, and all understand that the community is only as strong as its weakest link. The core values of FPA speak to the role Freedom Prep does and will continue to play in the community as the network grows. “Through Excellence, Integrity, Responsibility and Respect, we will build a community at FPA.” The chants and recitations practiced by all stakeholders reinforce the common thread woven through the fabric of FPA, which is a focus on creating, building, supporting, and partnering with the community to ensure that the mission of college for every child is accomplished. Parental support is an integral part of a student’s education, and we will make every effort to ensure that parents are an active part of our community from day one. Parents sign the Freedom Prep Community Contract to support their children and the educational mission of the school. These parental commitments include ensuring that their child is at school and on time, in their uniform each day, helping with homework and ensuring that it is complete, reading with their child each night in the elementary school, assisting their child in contacting the teacher regarding any problems or questions on an assignment in the middle school, providing a quiet place with light for their child to read and study at home at all grade levels, and being available to meet with the teachers at home or at school if the need arises. Parents understand that they may get a phone call from the school for any reason regarding their child. Other opportunities for parental involvement include report card pick ups, Open Houses, parent nights, chaperoning local field lessons and end-of-year field lessons, and have opportunity to participate in the life of the school through the Freedom Prep Parent, Teacher, and Student Organization (PTSO).

Communication is Key

School-to-Community communication is vital to bringing into fruition the village concept often referred to in the Yoruba proverb regarding the raising of children. FPA information sessions for all families will be conducted prior to the 2023-24 opening to share the information and guiding principles in the Student and Family Handbook. The school and community will also use this opportunity to review key academic, philosophical, and operational elements that have contributed to the success of FPA in Memphis and will soon help Alabama students, too, reach their full potential. FPA staff members have been successful in garnering impressive numbers of PTSO interests during summer information sessions. For this reason, well-attended PTSO meetings each month have been a highly effective mechanism in sharing with school families and the broader community updates on academic progress, policy changes, and pertinent information about the local educational landscape. FPA will reserve a minimum of two parent seats on our Alabama governing board.

Parent Programming

To ensure Freedom Prep continues developing and improving parent programming as a network to benefit students and support the school mission and vision, FPA is committed to the following:

- **Hiring an additional Community Outreach Manager in the planning year to target outreach in the feeder pattern of the new school and facilitate frequent, ongoing communication within the Birmingham community.**
- **Enlisting the services of a long-time supporter of the school, who works as a community outreach specialist for local non-profits, and is providing guidance in the crafting of a formal network community engagement strategy.**
- **Collaborating with community action plan organizers to support the initiatives through partnerships and an exploration of mixed use at the school sites (including supplementary programming for families before and after school).**
- **Creating an FPA – Birmingham Campus advisory council, comprised of parents, staff, and other community leaders, who advocate for the specific school site and the broader community. This provides a more local level of representation in the governance model for each school and provides another means of community participation.**

Family Meetings

Parents and Freedom Prep staff begin forging meaningful relationships before day 1 of the

school year through individual parent meetings for all incoming FPA students. In this initial interaction, bonds are formed and expectations are agreed upon. The parent, student, and teacher sign their names in commitment to being present every day and on time (with any exceptions accompanied by a parent note). These relationships pay dividends FPA leaders contact a parent and engage in trusting, candid, and helpful conversations when a student shows patterns of arriving late, missing school, or misbehaving. All FPA parents are also asked to participate in Freedom Prep's Parent Teacher Staff Organization (PTSO), which meets on the third Thursday of each month translators, are provided along with dinner and childcare for those who need. During this meeting our parent leaders share the goals they have set for the organization for the upcoming school year. There are four main areas of focus: 1) Advocacy, 2) Volunteer, 3) Fundraising and 4) Enrollment & Registration. FPA intentionally creates a family environment for parents to feel comfortable participating in the FPA community and safe enough to make their request and needs known so that we can best support them.

Attachments

Section 12: Family and Community Involvement

– No Attachments –

13. Partnership or Contractual Relationships

Reconstruction Partners - Supplemental Academic Curriculum

Freedom Prep recognizes the educational inequities that exist particularly in the African-American and Latinx communities. As such, we seek partnerships that intentionally reaffirm the identity and historical contributions of those communities that is often left untold in traditional classroom settings. Reconstruction Partners offers a virtual curriculum of history, math, literacy, and extracurricular activities that highlights “Black contributions to our country and our world.” Live virtual sessions are led by young professionals, content specialists, artists, and leaders in their fields. Our partnership with Reconstruction Partners will allow us to provide supplemental curriculum and extracurricular options during student intervention, elective instruction, as well as after school and Saturday school offerings.

Our Lady of Fatima Catholic Church

Continues to express deep interest in partnering with Freedom Prep on a number of levels. As a pillar of the historic Birmingham community and the neighborhood of Titusville, the parish members are highly optimistic about a potential facilities partnership of either sale or lease of the former school facility located on the parish property. The parish members of Our Lady of Fatima have a wide range of business, educational, and organizational experience that both organizations believe will inevitably lead to additional partnerships that foster the success of Freedom Prep in the city.

The University of Alabama Birmingham

UAB is located in close proximity to the Titusville community. Conversations with multiple community stakeholders have pointed to the necessity of alternative educational options for employees of the university, as well as the need to create and leverage a formalized relationship with the institution to provide academic enrichment through college student involvement, medical services for families, and through partnership on how to most effectively impact the community.

Irma Munoz: Charter School Growth Fund - Expansion Operations Advising

At Freedom Prep we take the success of our students very seriously and experience has taught us that the operational strength of our organization is a major determinant of producing those outcomes. With this in mind we understand the nuances of cross-state expansion require the establishment of new management systems and undergirding currently existing management structures. Our partnership with Irma Munoz, a proven expert in school specific expansion operations, lends us strength and perspective that we believe ensures we have foresight of potential operational challenges as well as the acumen to address them as we move forward in Alabama.

ANF Architects - Architecture and Facility Design

As one of the premier design firms in Memphis, TN, ANF has been the contracted architectural and design partner of Freedom Prep in the redesign, development, and repurposing of all four of our school campuses in Memphis. With their array of project experience with The University of Tennessee, University of Memphis, Auburn University, Freedom Prep, as well as numerous corporate clients, ANF continues to be our chosen partner for renovations and design in Alabama.

AFTON Partners LLC - Board, CEO, and CFO financial capacity support

Since its inception in 2011, Afton has been the national thought leader in financial planning for education innovation. Afton works with Districts, Charter networks, State Education Agencies, funders, and other stakeholders to deeply understand how innovative education models and strategies can be developed and implemented in a financially sustainable way. This support also includes a focus on implementation of best practices in financial governance as well as strategic development for our Chief Financial Officer. Our partnership with Afton is focused on creating and expanding financial systems and policies within the organization that ensure long-term sustainability that creates meaningful change for our students

Attachments

Section 13: Partnership or Contractual Relationships

13.1 [ATTACHMENT 10 - Vendor Partnership Contracts](#)

Hampton, Justin, 11/17/21 9:31 PM

PDF / 2.61 MB

14. Educational Service Providers (ESP) and Other Partnerships

Freedom Prep Alabama will partner with Freedom Prep Charter Schools. Freedom Prep Charter Schools was founded in 2009 in Memphis, TN and has grown from one grade level of 90 students to serve over 2,200 students across grades K-12 in the Whitehaven and Westwood neighborhoods of Memphis, Tennessee. Freedom Prep's student body identifies as 89 percent Black or African descent and 11 percent Latinx. For the past five years, one hundred percent of Freedom Prep graduates have been accepted to a four year college or university and FPA is the highest performing charter school network, in terms of growth and achievement, in Memphis.

Beyond academics, Freedom Prep schools meet all operational and financial benchmarks set by their authorizer, Shelby County Schools. These benchmarks include successful financial management, as determined by audits, cash reserve, and other measures, as well as operational management including compliance and safety.

Freedom Prep is also the first charter management school in Tennessee to successfully turnaround a neighborhood school and return a school from the state's Achievement School District to its local district. This was based on FPA moving the school from the bottom first percentile in the state to the 14th percentile in five years.

The Freedom Prep Alabama board will contract with Freedom Prep's national team to provide academic, financial, and operational support. The contract will be evaluated once every three years and all service level agreements will be continually measured. A sample contract is in attachment 12.

Attachments

Section 14: Educational Service Providers (ESP) and Other Partnerships

14.1 [ATTACHMENT 12 - FPA Sample ESP Contract](#)

Hampton, Justin, 11/17/21 9:31 PM

PDF / 1,018.97 KB

14.2 [ATTACHMENT 11 - Portfolio Summary for the ESP](#)

Hampton, Justin, 11/17/21 9:31 PM

XLSX / 27.554 KB

15. Educational Program Capacity

School Leadership

Freedom Prep has identified three founding members of the Alabama team: Justin Hampton, Larry Thompson, and Natasha Jean-Louis.

Justin Hampton

Justin Hampton, a native of Montgomery, Alabama, earned his bachelor's degree from Tuskegee University and his master's degree in public policy from Harvard University. A community organizer, Justin formerly worked for the Mayor's office and the Montgomery Education Foundation. Justin brings expertise in community engagement, family communication and involvement, and school governance from his previous roles. As the Regional Director for Alabama, Justin will translate these skills into action for Freedom Prep by managing our regional team and our Head of School. The regional team will oversee and support school operations, finance, performance management, and academics.

Larry Thompson

Larry Thompson, a native of East Atlanta, Georgia, earned his bachelor's degree from Amherst College and he engaged in post graduate studies in educational leadership at Christian Brother's University in Memphis. Larry has served on staff at Freedom Prep the past six years as a teacher, middle school assistant principal, elementary school assistant principal, and middle school principal. In these roles, Larry has both led his faculty members to achieve academic excellence while also managing student culture and family relationships. During his time as middle school principal, Larry's campus earned a TVAAS 5 in the state of Tennessee's performance management system, the highest rating possible for a school. Larry will transition from Freedom Prep in Memphis to Freedom Prep in Alabama to be the founding Head of School if the charter is approved.

Natasha Jean-Louis

Natasha Jean-Louis, a native of New York City, NY, has been at Freedom Prep for the past nine years as a teacher, assistant principal, and network-wide mathematics leader. Natasha earned her bachelor's degree from SUNY Stony Brook and her master's degree in education from Christian Brother's University in Memphis. Natasha will relocate to Alabama to support Freedom Prep's founding to ensure all classrooms meet the same high-quality as the Memphis schools. Natasha brings expertise and experience in curriculum, instruction, assessment, teacher coaching, teacher performance management, and administration.

Organizations, Agencies, Consulting Partners

Freedom Prep's home office will serve as partners in planning and establishing the school. Over the past twelve years, members of the Freedom Prep senior leadership team and network team have led the expansion of Freedom Prep from a one grade level, 90 student school, to a network of five high performing charter schools serving over 2,200 students across the Whitehaven and Westwood neighborhoods of Memphis, Tennessee. The senior leaders, and their teams, will continue this work with the Birmingham school.

Roblin Webb

A native of Camden, Arkansas, Roblin Webb is the founder and CEO of Freedom Prep Charter schools. A graduate of Rhodes College (BA) and Rutgers University (JD), Roblin has led the organization's growth from an initial class of 90 sixth grade students in 2009 to 2,450 students across five campuses in 2021. Before her time at FPA, Roblin worked in education reform and, before that, was an education attorney.

Lars Nelson

A native of Shreveport, Louisiana, Lars Nelson is the Chief of Schools for Freedom Prep Charter schools. A graduate of Rhodes College (BA) and a Teach For America alumnus, Lars is responsible for managing our five school leaders and the various teams that support their academic success. Lars started his career at Freedom Prep as a founding history and math teacher before moving into school leadership and leading our team to top tier results. Lars leads the Schools team which oversees curriculum, instruction, assessment, special education services, performance management, and talent recruitment.

Anika Baltimore

A native of Grand Rapids, Michigan, Anika Baltimore is the Chief Financial Officer for Freedom Prep Charter schools. A graduate of Tennessee State University (BA & MBA), Anika is responsible for the financial health of our \$38 million dollar organization. Before her time at FPA, Anika worked at multiple charter school networks in various financial and operational capacities, learning the best practices that she brings to FPA today. Anika leads the Finance team which oversees budget forecasting, audits, federal, state, and local compliance, grants, accounts payable, and contracts.

Corey Strong

A native of Memphis, Tennessee, Corey Strong is the Chief Operating Officer for Freedom Prep Charter schools. A graduate of the US Naval Academy (BA), San Diego State University (MBA), the University of Memphis (JD), and The Broad Center (M.Ed), Corey leads the team responsible for all non-academic functions at our organization. Most recently, his team has managed the full-scale renovation of our high school/middle school campus and the construction of our central office. Before his time at FPA, Corey worked at various education and legal organizations. Corey leads the Operations team which oversees transportation, nutrition, facilities, janitorial, technology, student information, data, compliance, marketing, communications, community engagement, and enrollment.

Head of School

Larry Thompson

Larry's qualifications are outlined in the section above and those qualifications describe the experience and expertise Larry brings to the founding and ongoing management of the new Freedom Prep campus. Larry, as Head of School, will be responsible for the following workstreams:

1. **Establish the Staff and Student Culture:** Larry will establish all expectations for staff and student culture at the building and will coach all members of the team to live up to all five Freedom Prep core values.
2. **Recruiting and Hiring a Dynamic School Leadership Team:** Larry will hire one Dean of Academics, one Dean of Students, and one Dean of Operations to launch his school team.
3. **Recruiting and Hiring Teachers:** Larry, in partnership with his Dean of Academics, will hire a founding team of teachers.
4. **Build Partnership with Families:** Larry, in partnership with his Dean of Students, will meet with every family ahead of student orientation each year. Larry will also maintain family communication.

School Leadership Team

Our Head of School, along with our Talent Team, will recruit, interview, and select a strong school leadership team for the school founding.

Timeline

- **Recruitment (January 2022 - September 2022):** Over the course of the first nine months, Freedom Prep Alabama will recruit a diverse pool of candidates for the Dean of Academics, Dean of Operations, and Dean of Students role. We will engage in networking meetings across these months to recruit candidates to apply for these positions.
- **Selection (October 2022 - December 2022):** During this three month period, candidates will engage in an initial interview, a task-based assignment that mimics their day-to-day responsibilities, and a final interview with situational and reflective tasks. From here, the Head of School, Regional Director, and Talent Team will make final selections and job offers.
- **Onboarding (January 2023 - May 2023):** All new team members will be offered a stipend to engage in monthly onboarding activities, including onboarding trainings, traveling to Memphis to see Freedom Prep schools in action, attending teacher recruitment events, and preparing for leader and teacher summer training.
- **First Day (June 1, 2023):** All new staff members will officially come on board on June 1, two full months before the first day of school. This will allow the Dean of Operations to prepare the building and all services, the Dean of Students to conduct family meetings, and the Dean of Academics to prepare Teacher professional development.

Attachments

Section 15: Educational Program Capacity

	<u>ATTACHMENT 14 - Resumes</u>		
15.1	<u>for School Leadership Team.pdf</u>	Hampton, Justin, 11/17/21 9:32 PM	PDF / 670.441 KB
	<u>ATTACHMENT 13 - Job</u>		
15.2	<u>Description and Timeline for School Leadership Positions</u>	Hampton, Justin, 11/17/21 9:32 PM	PDF / 138.019 KB

OPERATIONS PLAN AND CAPACITY

18. Legal Status and Governing Documents

Freedom Preparatory Academy, Inc. ("Freedom Prep"), is a Tennessee nonprofit corporation

formed January 11, 2008. Freedom Prep has received their tax-exempt status from the Internal

Revenue Service ("IRS") pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, as

amended ("Code"). Freedom Prep qualified as a tax-exempt entity pursuant to Section 170(b)(1)(A)(ii) as an educational organization ("Educational Organization"). Freedom Prep is formed for the purpose of preparing all students in PK through grade 12 to excel in college and life. Its focus is a clear strategic and direct path to college for every student that enters its doors ("Tax Exempt Purpose"). Freedom Prep is governed by a board of directors, and Roblin Webb ("Roblin") serves as the Chief Executive Officer.

Freedom Prep desires to expand and provide its Tax Exempt Purpose to children in Alabama. Freedom Prep desires to create a corporate structure that will allow for the immediate opening

of the Birmingham charter school, while allowing it to achieve the expansion goals effectively and efficiently.

Freedom Prep will establish an Alabama 501(c)3 organization to manage its Birmingham, Alabama school site. The Alabama 501(c)3 will have a sole member, which would be Freedom Prep and a full Alabama-based board of directors, 20 percent of which will be parent members of current students at Freedom Prep campuses in Alabama.

Freedom Prep will maintain separate accounting records for each location and make those financials public. Each board of directors would report to Robin as the Member's designated representative. Robin would then report to the board of directors of Freedom Prep as she currently does.

Attachments

Section 18: Legal Status and Governing Documents

18.1 [ATTACHMENT 16 - Other Policies](#)

Hampton, Justin, 11/17/21 9:34 PM

PDF / 2.818 MB

18.2 [ATTACHMENT 15 - 501c3 designation](#)

Hampton, Justin, 11/17/21 9:33 PM

PDF / 23.896 KB

19. Organization Structure and Relationships

Year One

The school will begin with one Head of School, one Dean of Operations, one office manager, the founding teachers, and the founding co-teachers.

Fully Grown

The K-8 campus, at full capacity, will have two Heads of School: one for grades K-5 and one for grades 6-8. Each Head of School will report to the Regional Director for Alabama. Each Head of School will also manage a full leadership team. The leadership team will be one Dean of Operations, two Deans of Academics, and two Deans of Students. The teaching staff will be managed by the various deans.

Attachments

Section 19: Organization Structure and Relationships

19.1 [ATTACHMENT 17 - Org Chart.docx](#)

Hampton, Justin, 11/17/21 9:34 PM

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20. Governing Board

Governance Philosophy

It is the intention of FPA to maintain a single board governance structure for the entire network of schools in Birmingham. This structure provides a number of benefits. Because the greater Birmingham area is relatively small with limited bench depth of potential board members, FPA is better positioned to recruit strong board members for a single board rather than less strong candidates for potentially three schools. As the charter market grows and creates greater competition for the small number of board candidates increases over the coming years, FPA has more leverage to recruit high-capacity Directors to a single organizational board, rather than smaller school site boards. Moreover, as the market grows, a single board can cohesively advocate for the organization as a whole, allocating resources and capacities where needed. Individual school site advocacy will be afforded through school site councils to provide more localized representation to the network board. Furthermore, FPA intends to have a consistent and engaged parent on the network board that has shown an interest in the overall health of the organization.

Governance Structure

Board Size and Skills

The board will be composed of 7-15 members with diverse skills and networks to be leveraged on behalf of the network of schools. The governance committee will work closely with the Regional Director and other board members to conduct ongoing recruitment for board candidates. If a vacancy arises or a gap is identified, the committee nominates an appropriate candidate to interview with the board. New board members are elected in by a majority of votes of directors and serve two-year terms with no more than seven consecutive years in office (established in response to the odd numbered years of the founding board). Once elected, new directors meet with the board chair and Regional Director to review an onboarding packet that will include (but is not limited to):

- mission statement and goals
- by-laws and articles of incorporation
- charter contract
- bios and resumes for current Board members
- board policies – including conflicts of interest policies and legal requirements
- school information, such as brief description of curriculum, student achievement data
- organizational chart
- operating and strategic plans
- recent reports – financial, administrative, programmatic audits, annual report

This onboarding process and materials are currently being restructured and it is the intention of the board and CEO to continue a partnership with Board On Track to ensure the board has the support it needs to develop a strong process.

We aim for the Birmingham board of directors to be diverse in both composition and skillset. Our goal is to have a number of community members from the neighborhoods we serve on the board and for the board to have community organizing, legal, financial, accounting, operational, and academic skill sets represented across the Directors.

Ownership of Vision

The board's role as FPA grows is to guide the vision of the organization and ensure compliance with regulations, goals, and agreements. The board will maintain the vision that has been established by supporting the evaluation of the Regional Director, Alabama and working closely with the Freedom Prep CEO and staff to provide any reinforcement

needed. Through evaluation of the Regional Director, Alabama, monitoring of the dashboard data, oversight of fiscal operations, fundraising and development, and community engagement and outreach, the board will ensure fidelity to the mission for Alabama schools.

Fiscal Management

The Board Finance Committee oversees the financial management through a close working relationship with the CFO reviewing monthly reports, as well as taking an active role in annual budgeting for the network. The Finance Committee presents these monthly reports to the board, as well as advocates for the approval of a final budget and any revisions that may arise throughout the year.

FPA currently completes all accounting needs through the fully staffed accounting department, to address business process needs like accounting, accounts payable, payroll, and reporting compliance. On a monthly basis, the accounting department prepares financial statements along with an ongoing analysis of the school's financial outlook. The finances are reviewed with the board and the finance committee on a bi-monthly basis, and the CFO makes recommendations on decisions regarding finances and operations to the board. In addition, the board commissions an annual audit by an outside, independent auditor for each school and the organization as a whole. The finance committee works closely with the auditor and fiscal arm of the CFO to ensure a clean annual audit.

Role of Community and Parents in Governance

To encourage parents to participate in the governance process and ensure community representation, the board will actively recruit new directors from the communities served by the schools. At least two designated parent seats are reserved on the board annually, and those parents are recruited and nominated by the governance committee from a pool of candidates contributed by PTSO (Parent Teacher Student Organization).

Role in Grievances

The FPA Board of Directors has developed a grievance policy for families, staff, and community members that requires the aggrieved to first pursue resolution with the teacher(s) or staff member(s) involved. Appeals are next heard by the Head of School, and for those grievances not resolved by the Head of School, they are next heard by the Regional Director of Alabama. Any grievance that is not resolved in this process is then formally heard and resolved by the Board of Directors, whose resolution serves as the final step in the process.

Resource Development

At present, the board plays a minimal role in resource development for FPA, which is primarily led by the CEO and Regional Director. To date, because the majority of the resources that have been tapped have been largely federal (DOE CSP) or state grant-based (such as I3) and initiated by the CEO, a more significant focus on private philanthropy and local support will be established by the board moving forward. In addition to establishing a standing committee focused on development, the board plans to increase its “give or get” annual pledge and begin to organize a more formal vision for the board’s role in fundraising. As the board grows, there is a focus on recruiting directors with access to wealth and access to local philanthropy to supplement the relationships and initiatives of the CEO. It is anticipated that the board development committee will work closely with development staff, once hired, at the CMO level to initiate greater philanthropic support and local relationships.

Responsibilities and Qualifications

Timeline

- **November 2021 - June 2022:**
 - **Formation of the Alabama 501(c)3**
 - **Formation of the Birmingham LLC**
 - **Recruiting at least 7-15 founding board members**
 - **Establishing the Board of Directors**
 - **Adopting the bylaws and board calendar**
- **July 2022 - December 2022:**
 - **Director onboarding**
 - **First two formal meetings**
 - **Establish the governance, academic, HR & finance, and executive committees**
 - **Board members begin recruitment of a pool of future potential board members**
- **January 2023 - August 2023:**
 - **Continue formal meeting structure**
 - **Begin committee structure in preparation for school launch**
 - **Continue board member candidate cultivation for potential director vacancies**

Criteria

- Birmingham resident, a resident of neighborhoods served is a plus
- Specific skill set (community engagement, legal, accounting, finance, HR, academic, operational) the Director can bring to the board composition
- Time and ability to serve

Process for Recruitment

Freedom Prep will first identify a Board chair

- **FREEDOM PREP MANAGEMENT:**
 - **FIRST:** The Regional Director, Alabama will cultivate a full pool of candidates from neighborhood networking and community engagement across the Birmingham area.
 - **SECOND:** The Regional Director, Alabama will begin to meet with each potential Director to provide context for the Freedom Prep mission and vision, share our desire to serve the Birmingham community, and what the Director can bring to the role.
 - **FINAL:** The Regional Director, Alabama, will invite the potential Director to meet with the Freedom Prep CEO for a conversation about Freedom Prep's founding, past, and future. For the founding board, this is where the process will end as we do not have a governance committee yet established.
- **GOVERNANCE COMMITTEE**
 - **FIRST:** All candidates who have been vetted by the FPA management team will be provided to the Governance committee. The governance committee will then meet to determine which candidates to formally ask to apply for Board membership.
 - **SECOND:** The Governance committee will provide a slate of new board members to the full Board for adoption.
 - **FINAL:** Once formally adopted, the new Directors will be onboarded by the Board Chair and the Regional Director, Alabama

Transition to Formal Governing Board

From the months of November 2021 through June 2022, Freedom Prep will establish its Alabama Board of Directors for its 501(c)3 organization. During this time, the already established Freedom Prep Board of Directors in Tennessee will provide oversight and

governance for the work in Alabama.

Once a full slate of directors has been identified and onboarded, the Freedom Prep Board of Directors will host its first meeting in July 2022. During this meeting, the board will elect its officers, adopt its bylaws (and other formal policies), establish its committees, and begin to formally provide governance for the establishment of Freedom Prep in Alabama.

Existing Non-Profit

As noted above, the existing non-profit board for Freedom Preparatory Academy, Inc. will provide governance until the board for the 501(c)3 in Alabama has been established. The roles and responsibilities for governance will then shift from the existing non-profit Board of Directors of Freedom Preparatory Academy, Inc. to the Alabama board of directors.

There will be no need to transform board membership, mission, and bylaws for the existing non-profit as the mission and vision will remain the same (preparing all students to excel in college and in life) and the Alabama board will comprise of local, Birmingham representation. The bylaws for the Alabama 501(c)3 would allow, to the extent possible, for Freedom Preparatory Academy, Inc. to have authority to appoint and replace board members for the Alabama corporation.

Further, prior to fully populating the board of directors, the Alabama 501(c)3 would

approve the organizational documents drafted to operate the Alabama 501(c)3 in a manner consistent

with Freedom Prep's historical methods, and enter into a licensing agreement and consulting

agreement with Freedom Prep.

The licensing agreement would provide for the use of Freedom Prep's intellectual property, know-how, branding, etc. The consulting agreement would allow access to all information of the Alabama 501(c)3's finances, donation campaigns, teaching methods, etc. by the CEO as a representative of the Central Organization. The CEO would operate as the intermediary between Freedom Prep Alabama and the Central Organization. Both the licensing agreement and consulting agreement would be limited as to its termination by the Separate Entity.

Meetings and Committee Structures

Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

The board of directors will meet quarterly in public meetings held at the school site. There will be four committees that do the work of the board: governance, HR & finance, academics, and executive. Committee meetings will also be held quarterly.

The governance committee will manage board terms, elections, selections, and compliance. The HR and finance committee will oversee the financial governance of the organization. The academics committee will ensure academic excellence associated with the Freedom Prep brand, and the executive committee will ensure any work of the board that must be completed between meetings can be completed.

Conflicts of Interest & Code of Ethics

Freedom Preparatory Academy Inc. already has a policy for conflicts of interest and a code of ethics. These are attached in Attachment 20 and will be adopted by the Alabama non-profit organization's board of directors.

Increasing Capacity over Time

In addition to board recruitment, the board will also focus on skill development of board capacity to address the growing needs of the network. The network budget includes an annual allocation for development, and the board is in the process of determining the proper development needed to further individualized growth for its members. The goal of this development is that the board will begin to establish routines and best practices that are not currently in place and begin to enable the board to initiate some elements that are currently being initiated by the CEO (like development and administration of the CEO evaluation and contract, establishment of a development vision, and ownership of fiscal health).

Attachments

Section 20: Governing Board

20.1	ATTACHMENT 20 - Code of Ethics	Hampton, Justin, 11/17/21 9:35 PM	PDF / 301.402 KB
20.2	ATTACHMENT 19 - Board Qualifications, Timeline, Criteria	Hampton, Justin, 11/17/21 9:34 PM	PDF / 50.076 KB
20.3	ATTACHMENT 18 - Governing By-Laws	Hampton, Justin, 11/17/21 9:34 PM	PDF / 115.028 KB

21. Advisory Bodies

Advisory Council

Each school will organize and maintain a School Site Advisory Council as part of its governance structure. The Advisory Council will be composed of three staff members (the Head of School, the Community Outreach Manager, and a third staff member elected by his/her colleagues) two parents who are elected by the parent organization (PTO) annually and up to four additional community members from the immediate community of the school.

The role of the Advisory Council is to serve as a formal advocacy body for each school. As such a body, the Advisory Council is specifically charged with the following:

- Initiating and managing school site development goals and fundraising initiatives
- Organizing community partnerships and collaborations
- Recruiting and training potential volunteers
- Supporting supplementary programming for the school site
- Collaborating with the head of school to find additional uses for each facility that benefit the community during hours the school is not in operation
- Sponsoring individual classroom projects and special annual events (such as career day, specific students group meetings, prom, etc.)
- Connecting school staff with additional professional development opportunities
- Advocating for the school needs to the board
- Serving as liaison between the school site it represents and the governing board
- Providing a means of appeal for parent grievance before they reach the network board if satisfactory resolution cannot be devised by the head of school.

Advisory Council terms for community members will be two years with no cap on consecutive terms (staff, parents, and the high school student representative will be re-elected annually). The advisory council will organize its own bylaws that meet the needs of the specific school, including designated offices and standing committees to provide each school with the support it specifically needs.

Attachments

Section 21: Advisory Bodies

– No Attachments –

22. Grievance/Complaint Process

While we hope these processes never have to be utilized, we recognize that there may be times a Freedom Prep family does not agree with a particular decision made at the school level, or where a family has a question, concern, or grievance about Freedom Prep and our practices. Our goal is to ensure we can answer those questions and concerns for the family in a safe, efficient, and confidential process and bring resolution to any concern in a swift manner. Below are the outlines of our grievance and parent appeals processes.

Grievance Process

Families at Freedom Prep will be able to leverage the Freedom Prep Grievance Process. All campuses will advertise the process in their main office, regular family communication, and on the Freedom Prep website. Families with a question, concern, or grievance may submit them to info@freedomprep.org. From there, our Community Outreach team in Alabama will contact the family within 24 hours. The goal is to collect more information and determine the next steps. Based upon the level of complaint, the Community Outreach team will either conduct an investigation alongside the Head of School if it is a school based complaint or with the Regional Director if the complaint is about school leadership. The aggrieved party will be kept informed at least once every two days until the grievance is resolved.

Complaint Process

Freedom Prep surveys families four times per year. During these surveys, Freedom Prep collects family opinions on school operations, academic programming, and determines areas of strength and improvement for each campus. We also collect open responses during these surveys to ensure families are able to share anecdotal compliments and complaints for school leadership teams to address. These surveys are administered by our network office and the Board of Directors, CEO, Regional Director, Heads of School, school leadership teams, and teachers are all privy to the responses. We also know families may have complaints in between survey windows. We advertise the info@freedomprep.org email address in all family communications, the website, social media, and at campus locations so families know a way to reach Freedom Prep with complaints, thoughts, or suggestions.

Parent Appeals Process

In the event that a student or parent would like to dispute or appeal a discipline/retention decision made at the school level, the parent is notified by the school administration to contact the Regional Director of Alabama (and are provided the email address, phone

number, and office address). The Regional Director, as an impartial party, affords the parent time and attention to express their concern about the matter. Before rendering a final decision, the Regional Director of Alabama discusses the matter with school administration for a school-based understanding of the decision in question. Within 48 hours of the parent meeting, the Regional Director of Alabama contacts both the school administration and the parent explaining the final decision. If the matter requires investigation to be extended beyond 48 hours, both parties will be notified.

Attachments

Section 22: Grievance/Complaint Process

– No Attachments –

23. Staff Structure

Freedom Prep schools are staffed with school leadership team members, lead teachers, co-teachers, student support staff, and operations team members. The definitions of these roles is listed below:

- **Head of School (school leadership team):** The Head of School is responsible for everything at the campus. All academic, student culture, and adult culture results are tied back to the Head of School. The Head of School reports to the Regional Director, Alabama and manages the school leadership team.
- **Dean of Academics (school leadership team):** The Dean of Academics manages a caseload of lead teachers and co-teachers at the school. The Dean of Academics is responsible for curriculum, instruction, assessment, academic data collection, academic data analysis, academic intervention, tutoring, and teacher professional development. We will start with one DOA and add a second once we pass 270 students (one will manage literacy (ELA, social studies) and one will manage STEM).
- **Dean of Students (school leadership team):** The Dean of Students will be the holder of student and staff culture. They are in charge of proactive and reactive student discipline, parent communication, parent engagement, rewards, ceremonies, and other student-facing events at the school. The Dean of Students manages a small set of teachers who may need additional support with classroom management throughout the year.
- **Dean of Operations (school leadership team):** The Dean of Operations manages all non-academic functions at the school including finance, facilities, nutrition, student information, technology, etc. The Dean of Operations will manage all operational vendors and the front office manager.
- **Lead Teachers:** Lead Teachers are responsible for classroom instruction. They prepare and execute lessons to classes of roughly 30 students. Lead Teachers report into a Dean of Academics. In some instances, they may temporarily report into a Dean of Students if they are working on classroom management skills.

- **Co-Teachers:** Co-Teachers work alongside Lead Teachers and manage some instruction in the classroom throughout the day to roughly 30 students. Co-Teachers traditionally execute scripted curriculum such as Reading Mastery (direct instruction).
- **Special Populations Teachers:** Special Populations teachers are licensed in ESL or SPED services and lead inclusion work based upon student IEP needs. Each SP teacher has a caseload no more than 20:1.

Total Student: Adult Ratio (assuming 690 students, 140 of which have an IEP)

- 23 students:1 adult per classroom (23 students and one lead)
- 10 students: 1 adult for the school

Attachments

Section 23: Staff Structure

23.1 [ATTACHMENT 21 - Staffing Chart](#)

Hampton, Justin, 11/17/21 9:35 PM

PDF / 50.576 KB

24. Staffing Plans, Hiring, Management, and Evaluation

Freedom Prep currently employs 282 individuals in Memphis, TN. All employees are at-will and their employment is governed by the FPA Employee Handbook (attachment 22). Year over year, Freedom Prep has one of the highest employee retention rates of charter and traditional school districts in Memphis. We attribute much of this retention to our strong staff culture, attractive employee benefits, and our salary compensation system.

Compensation

Salary Range

Freedom Prep's salary range starts at \$41,000 for first year teachers and ends at \$75,000 by year 20.

Benefits

Freedom Prep offers competitive health, dental, vision, life, and optional benefits to all employees.

Reward Structures

Freedom Prep offers 10 flex days throughout the year, ample vacation days, retention bonuses, and referral bonuses.

Hiring & Retention

Retaining High-Performing Teachers

Freedom Prep employs strategies from the TNTP paper “The Irreplaceables” which describes specific strategies for retaining high-performing teachers. First, FPA conducts quarterly evaluation conversations with every lead and co-teacher. During these conversations, Heads of School share feedback and begin to have conversations about the next school year even in Quarter One (October). We also hold a high bar for performance and celebrate teachers when they meet and exceed those expectations.

Hiring “Highly Qualified” Staff

Freedom Prep requires teachers to demonstrate active licensure when applying for a position. On the off chance we are not able to hire a licensed educator, we apply for an emergency one-year permit (in line with all Federal and State laws) and put the candidate through the iTeach program out of the University of North Texas. We also have study materials for the Praxis teacher certification exam. We provide all teachers who are working towards their certification and we provide Praxis study sessions to educators.

Recruitment & Pipelines

Talent Managers recruit teachers through online postings and marketing materials, participation in local hiring events and participation in regional and national hiring events. Recruitment for the FPA Teacher Residency specifically focuses on college campuses, where the talent team regularly speaks on campuses, visits classes at the invitation of professors to dialogue with students on issues impacting education and recruits at campus-hosted hiring events.

Freedom Prep carefully selects its employees through written applications, certification reviews, personal interviews, sample lessons and reference checks. This selection process helps Freedom Prep find and employ people who are concerned with the success of its students; people who are certified and highly qualified in their job assignments; people who can carry on their work with skill and ability; and people who are comfortable with Freedom Prep and who can work well with our team. The process map below indicates the Freedom Prep hiring process. The hiring manager for all teacher positions is the Head of School.

Figure 32. FPA Hiring Process Map

Given Freedom Prep's confidence in its training programs and internal pipelines, Freedom Prep looks for the following attributes in candidates above all else:

1. **Learns Quickly**
2. **Receives Feedback & Adjusts**
3. **Ability to Think Critically**
4. **Social-Justice Orientation**
5. **Certification Pathway**

During the in-person interview, the candidate teaches a sample lesson that they have planned in response to a specific standard or objective provided to the candidate. Following the sample lesson, feedback is given. If there is concern about the candidate's ability to learn quickly or receive feedback & adjust, the candidate is given a short amount of time to process the feedback and then teaches the sample lesson again to another group of students. If there is concern about the candidate's likelihood to build trusting, academically focused relationships with students or likelihood to garner student engagement, student feedback is sought by the hiring manager.

Freedom Prep relies on the accuracy of the information provided in these written applications and personal interviews, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

Personnel Policies

Hiring & Dismissal

In situations where evaluation indicates that a particular teacher or Head of School is not effective, Freedom Prep Charter Schools will determine any additional development that person may need to be successful and, if it is deemed that the particular employee is not the right fit for their current role, Freedom Prep frequently is able to find a better-fit role for that individual within the organization. In situations where that individual is determined to not be a fit for the organization, all of Freedom Prep's Human Resources policies and procedures iterated in our previous charter that this is a replication of remain in place.

Leader Evaluation

Rubric

The Freedom Prep Leadership Framework includes four Domains: Leading the Team, Driving Results, Setting Culture & Learning in Leadership. Each Domain includes rubric rows that outline Freedom Prep's vision for the non-negotiables of high quality leadership in the Principal role across all Freedom Prep schools. See attachment 23 for the rubric.

Quarterly Principal Evaluation Meetings

Prior to the end of each of the four instructional quarters, the Chief Schools Officer conducts an evaluation conversation with each Head of School. Twenty-four hours prior to the start time of the debrief meeting, the Chief Schools Officer sends the completed evaluation document to the Head of School and the Head of School sends a completed Self-Evaluation document to the Chief Schools Officer. In the debrief conversation, growth is acknowledged, differences in rubric row ratings are discussed and areas of focus for the next instructional quarter are prioritized. Action steps aligning to selected priority area for growth are set and agreed upon with corresponding learning experiences.

Teacher Evaluation

Freedom Prep Charter Schools will determine the effectiveness of all teachers using their own evaluation framework. The teacher evaluation rubric identifies strengths and areas for improvement for classroom teachers. Teachers who struggle with classroom management receive real-time feedback from Deans of Students and Instructional Leaders multiple times per day. Teachers who struggle with lesson planning meet daily with Instructional Leaders to internalize and practice tomorrow's lesson.

Freedom Prep Teacher Evaluation Framework

A whole number score of 1-5 factors in as 60% of a teacher's qualitative component score based on a composite of the four highest scoring formal classroom observations across the school year in each domain (Classroom Culture, Planning, & Lesson Execution). Each domain accounts for one-third of a teachers classroom observation composite score, which means each domain accounts for 10% of a teacher's overall effectiveness score. Domain scores are calculated as an average of the scores on the rows within that domain. A rating of exemplary factors in as a 4, a rating of "Meets Expectations" factors in as a 3, a rating of "Approaches Expectations" factors in as a 2 and a rating of "Needs Improvement" factors in as a 1.

Five Point Scale Conversion for Classroom Observations

Observation Composite 5 Point Conversion

3.5 – 4.0	5
3.0 – 3.5	4
2.5 – 2.99	3
2.0 – 2.49	2
1.0 – 1.99	1

A whole number score of 1-5 factors in as 40% of a teacher’s qualitative component score based on a teacher’s mid-year and end of year evaluation conducted by their Head of School. We have found that new teachers (whether new to teaching or simply new to Freedom Prep) acclimate to Freedom Prep’s expectations across their first semester, therefore new teachers’ second semester Professionalism evaluation is weighted at 60% and their first semester is weighted at 40%. Teachers in Year 2 or beyond at Freedom Prep have each semester’s Professionalism evaluation weighted evenly at 50%. An average of all rows within the rubric generates a composite score for each semester. A rating of exemplary factors in as a 4, a rating of “Meets Expectations” factors in as a 3, a rating of “Approaches Expectations” factors in as a 2 and a rating of “Needs Improvement” factors in as a 1.

Five Point Scale Conversion for Professionalism

Professionalism Composite 5 Point Conversion

3.5 – 4.0	5
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3.0 – 3.5	4
2.5 – 2.99	3
2.0 – 2.49	2
1.0 – 1.99	1

Overall Level of Effectiveness Descriptors & Score Ranges

Descriptor	Score Range
Exemplary	4.5 – 5.0
Meets Expectations	4.0 – 4.49
Approaches Expectations	3.0 – 4.0
Needs Improvement	2.0 – 2.99
Below Expectations	0.0 – 1.99

CLASSROOM OBSERVATION: RUBRIC, FREQUENCY & FEEDBACK COMPONENT

Design Process

Freedom Prep has implemented its own internally curated observation rubric since 2009,

with key improvements made over the years based on internal learning, external best practices and available research. Foundational in curating this rubric have been resources from partner charter networks across the country, namely Uncommon Schools and Achievement First, as well as partnerships with Teach Like A Champion and Instruction Partners. Review of research-proven approaches to teacher evaluation, such as Danielson (1996), has also been very helpful as we have sought to improve the impact of our rubric over the years. On top of external research, we have pared down the areas we prioritize for observation by determining the factors that have the greatest impact on student academic growth within daily lessons in our own classrooms at Freedom Prep. We take confidence in the validity of our choices within this rubric through our students' academic growth, which has ranked in the top 10% in the State of Tennessee based on TVAAS consistently since the 2011-12 school year, frequently in the top 5% and twice in the top 1%. Additionally, Freedom Prep operates more Level 5 TVAAS schools than any other Charter Management Organization in the Memphis area (3 out of 4 Freedom Prep schools), which also indicates that our blueprint and aligned trainings for developing effective teachers are able to translate beyond the confines of one school building to multiple school buildings, with different contexts, grade spans and school leaders.

Rubric

The Freedom Prep Classroom Observation Rubric includes three Domains: Classroom Culture, Planning & Lesson Execution. Each Domain includes rubric rows that outline Freedom Prep's vision for the non-negotiables of high quality classroom instruction across content areas and across Grades K-12. See attachment 24 for the rubric.

Observation Frequency

As articulated in the Overview of Freedom Prep Teacher Evaluation Framework, differentiation of observation frequency at Freedom Prep is based on teacher tenure at Freedom Prep. We have found that it is very helpful to teachers who have taught before but are new to Freedom Prep to receive as much observation as teachers who are brand new to teaching, because while their skill level is naturally higher given their prior classroom experience they do need a large amount of support as they acclimate to Freedom Prep.

Freedom Prep defines formal observations as observations that last the duration of one academic lesson and provide the teacher a rating on all rubric rows within all three Domains of the Classroom Observation Rubric.

Mini observations are observations of 10 minutes or more that are narrower in focus and may align to as few as one rubric row within one Domain, or possibly have a focus that is specific to a content initiative, school-specific initiative or something the teacher has asked their instructional leader to observe. The purpose of mini observations is to maintain a pulse on the quality of instruction within all teachers' classrooms beyond formal observations.

Educator Feedback Component

Following each formal observation, each teacher will receive electronic feedback within 24 hours and sit down with their instructional leader (the observer) to debrief the observation and agree upon aligned action steps. Electronic feedback will be sent via the Whetstone platform, which Freedom Prep has piloted during the 2018-19 school year. Within the Whetstone platform the Freedom Prep Classroom Observation Rubric will be uploaded. During observations, the observer will draft the ratings. Each rubric row will include additional observation notes and/or evidence to provide necessary context on the purpose of each rating.

Potential Turnover

While it is never the intention to lose staff mid-year, we recognize there may be times where a teacher or leader must leave the organization. Given this, Freedom Prep builds a bench within the school to ensure we have people identified who can step into each position. Freedom Prep engages in succession planning each summer with the Head of School and Chief of Schools. We primarily identify a HOS successor from the School Leadership Team. We identify potential successors for each member of the School Leadership Team from the staff and we identify successors for Lead Teachers from our Co-Teacher pool.

Attachments

Section 24: Staffing Plans, Hiring, Management, and Evaluation

- | | | | |
|------|---|-----------------------------------|------------------|
| 24.1 | ATTACHMENT 24 - FPA Educator Evaluation Tool.pdf | Hampton, Justin, 11/17/21 9:36 PM | PDF / 898.705 KB |
| 24.2 | ATTACHMENT 23 - Freedom Prep Charter Schools Leader Evaluation Framework.vFinal | Hampton, Justin, 11/17/21 9:36 PM | PDF / 447.161 KB |
| 24.3 | ATTACHMENT 22 - Employee Manual | Hampton, Justin, 11/17/21 9:36 PM | PDF / 1.62 MB |

25. Professional Development

The Dean of Academics and the Head of School lead all professional development opportunities at Freedom Prep, in conjunction with the Alabama regional team and the Freedom Prep national team. They set the calendar for topics covered, ensure quality of sessions, and follow-up with post-session observations to ensure mastery has translated to classroom practice for all employees at the organization.

Our goal is to ensure all Freedom Prep staff members get the specific training,

development, and feedback necessary to excel in their job. We believe having well-tailored plans aligned to a strategic professional development calendar is the best strategy to ensure fidelity to our academic program and core values - the foundation of our student and staff culture.

Components of Professional Development

Curriculum Development

Teachers will participate in PD around their curricular tools throughout the summer and again throughout the year to ensure fidelity, continued mastery, and to reflect upon their implementation. Most of this development is done internally; however, there are times where we bring in external providers directly from the curriculum providers (Uncommon Schools and Achievement First) to lead the PD. That said, we mostly have the providers train the DOA and HOS and then they turn-key the session to teachers.

Pedagogical Development

In addition to curricular development, we also work extensively with our teachers to build pedagogical expertise. This includes discipline procedures, social-emotional learning, and problem solving in student support teams. This development is led by our Dean of Students and Social Worker. Teachers practice “at bats” where they engage in practice sessions to build muscle memory they can bring into the classroom. The vast majority of our moves in these sessions come from the Teach Like a Champion studies conducted by Doug Lemov from Uncommon Schools.

Assessment Analysis & Planning

Freedom Prep administers a number of assessments throughout the academic year. We administer the NWEA MAP assessment in reading and mathematics three times per year, the STEP assessment to all readers in K-5 five times per year, and we administer quarterly interim assessments in ELA, math, science, and social studies. Each quarter, we host one full assessment analysis day where DOAs and HOS lead all teachers through analyzing their results, building their whole class response plan, their Response to Intervention and Instruction (RTI2) plans, their small group lesson sequence, and their weekly goal milestones to monitor before the next assessment.

Operational Development

There are also times that teachers engage in operational development. During these sessions, teachers learn about operations specific subjects, such as how to conduct drills

(fire, tornado, earthquake, active shooter, etc.), how to take attendance, how to monitor student behavior, how to collect data, how to input report cards, how to engage in family-teacher conferences, etc.

Special Populations

Our Special Education and English Language Learner teachers conduct quarterly sessions with the staff to review specific needs, identified by the Special Populations department for the general education teachers. These sessions may include how to provide appropriate accommodations, how to read an Individualized Education Plan, how to provide scaffolded support for language acquisition in classes where you have an EL student, how to engage in an IEP meeting, etc. These sessions are tailored based upon reviews conducted by the Special Populations department and their specialists at the regional team and national team.

Professional Development Schedule

Pre Service Training

Freedom Prep has a four week pre service training session for all teachers ahead of the new school year. During this time, all lead teachers, co-teachers, and school leadership team members come together for 20 days of learning, practice, and bonding. Each year, we begin this four week training session with a full day called “The Soul of Freedom Prep” where we examine our past, our future, and the foundations of Civil Rights in the American experience. We then build upon that foundation with learning how we realize our mission and vision through curriculum, pedagogy, teaching, and preparing all students to excel in college and in life. The first two weeks of the program focus primarily on student management and engagement moves and then we shift in the latter half of the program towards digging into curriculum, assessment, and instruction. The core of this program is practice, feedback, and then implementing the feedback into additional practice. We believe building muscle memory in isolation allows teachers to bring it all together once they are in the classroom with students.

Weekly Professional Development

Freedom Prep has extended days for four of the five days each week and then students are released at 2pm one day per week for teachers to have a two hour weekly professional development session. The topics of these sessions are set by the Professional Development Calendar at the beginning of the year. We rotate between curriculum, pedagogy, operations, and assessment analysis and various leaders lead each session depending on the topic.

Quarterly Data Days

As noted above, we have one full day where teachers are in session and students are out

of session each quarter. During this time, teachers and leaders analyze the specific data that was collected in the previous quarter and then use the time to plan an action plan and prepare to adjust their unit plans and lesson plans to tailor instruction to the needs of students based upon most recent performance.

Professional Development Calendar

Freedom Prep conducts 264 hours of professional development each year. Each session is considered sacred and each plan is reviewed by the Dean of Academics, Head of School, or a member of the regional or national team. We also collect feedback from teachers based upon the efficacy of sessions, conduct mastery reviews where we do pop-in observations of a sample of classrooms to look for the reviewed skill in action and determine if follow-up is needed.

Development for Other Roles

Leader Development

All Freedom Prep leaders have a full week of development ahead of the Pre Service Training. During this time, we set our goals and vision for the year, practice specific leadership competencies identified in the previous year's leader development, and engage in team building to ensure alignment and focus across the school leadership team before bringing teachers to the table the next week.

Operations Development

Our operations team development is set by Freedom Prep's Chief Operating Officer (COO). The COO sets a calendar that focuses on building strong front of house customer service for family facing services and then back of house knowledge related to nutrition, finance, facility management, technology, systems, compliance, and other subjects related to operational excellence. Beyond working on skill-building, the other major component of operations development is monthly case studies. During case studies, the operations team follows a standard protocol to dig into schools that are facing common problems that may have manifested across multiple schools or to highlight a best practice we want to solidify across all ops teams at all Freedom Prep campuses.

Social Work Development

Social Workers set their own professional development calendars in conjunction with the Head of School's feedback and approval. We allot a budget line item to this so they are able to identify specific courses or learning external from the school.

Attachments

Section 25: Professional Development

– No Attachments –

26. Performance Management

Freedom Prep monitors school performance each week, month, and quarter through a series of assessment analyses, data collections, in-person audits, and surveys.

While these are specific measures used across our operational areas at Freedom Prep, at the highest level, our Regional Director and our school leadership team will ask themselves this question: are we serving the mission of Freedom Prep? These measures help guide the work each quarter to ensure we are meeting our students' needs; however, these quantitative measures are nothing without the qualitative measure of determining whether or not our instruction and school environment are preparing all students to excel in college and in life.

That said, we use these progress monitoring tools to inform managers when to potentially re-prioritize, adjust support, or leverage different strategies throughout a quarter to reach goals.

Goal Setting

Freedom Prep sets aggressive annual goals for academics, operations, and finances. At the highest levels, the CEO and Senior Leadership Team of the full organization are held accountable for these goals. This team monitors these goals ongoing throughout the year and does a quarterly stepback to ensure the organization is on track to meet all annual targets.

The Regional Director, Alabama is fully accountable for all goals that Alabama schools work towards and the Head of School is accountable for all goals at their campus. As such, the Head of School and Regional Director will lead a quarterly stepback with the school leadership team, similar to that of the Senior Leadership Team, to action plan for the next quarter.

Much of the work of the stepback is completed by the Freedom Prep data team. This team compiles the latest data and information from all sources and provides a school-level breakdown (grade level, teacher, etc.), a breakdown for regions (those Freedom Prep sites

with more than one school), and a breakdown across the entire Freedom Prep network. Having these comparison points allows for leaders to benchmark their progress to determine if they are moving towards their goals at an acceptable rate.

Attendance & Enrollment

- **Weekly**
 - Weekly enrollment and attendance numbers by grade level are shared in the weekly Eagles Notes email. The Eagles Notes email is distributed to all school leadership team members, Alabama and Memphis regional team members, and the Freedom Prep central office staff.
- **Monthly**
 - Heads of School monitor enrollment and attendance numbers monthly with their school leadership team to determine if any particular steps must be taken to increase attendance or to bring students off of the wait list.
 - Heads of School and Deans of Students also run our monthly chronic absenteeism response protocol to send 3-day, 5-day, 10-day letters to families and partner with the Social Worker to build Student Attendance Response Team plans to support families.
- **Quarterly**
 - All Heads of School lead a quarterly stepback on attendance and enrollment with their school leadership teams once per quarter and share findings with the Regional Director.

Compliance

- **Monthly**
 - The Head of School ensures monthly compliance with all appropriate drills (earthquake, fire, intruder, etc.).
- **Quarterly**
 - **Cumulative Files:** Once per quarter, the regional team checks a random selection of 10 percent of student cumulative files to ensure full compliance with local, state, and federal guidelines. These results are shared in our quarterly operations scorecard with all schools.
 - **Special Education Files:** Once per quarter, the Special Populations department checks a random selection of 10 percent of SPED files to ensure full compliance. These results are reviewed between the Head of School, the Chief of Schools, and the Director of Special Populations for Freedom Prep.

Operations

- **Weekly**
 - The Dean of Operations and Head of School conduct a facilities walkthrough once per week. During this time, they look for any plumbing, HVAC, foundational issues, etc. as well as cosmetic issues such as janitorial, paint, etc.

- **Monthly**
 - The Dean of Operations conducts a monthly meal count audit to ensure compliance with our State Food Authority agreement.
 - The Head of School, Dean of Operations, and Regional Director all review our ZenDesk ticket completion rates, satisfaction rates, and completion times. During this time, they determine areas to target for additional support.

- **Quarterly**
 - The Dean of Operations conducts quarterly contract reviews with all vendors to ensure they are aware of the Service Level Agreements that are being met or not being met and determine if the contracts are on track or off track for renewal.
 - Each quarter, families, staff, and students take a survey about academics and operations. These survey results are shared across the network and will allow the school leadership team and regional leadership to set goals, priorities, and adjustments for the next quarter.

Finance

- **Monthly**
 - The Dean of Operations and Freedom Prep finance team will meet monthly to examine cash flow, current ratio, unrestricted cash flow, and primary reserve ratio.

Academics

- **Weekly**
 - Freedom Prep uses Illuminate Education to track student progress on all academic standards across ELA, Math, Science, and Social Studies. Each week, the Dean of Academics pulls a school wide report to show each classroom's progress in each academic area. Further, this report shows the percent change from the past week. The Dean of Academics and Head of Schools use this information to monitor progress throughout the quarter.

- Quarterly
 - At the end of the quarter, the Dean of Academics pulls together a full report to provide to the School Leadership Team and faculty. This report contains our quarterly exams (NWEA MAP, STEP, interim assessments) and a breakdown of the percent of students mastering the content on the exam, the students within reach, and the students who need additional support. This report also highlights specific standards across grade levels that departments, like ELA or math, need to focus on building teacher skill level within the coming quarter. As an example, the math department may find that Operations and Algebraic thinking is a struggle across all classrooms and therefore the faculty should dig into how to teach OA standards in a way that leads to student mastery.

Attachments

Section 26: Performance Management

– No Attachments –

27. Facilities

We have not identified the exact facility for the proposed Freedom Preparatory Academy – Birmingham Campus, however Freedom Prep now has a track record of successfully finding a facility to start a school year 35 out of 35 times – 100% of the time. (This counts each new school year at each Freedom Prep school over the course of our 12 years as an organization). As such, we do not have proof of facility in attachment 25 and attachment 26.

That said, we are working a realtor to identify potential facilities to lease or purchase in the Titusville and Ensley neighborhoods of Birmingham. We have selected these neighborhoods based upon community need, stakeholder input, supply of potential facilities, and because these neighborhoods are in the heart of Civil Rights history.

Further, Freedom Prep currently owns three out of its four Memphis facilities and has overseen a multi-million dollar renovation of two of these sites (3750 Millbranch Road and 817 Brownlee Road) with plans to renovate the remaining purchased site and to purchase and renovate the final site. Freedom Prep has successfully secured an umbrella loan through the Equitable Facilities Fund, an organization that has committed \$496 million in high-impact funding to support schools serving more than 37,000 students across 14 states. They are the current holders of the liens for the Freedom Prep facilities as we pay down this debt with a low-cost loan.

Table 11

Facility Timeline	Owner	Time	Notes
Identify Target Area for new school location	Chief Team	Nov 2021	
Engage Broker	CEO/CFO&O	Dec 2021	
Communicate Target Area with Broker	CFO&O/CSO	Jan 2022	
Identify & Select Property for new facility	CEO/CFO&O	April 2022	
Secure Funding for purchase & renovation of new facility	CFO&O	June 2022	Assuming a similar funding model as 3750 Millbranch location: hybrid funding of CDFI (LIIF or NFF/BCC) and traditional financial institution funding (Pinnacle Financial Partners, Iberia Bank, etc)
Purchase of location finalized	CEO/CFO&O/Board	June 2022	
Contractor & Project Manager Selected	CFO&O / DNO	Aug 2022	
Renovations Complete	Contractor	May 2023	
School Furnishings Purchased	DNO / DOO	May 2023	

Inspections Complete / Certificate of Occupancy Obtained	Contractor / DNO	June 2023
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Occupancy of Building	HOS / Leadership Team	July 2023
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Attachments

Section 27: Facilities

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|------|--|-----------------------------------|-----------------|
| 27.1 | <u>ATTACHMENT 26 - Facility Details</u> | Hampton, Justin, 11/17/21 9:37 PM | PDF / 2.967 MB |
| 27.2 | <u>ATTACHMENT 25 - Proof of Facility in Birmingham</u> | Hampton, Justin, 11/17/21 9:37 PM | PDF / 94.525 KB |

28. Start-Up and Ongoing Operations

As Freedom Prep launches a new school in a new state, it will be important for all functional areas to be on the same page, working towards a shared vision of success. The Regional Director, Alabama has created a project plan designed to bring together Freedom Prep’s Operations, Academic, Talent, Governance, and Community Outreach teams so we work in one accord.

The Regional Director, Alabama has set overarching work responsibilities for each team and is working alongside the Chief of Schools (manages the Academic and Talent teams), Chief Operating Officer (manages the Operations team), and the Managing Director, Systems (manages the Governance and Community Outreach teams) to lead monthly check-ins towards milestones and stepbacks for each phase of the work.

Responsibilities by Team

Academic Team

The Academic Team is responsible for replicating the successful Freedom Prep academic program from our Tennessee Schools to our Alabama Schools. The Academic Team will contextualize our work to ensure all of our curriculum and resources align to the rigor of the Alabama state assessment and meet the bar set by the Alabama academic standards. Further, this team will learn about the AIR and AMSTI initiatives to tailor programming to meet the overall priorities of the state department of education.

The Academic Team will also set the initial calendar for the 264 hours of professional development Freedom Prep provides to teachers to cover the specific needs that will be specific to Alabama and will replicate past school launches Freedom Prep took on in Tennessee.

To ensure all learners are supported, the Academic Team will also prepare to support students with individual education plans and English language learners in accordance with Federal and State law. That includes building inclusion and support models that ensure students are in their least restrictive environment while also exploring and securing partnerships for occupational therapy, speech language therapy, physical therapy, and counseling.

Lastly, the academic team will be responsible for tailoring the curricular, assessment, and other academic calendars to meet the needs of Alabama requirements.

Talent Team

The Talent Team will be responsible for hiring our regional team, school leadership team, academic staff, and non-academic staff.

The Talent Team will focus its time initially building a pool of strong candidates across all positions by networking with various talent pipelines across the Birmingham area. This includes colleges of education as well as other colleges and universities where we can recruit non-education majors to complete alternative paths to teacher licensure.

Beyond academic networking, the Talent Team, will also host monthly networking events to recruit professionals from various fields for the non-academic roles at the school and regional support team.

Finally, the Talent Team will continue to network based upon contacts to generate applicants who can be interviewed and matriculated into hires.

Operations Team

The Operations Team will support the Regional Director and Head of School to identify, secure, and renovate a facility that can both serve us in year one and grow into a K-8 facility. The initial renovation can be just for the K, 1st, and 2nd grade classrooms;

however, the goal is for the full facility to be renovated before students first occupy the building in August 2023.

In addition to basic renovation, the Operations Team will also lead contracting for janitorial, facility maintenance, lawn care, and technology services to ensure all needs are met for students and staff members.

At the same time, the Operations Team will conduct a request for proposal process to identify a transportation vendor, nutrition vendor, technology vendor (hardware and systems management), copiers, and potential nursing for the first year.

After all vendors have been properly selected and contracts signed, the Operations Team will onboard all vendors to understand the expectations and Service Level Agreements of Freedom Prep and the Birmingham campus.

Governance Team

The Governance Team will work with the Regional Director, Alabama to secure the formal charter from Birmingham City Schools, including drafting the charter and preparing for the full charter interview.

In addition to the charter, the Governance Team will help establish the Alabama 501(c)3 to govern the Birmingham school and identify, recruit, select, and onboard new Directors for the board of the organization.

Beyond the work of deliverables, the Governance Team will also support the Regional Director and Head of Schools in their work with the Birmingham City Schools Board of Education, the management team at Birmingham City Schools, and the Alabama Department of Education to ensure all compliance needs are met in a timely manner.

Community Outreach Team

The Community Outreach team will work with the Head of School specifically to launch the initial enrollment campaign, focused on matriculating at least 270 students in grades kindergarten through 2nd grade. This campaign will include community meetings, community canvassing, phone banking, and responding to email, text, and phone calls. The Community Outreach team is also working to bring neighborhood community groups in Birmingham to the Memphis schools to see Freedom Prep in action and bring back a first hand experience about what they saw in the schools.

Phases of the Work

Therefore, the Freedom Prep expansion project plan will guide each team through monthly milestones leading to three milestones. Please see attachment 27 for specific monthly milestones.

Phase 1: Laying Foundation (Nov 2021 through Sept. 2022)

Phase 2: Ramp-Up to Launch (Oct. 2022 through March 2023)

Phase 3: Final Launch (April 2023 through August 2023)

Transportation Plan

Freedom Prep has offered morning and afternoon bus services to students since the 2014-15 school year. The Freedom Prep transportation policy requires students to live at least two miles or more from school, up to ten miles. Freedom Prep consolidates bus routes to maximize efficiency and ensure students are on the bus for the fewest number of minutes possible each day.

In addition to daily transportation, Freedom Prep does offer busing transportation for field trips and athletic events.

In light of COVID-19, Freedom Prep requires all students to remain masked on buses with all windows down at all times.

School Safety Plan

Freedom Prep schools pride themselves on offering safe, secure, welcoming environments to all students and family members. The description of these safety measures are below.

General Campus Safety

All Freedom Prep campuses, including Freedom Preparatory Academy - Birmingham, have a safety officer present during school hours. The goal of this safety officer is to provide additional security for students, staff, and families in case of an emergency or intruder.

All Freedom Prep campuses have magnetic doors with badge access and a double entrance. All doors are magnetically sealed and require either a staff badge to open or for the front office to allow access through a door bell system. There are also always two consecutive doors at Freedom Prep which allows for us to lock the second door in light of an external security threat.

Freedom Prep develops an annual comprehensive campus safety plan which includes all drills, emergency contacts, and procedures. These comprehensive plans are kept in each classroom and practiced each month throughout the year on a rotating calendar.

All visitors to campus are required to be processed using our RAPTOR sign-in system. This system takes a photo identification and runs a rapid background check to ensure the visitor is not a child predator or other threat. All visitors must wear their printed visitor pass while on campus and be escorted by a Freedom Prep employee.

Safety in Light of COVID-19

The novel coronavirus, COVID-19, has posed a number of additional safety issues related to transmission and spread in our schools. Therefore, Freedom Prep has adopted additional safety measures to protect our students, families, and staff.

All staff, students, and guest are required to have a temperature check completed at the beginning of each day. Any adult or child with a temperature of 100.1 or higher is not allowed on campus. We also complete a basic screener asking if the individual is experiencing any of the common symptoms with COVID-19.

Everyone is required to have a face covering (KN95 is preferred) over their nose and mouth at all times unless actively eating or drinking behind a plastic desk shield. Students and staff are provided mask breaks twice per day outside of the building keeping social distance.

Attachments

Section 28: Start-Up and Ongoing Operations

28.1	ATTACHMENT 28 - Budget Workbook (Birmingham)	Hampton, Justin, 11/17/21 9:39 PM	XLSX / 483.994 KB
28.2	ATTACHMENT 30 - Meal Delivery Plan	Hampton, Justin, 11/17/21 9:38 PM	PDF / 201.69 KB
28.3	ATTACHMENT 29 - Insurance	Hampton, Justin, 11/17/21 9:37 PM	PDF / 398.681 KB
28.4	ATTACHMENT 27 - Long Term Expansion Plan	Hampton, Justin, 11/17/21 9:37 PM	PDF / 45.201 KB

29. Operations Capacity

Freedom Preparatory Academy, Inc.'s operations team is led by the Chief Operating Officer, Corey Strong. A native of Memphis, Tennessee, Corey Strong is the Chief Operating Officer for Freedom Prep Charter schools. A graduate of the US Naval Academy (BA), San Diego State University (MBA), the University of Memphis (JD), and The Broad Center (M.EdL), Corey leads the team responsible for all non-academic functions at our organization. Most recently, his team has managed the full-scale renovation of our high school/middle school campus and the construction of our central office. Before his time at FPA, Corey worked at various education and legal organizations.

The Operations Team is supported by the Managing Director, Systems, Josh Czupryk. Josh leads the governance, data and student information, special projects, and strategic management work for Freedom Prep. Josh is a graduate of the University of Florida (BA, BS) and The Broad Center (M.EdL). Josh has led the project management work for the renovation of our 817 Brownlee Road project include acquiring building permits, transportation studies, and vendor management.

Corey and Josh lead and support the full Operations Team at Freedom Prep including hiring, onboarding, supporting, conducting performance management, and offboarding employees (if applicable). They also lead the professional development for the Operations Team and ensure all organizational goals and metrics are met on time and exceeding expectation.

Over its 12 year history, Freedom Prep has acquired three buildings and renovated two of these buildings. Freedom Prep currently owns 5132 Jonetta Street, 3750 Millbranch Road, and 817 Brownlee Road. Freedom Prep is currently working to purchase 778 Parkrose Road. Freedom Prep has also conducted a full renovation of the Millbranch Road and Brownlee Road locations with renovations planned for the Jonetta and Parkrose location. Freedom Prep plans to leverage this extensive institutional knowledge to acquire the facility for the Freedom Preparatory Academy - Birmingham campus.

Attachments

Section 29: Operations Capacity

– No Attachments –

30.Unique/Innovative Operational Aspects

In service of our academic program, our operational systems work to both supplement and support learning in three ways: maximize classroom technology, provide alternative learning spaces across campus, and provide comprehensive wrap-around services to meet all of the needs for a student and their family. Ultimately, Freedom Prep seeks to serve the whole child and understands that all needs must be met for a student to most successfully meet their learning goals.

High Tech Classrooms

Over the past three years, Freedom Prep has worked extensively to integrate technology into our classrooms. We began this initiative ahead of the COVID-19 pandemic; however, having to operate virtual schools forced us to immediately move our curriculum and instruction online. We purchased one iPad for each student in grades K-2 and one Google Chromebook for each student in grades 3-12. We moved all of our courses onto the Schoology platform for easy access and grading of assignments and curriculum. Finally, once we returned to campus, we increased our wireless network capabilities and added flatscreen televisions in every K-5 classroom for ease of teacher presentation. Now, students follow lessons on their iPad or Chromebook, complete assignments on their devices, and are able to conduct research projects via their technology. This initiative has required us to simultaneously increase our investment in hardware and software to meet student needs.

Supplemental Learning Spaces

COVID-19 has forced our students to spread out; however, we have also worked to be thoughtful in offering additional non-classroom spaces for students to meet. We have added a learning garden at our Jonetta Street campus (with plans to add at Millbranch, Brownlee, and Parkrose) and would like to construct an outdoor classroom and garden at our Birmingham location. These alternative spaces allow students and teachers to meet out of the normal confines of a traditional classroom and spark additional conversation and learning.

Comprehensive Wrap Around services

Finally, Freedom Prep maintains a 200:1 student to social worker ratio and provides a full-time nurse at each campus. The goal of the student support team is to provide proactive and reactive support to students for a variety of mental and physical health needs. We recognize that in order for learning goals to be met, student needs must first be met. During the pandemic, our 12 social workers and 5 nurses worked to provide online counseling to students, connect families with community resources across Memphis, and to provide rapid tests for COVID-19 on a drive through basis. We will continue these

responsive wrap around services at our Birmingham campus. We will provide proactive and reactive social work services to students who are identified using our RTI2-B process (Response to Intervention and Instruction - Behavior) through our social work team as well as providing proactive programming to all students so all families are aware of the additional services offered at the Freedom Prep Birmingham campus.

While these three structures are hallmarks of Freedom Prep's program, we also recognize that the underlying theme with these structures is Freedom Preps' commitment to understand, and respond to, the needs of our students and their families. We seek to open and operate community hubs that truly support our students to excel in college and in life.

Attachments

Section 30: Unique/Innovative Operational Aspects

– No Attachments –

FINANCIAL PLAN AND CAPACITY

31. Financial Plan

FINANCIAL PLAN AND CAPACITY

Freedom Preparatory Academy currently operates five charter schools with Shelby County Schools. As a result, Freedom Preparatory Academy is very familiar with how to implement a compliance-oriented accounting and reporting environment for multiple schools and anticipates limited difficulty implementing for the Birmingham school being proposed. In FY 2014, Freedom Preparatory Academy launched its Central Office. With the help of EdTec, the back-office firm Freedom Prep previously contracted with, Freedom Preparatory Academy was able to centralize its financial management within its Central Office. In FY 2015, Freedom Preparatory Academy internalized the back office accounting services, including accounting, purchasing, payables and payroll.

Compliance and Audit

Freedom Preparatory Academy submits annual reports in compliance with the state approved chart of accounts coding structure. It currently follows practices consistent with federal cost reimbursement programs such as Title I, Title II and IDEA. In years when Freedom Preparatory Academy or its network of schools will expend more than \$500,000 in federal funding, Freedom Preparatory Academy will engage its audit firm to conduct an A-133 audit to meet federal grant spending compliance. To date, Freedom Prep has had no audit issues with state and federal accounting and reporting, it has met the required GASB reporting requirements, and it is in good standing with SCS and was in good standing with ASD each year we operated under their authority.

When Freedom Prep has engaged an audit firm, the accounting department of Freedom Prep ensures the audit firm has access to all necessary financial information and records. Said work and records are maintained and organized contemporaneously to facilitate a smoother audit process. During the course of the audit, any other requests by the audit firm are directed to the Accounting Manager, who will field them to the accounting staff, as deemed appropriate. After the audit is complete, the CEO and CFO review the audit report and management letter. Should the audit report or management letter include any findings, the CEO and CFO work together to address said findings and implement corrective action as necessary.

Network Fiscal Health

At the end of FY 2021, Freedom Preparatory Academy operated 5 schools (under 4 charters), 2 elementary, 2 middle and 1 high school. As a network, Freedom Preparatory Academy reported during SY 2021: \$27.7M in gross revenue and \$25.5M of expenses,

resulting in net income of \$2.2M. Elementary School #1 reported net income of \$527k; Elementary School #2 reported net income of \$800K; Middle School #1 / High School #1 (one charter) reported a combined net income of \$344k; and Middle School #2 reported a combined net income of \$251k. All of the schools within the Freedom Prep network are operating strong financially and are not nor have been in risk of bankruptcy.

Full Implementation and Theory of Action

The best evidence that the proposed budget is adequate to ensure that the Freedom Preparatory Academy model can be implemented fully is the fact that it is currently being successfully implemented with its five existing schools. The proposed budget plan draws on staffing and spending approaches being currently implemented in a K through 5 and a 6 through 8 setting, which is reflective of our existing Elementary School (operating since 2014) and Middle School (operating since 2009) models. Because of the schools successful longevity of each model, Freedom Preparatory Academy feels comfortable that the budget and model can be replicated. In addition, Freedom Prep has validated this proposed budget via an extensive strategic budget plan that was developed to solicit an investment from the Charter School Growth Fund. In the course of developing this strategic budget plan, Freedom Preparatory Academy mapped out a financial roadmap for how to ultimately open and launch six new schools. Ultimately, Freedom Preparatory Academy was successful in securing a \$6.7M investment from the Charter School Growth Fund during FY 2015, to be used to subsidize both the scale up of Freedom Prep's Central Office, as well as providing assistance to each school it opens to scale up. In addition, Freedom Prep has been successful in securing the Federal Charter Schools Plan Replication & Expansion of High Quality Charter Schools Grant for \$4.3M

The proposed budget calls for 1 teacher per 30 students, per grade, ensuring a 30:1 student to teacher model. The budget also calls for a Head of School, a Dean (Students / Academics) and a Dean of Operations in year 1. This staffing model can prove to be expensive in the early stages of operations. By leveraging its Charter School Growth Fund commitment to subsidize this model in early years, Freedom Preparatory Academy is implementing its theory of action: implementing our leadership model at the onset of the school, allows our leaders to effectively focus on culture, academics and behavior consecutively, which is critical to meeting our goals.

Student Enrollment and Revenue Projections

Student enrollment assumptions are 115 students per grade level in K through 5 and 150 students per grade level in grades 6 through 8, with Freedom Preparatory Academy having a projected enrollment of 345 in FY 2024, grades K, 1 and 2. In FY 2025, Freedom Preparatory Academy would recruit a new class of 115 kindergarten students, as well as recruit to backfill any students lost to attrition in our rising 1st and 2nd grades. We would continue to grow in this pattern until the elementary school is at scale. At that point, we would begin enrolling 162 5th grade students and continue each year until the middle school is at scale.

The baseline for Alabama funding is units. The state has pre-determined the number of units (or staff) needed to operate a school. For teachers, the enrollment divisor varies based on grades served and ranges from 14.25 to 19.70. The divisor is weighted to incorporate special education and career and technical education. Schools are also allotted one principal, as well as assistant principals(s), guidance counselor(s) and librarian(s) that vary based on enrollment ranges. Per the 2021-2022 guide to state allocation calculations, the average funding per unit for salaries is ~\$54k and benefits ~\$21k. Additional state funding for classroom instruction support includes: teacher materials and supplies (\$700/unit), technology (\$500/unit), library enhancement (\$158/unit), professional development (\$100/unit), and textbooks (\$75/student). Additional state funding for other services include: nurse (\$70,111 plus \$42.28/student for additional nurses), technology coordinator (\$60,966 for the local operator), at-risk (~\$20/student), and capital purchase (~\$200/student).

All Anticipated Funding Sources

In addition to Alabama per pupil funding, Freedom Preparatory Academy has included assumptions for the public funding sources Title I, Title II-B, Title IV-A, IDEA B, and ARI Reading Specialist based on guidance received from ALSDOE funding levels and the appropriate drivers, including an assumed Free and Reduced Lunch percentage of 90%. National School Lunch Program funding has been included and the daily amount per student aligns roughly with the breakfast and lunch meal reimbursement rates for free and reduced priced students. An E-Rate assumption has not been included, but assuming Freedom Preparatory Academy participates more broadly in E-Rate across its network of schools, Freedom Prep will add this to the revenue sources.

All Anticipated Expenditures

Across the 7-year outlook, the financial picture is good for Freedom Preparatory Academy. With the operating budget expected to reach full scale by year 7, from a \$3.6M+ budget to a \$10.5M+ budget, Freedom Preparatory demonstrates ability to scale in the longer term. Operating income is anticipated to be positive in most years. Some flattening of expenses will have to occur in an otherwise relatively flat funding environment when expenses naturally tend to increase over time. The reserve that the proposed school would be able to develop by the end of the 7th year is projected to be approximately \$1.9M or ~65 days of cash on hand, which assumes the school continues to rent a facility versus purchasing.

In terms of staffing, personnel numbers are expected to grow from 27 staff in FY 2024 to 81 staff in FY 2030 the year in which the school reaches full scale K-8. Biggest area of staffing growth is among instructional staff year over year, with average lead teacher salaries of \$48K.

A 2% year over year increase has been budgeted for COLA. All the standard employer taxes and benefits have been budgeted for: Social Security at 6.2% of salaries; Medicare at 1.45% of salaries; 4% of the first \$9K per employee per calendar year for state unemployment insurance, retirement (TRS) costs budgeted using Cavanaugh MacDonald valuation for fiscal year ending FY 2023 of 12.59%. Health insurance has been budgeted using historical trends, 10%, including vision and dental.

As far as the other key expenses, such as instructional materials, supplies, furniture, student & adult technology, professional development, etc., Freedom Prep has included a robust amount of spending on a per student basis that adequately reflects all of these programmatic and operational requirements, based on our historical costs / contracted rates previously established for the network across similar sized and structured schools. The largest expenses include its expense for the renovation of leased space. This budgeted amount is consistent with current space that Freedom Prep leases. Janitorial services have been budgeted at \$2.25/square foot, which is consistent with the current contracted level at existing Freedom Preparatory Academy facilities. Utilities are budgeted at \$2.20/square foot. The proposed school's budget also includes a management fee equal to 14% of state and local revenue in each year to go to the Central Office to provide additional support and access to key back-office items like human resources, finance, talent recruitment, retention and development, insurance, technology support, and instructional and curriculum support that are otherwise not included in the school level budget. The budget also includes a 2% authorizer fee, in preparation for approval pending legislation.

All told, the average spend per student is expected to be around \$10.5K in FY 2024 but then level off around \$9.1K at full enrollment.

Contingency Plans

The major precipitator of lower funding is usually lower enrollment. So, in the event that initial trends indicate that the state foundation allocation for the year will be lower because of initial enrollment, discretionary resources will be diverted towards recruitment and targeted outreach for late and mid-year enrollments.

Even so, Freedom Preparatory Academy recognizes that some things are not in their control, such as a decline in state funding or an increase in enrollment of students with high needs / disabilities. In the event that there is a decline from projected revenues, both Freedom Preparatory Academy leadership and the board of directors will look to evaluate areas for reduction. Specifically, they will look at focusing reductions that do not impact instructional programming or are otherwise vital to Freedom Prep's theory of action with regards to student preparation for college and life. Some measures would include reevaluating vendor relationships, potentially asking for scope reductions across non-essential services in exchange for pricing concessions or discounts. Other measures might include delaying or deferring the hiring of non-instructional roles until a later time.

In the event our students with special needs populations increase, Freedom Prep will engage the vendors and resources that are currently utilized to service any additional special populations students we may have that we are unable to support with our internal resources.

Freedom Preparatory Academy's proposed budget also includes building a cash reserve, with a goal of building up to 60 days cash on hand and maintaining at least 30 to 45 days cash at scale. This will provide leadership and the board a runway to make shifts / adjustments to the budget to account for any significant revenue gaps. We will also work with our partner bank to acquire and maintain a line of credit that is the equivalent of two months of payroll. These are a standard practice deployed with our TN operated schools.

Idle / Reserve Funds

Freedom Preparatory Academy has adopted financial policies that require it to maintain bank accounts, which are FDIC insured. Freedom Prep currently banks with Simmons Bank and Pinnacle Financial Partners, which are members of the State of Tennessee Collateral Pool. Participation in this pool provides additional security for deposits in excess of FDIC insurance limits. Said accounts are not speculative instruments, but rather basic business checking and savings accounts; the latter earns interest at less than 0.1% per year. In addition to its basic checking account, Freedom Preparatory Academy has available cash in a highly liquid money market account. We will replicate a similar structure for Alabama schools to ensure cash is secured.

Periodically, the Freedom Preparatory Board, in consultation with its finance committee, CFO, and its banking representatives, will evaluate additional banking instruments to maximize interest earnings on available funds, while maintaining security of said funds and ensuring continued liquidity. It was this process that ultimately drove the decision to open a money market savings account to maximize interest earning potential.

In conjunction with this, when Freedom Preparatory Academy's reserves reach levels greater than 10% of its operating budget, both network leadership and the board of directors look for opportunities to invest and expand the impact of their schools, including but not limited to providing additional resources for students, investing in staffing and hire in anticipation of future initiatives, and key investments in school infrastructure and equipment. However, because Freedom Preparatory Academy plans to open 1 other school after this proposed charter, there is an emphasis on saving as much cash for future investments, facilities, and other major cash expenses associated with a growing organization.

Independent Annual Audit

On an annual basis, all charter schools in the state of Tennessee must contract with an independent, approved certified public accountant or accounting firm to complete the audit of the school's financial statements and issue an unqualified opinion on the representation of those statements. Freedom Preparatory Academy has complied with this requirement since its inception and it will continue to adhere to this requirement. Each spring, the finance committee issues a request for proposals from audit firms, with special attention to cost, as well as reputation, experience, and expertise with charter school finance. After it secures proposals, in conjunction with recommendations from school staff an audit firm is selected. We will replicate a similar process in Alabama as well.

Contracted Services

Freedom Prep uses a Request for Proposal process to select any contracted support for over \$10,000. All Freedom Prep RFPs can be found at <https://freedomprep.org/governance/request-for-proposals/>. We advertise all RFPs for a minimum of 10 business days and proactively send RFPs out to all potential vendors we can find in the area for the given service. Our goal in the RFP is to find the best fit vendor based upon our needs while maximizing our funds and ensuring we are protecting tax dollars by selecting the best value organization.

Currently, FPA contracts for transportation, nutrition, janitorial, lawn care, and technology services.

Liability Insurance

Freedom Prep plans to acquire liability insurance to indemnify the school, its board, staff and teachers against tort claims.

Attachments

Section 31: Financial Plan

31.1	ATTACHMENT 32 - Donor List	Hampton, Justin, 11/17/21 9:42 PM	PDF / 12.946 KB
31.2	ATTACHMENT 31 - Budget Narrative	Hampton, Justin, 11/17/21 9:41 PM	PDF / 81.081 KB
31.3	ATTACHMENT 30 - Budget Workbook	Hampton, Justin, 11/17/21 9:40 PM	XLSX / 483.994 KB

32. Financial Management Capacity

In July of 2015, Freedom Prep internalized all financial back office support for its Central

Office and Schools with the hiring of their CFO and accounting manager. All back office accounting functions are performed by the CFO, Controller, Senior Accountant, and in partnership with school-based operations, including but not limited to: purchasing, invoice payment, account reconciliation, vendor management, maintenance of accounting records, internal controls management, and preparation of financial statements. Freedom Preparatory Academy, records and processes all invoices, securing approvals for payments by the school Deans of Operations for school related purchases and the purchase initiator for expenses at the Central Office, following approver threshold requirements. The Human Resources team, in partnership with the Finance team, processes payroll and manages benefits. In July 2016, Freedom Prep began to process payroll internally, utilizing PayChex to include but not limited to, employer tax calculation, elective and mandated processing deductions. In 2018, Freedom Prep changed payroll processing vendors and began to use Paylocity for all payroll processing and reporting. These records conform to the generally accepted accounting principles, as promulgated by GASB. They are tracked using an enterprise accounting system, Intacct. The current financial policies and procedures in place at Freedom Prep have been included as well.

Freedom Prep's financial organization is led by Anika Baltimore, the Chief Financial Officer for Freedom Preparatory Academy Charter Schools. Prior to joining Freedom Prep, Anika was the Managing Director, Finance for KIPP Nashville, a seven school CMO, from 2011 until 2020. Prior to KIPP Nashville, she worked as Managing Director, Finance & HR for KIPP Delta, a five school CMO in Arkansas, from 2006 - 2013. Upon graduation from Tennessee State University, Anika began her career with the Tennessee Department of Treasury. Anika holds her BBA with a concentration in Public Accounting from the Tennessee State University and obtained her MBA with concentration in finance from Walden University.

The members of the accounting and operations team have a combined over 40 years of accounting and operations experience. All key accounting and operations personnel hold degrees (Masters and bachelors) in accounting and / or finance from their respective college or university. Their combined years of experience in the accounting profession make them both competent and qualified to enforce and implement the accounting policies, controls and procedures needed to ensure the successful management of an accounting department and operations organization.

Freedom Prep also has a full time development manager, Alexis Rosado. Alexis is in her third year with the organization and manages our relationship with all major foundations in Tennessee and Alabama, organizes our annual giving campaign, and leads all development work.

Attachments

Section 32: Financial Management Capacity

– No Attachments –

EXISTING OPERATORS

33.Existing Operators

Growth Plans

Freedom Preparatory Academy is a growing network of high-performing, college-preparatory charter schools in southwest Memphis. Built on the success of the Flagship 6-12 school in 2009, the network seeks to grow from the highest performing charter management organization in Memphis to expand our reach to prepare even more Black and Brown students to excel in college and in life across the South.

While our work is in education, we operate as a Civil Rights organization. We believe each and every student of color in the South is both capable and deserving of the highest-quality education, which we believe we can provide.

It is for this reason we seek to expand to other Southern states, the first being Alabama and the city of Birmingham. At full scale, Freedom Prep plans to serve over 5,500 students at eleven schools in Memphis, Birmingham, and Montgomery.

FPA was founded as the first Building Excellent Schools (BES) site in Tennessee and now serves nearly 2,200 students in grades pre k-12. Since inception, the school has proven that the Freedom Prep approach can close the achievement gap and prepare previously under-served students for college.

With consistently strong results, Freedom Prep's network of schools is distinctive for several reasons:

- FPA is concentrated on a cluster of communities that have suffered severe economic decline and a decreasing population. Of the 14 elementary and middle schools open in the community in 2009, 12 scored in the lowest 5% of schools in the state. Since, many of these schools have closed for under-enrollment or remained on the priority list for persistent low performance.
- FPA has a distinctive approach to culture that has been compared by stakeholders to that found in the most prestigious private schools. The standards for behavior and student ownership are exceedingly high, with remarkable levels of buy-in from students, parents, and staff.

- FPA has historically focused on a deeper impact within a smaller cluster of communities rather than growing a network across the region. Our commitment to the southwest Memphis community remains as strong as ever. We seek to expand into the Birmingham community to meet the need for additional high-quality K-8 seats.
- FPA is heavily influenced by the cultural and academic practices of Uncommon Schools and Building Excellent Schools (BES) and particularly North Star Academy in Newark, NJ, making it the only school in the region with this influence. In addition to adopting cultural practices, data protocols, and even staffing models, all leadership candidates participate in BES leadership training and residencies in Uncommon Schools as an element of their development for leadership at FPA.
- FPA has demonstrated exceptional operational and fiscal health over the 12 years of its operation. The school has been awarded nearly \$14.5M in private philanthropy and competitive grants, such as the Federal Charter Schools Plan Replication & Expansion of High Quality Charter Schools Grant of \$4.3M. Stakeholder survey and student and staff retention data underpin the network's superior operational and programmatic approach, with more than 95% of each stakeholder group reporting they are satisfied or very satisfied with the FPS program.

We seek not only to prepare our students to be successful in college and in life, but also to close the achievement gap still evident in our city. To meet these goals, our educational program focuses on intense and rigorous instruction to prepare students academically. We also work to create strong citizens with a wealth of experience through our character education program and expansive enrichment opportunities. We emphatically adhere to and hold our students to highly rigorous standards to ensure that they are prepared to compete globally.

We believe that education is our modern day civil rights struggle. To that end, our goal is to measurably and dramatically close the achievement gap in Memphis between racially and economically disparate students. Currently, in the city of Memphis and Birmingham, we share an economic gap that is ultimately tied to the achievement gap in our communities.

FPA has officially taken residence among the highest performing non-optional academic programs in the city of Memphis. With approximately 2,200 students in grades PreK-12 across 5 schools and 4 campuses, Freedom Prep is resolved in its commitment to provide a high quality educational opportunity to an increasing number of Memphis students and families and to share this program with our future students in Birmingham and Montgomery.

Capacity

Freedom Prep has a full central office with an Academic, Operations, Talent, Community Engagement, Governance teams. Freedom Prep also has a Memphis regional team to directly monitor and support the five schools in Memphis and is planning to replicate this team with an Alabama regional team.

Portfolio Performance

Now in our 13th year of active service of Memphis' families, FPA has:

- Performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- Achieved the highest End of Course exam school success rate amongst all local charter operators in all three TN Ready assessment cycles, including being the highest performing non-selective school in Shelby County Schools in 2017-18 with 25 percent of students being “on track” or “mastered” across all subject areas.
- Earned Reward School Status more frequently than any other charter operator in Shelby County over the past six state test cycles
- Achieved the highest academic growth of all Shelby County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS.
- Exceeded local ACT performance consistently over the past five years.
- Seen 100% of its first five graduating classes earn admission to 4-Year Colleges & Universities with alumni persistence rates that project college graduation rates dramatically higher than the national data for our student population
- Established an Elementary School Model to build on and improve the long-standing success of our Middle & High Schools, as evidenced by our TVAAS Level 5 at Freedom Prep Millbranch Elementary School in 2017-18 and doubling the percent of

elementary students who meet state standards in 2018-19 from 12 percent to 25 percent across both elementary schools (top 5 percent of growth in the state of Tennessee).

- Freedom Prep has maintained strength of academic program relative to other growing charter operators in the Memphis market, as evidenced by 2017-18 TVAAS school-level composite scores. Freedom Prep had a network average of 4.5 across our four schools (5.0 is the highest). Operator #2 was a 4.0 (two schools), Operation #3 and #4 were a 3.33 (both three schools), Operation #5 was a 3.32 (six schools), Operator #6 was a 2.9 (seven schools), Operator #7 was a 2.3 (three schools), and Operator #8 was a 2.0 (four schools)

Successful Program as Evidenced by SCS School Performance Framework

FPA Flagship Middle & High School Campus and FPA Elementary School Campus both received high marks in 2017-18 relative to the comparative 6-12 and K-8 Charters, respectively, as evidenced by the charts below. Additionally, these charts show that Freedom Prep outperformed the SCS regional average in its school group for both existing SCS FPA Charters. These charts come from the SCS-Authorized Charter Schools Annual Report released January 2019.

Successful Program as Evidenced by 10-Year Renewal Process

Freedom Prep also takes confidence in the quality of our program by Shelby County Schools' decision to renew our Flagship Campus' charter this year, during which Freedom Prep received the highest ratings of any renewed school.

Successful Program as Evidenced by High School Results

While Freedom Prep is not proposing grades 9-12 in this charter application, the performance of Freedom Prep High School speaks to the overall strength of Freedom Prep Charter Schools.

The data points below highlight the performance of Freedom Prep High School:

- Freedom Prep High School has earned 100% acceptance to 4-year colleges and universities across each of its first three graduating classes, including the Class of 2021. The Class of 2021 alone has been admitted to the following schools:

- Agnes Scott College
- Alabama A&M University
- Alabama State University
- Albion College
- Art Academy of Cincinnati
- Alcorn State University
- Arizona State University
- Ashland University
- Austin Peay State University
- Barton University
- Bellarmine University
- Belmont University
- Birmingham Southern College
- Blue Mountain College
- Carleton College
- Centenary College
- Centre College
- Central State University
- Central Washington University
- Christian Brothers University
- Harris Stowe State University
- Hendrix College
- Howard University
- Hurston-Tillotson University
- Indiana State University
- Jackson State University
- Johnson C. Smith University
- Johnson and Wales University
- Lane College
- Langston University
- Lee University
- LeMoyne-Owen College
- Life University
- Lincoln University
- Lindenwood University
- Lipscomb University
- Long Island University
- Middle Tennessee State University
- Millsaps College
- Mississippi State University
- Missouri University of Science and Technology
- Southwestern University (TX)
- Spelman College
- Spring Hill College
- Stillman College
- Syracuse University
- Tennessee State University
- Tuskegee University
- University of Arkansas, Pine Bluff
- University of Maryland Shore
- University of Memphis
- University of Minnesota- Twin City
- University of Missouri
- University of Missouri- St. Louis
- University of Nevada, Las Vegas
- University of South Alabama
- University of Southern California

- Clark Atlanta University
- Columbia College, Chicago
- Dartmouth College
- Davenport University
- Depaw University
- Dillard University
- Drew University
- Drexel University
- Eastern Kentucky University
- Eastern Michigan University
- East Tennessee State University
- Georgetown College
- Georgia State University
- Fisk University
- Morehouse College
- Murray State University
- Norwich University
- Oglethorpe University
- Paine College
- Paul Quinn College
- Philander Smith College
- Robert Morris University
- Rhodes College
- Rust College
- Seton Hall University
- Southeast Missouri State University
- Southern A&M University
- Southwest Tennessee Community College
- University of Tennessee, Knoxville
- University of Tennessee, Martin
- Virginia State University
- Voorhees College
- Washington University in St. Louis
- West Virginia University
- Western Kentucky University
- Xavier University of Louisiana

- Freedom Prep High School students have earned the highest Exam Success Rate of all Shelby County Schools charter schools in 2015-16, 2016-17 and 2017-18. In 2017-18, Freedom Prep EOC Success Rate was the highest out of all non-selective high schools in Shelby County Schools
- Freedom Prep High School students have improved performance on the ACT across our first three graduating classes, with the Class of 2019 nearly reaching the State of Tennessee average from 2018. Freedom Prep's average composite was a 19.5 while the state's average was a 19.7.

Successful Program as Evidenced by Middle School Results

Freedom Prep's impressive academic performance is shared at both the high school and middle school levels. Since its inception as a middle school in 2009, the stated and implied mission of Freedom Preparatory Academy Charter Schools has been "to prepare all students in grades PK-12 to excel in college and life," and by every tested academic and cultural measure, the Freedom Prep program is deemed successful.

The data points below highlight the performance of Freedom Prep middle school students in comparison to their peers in our current neighborhoods, in Shelby County Schools and in the State of Tennessee:

- Freedom Prep Flagship Middle School performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- Freedom Prep Flagship Middle School achieved the highest academic growth of all Shelby County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS
- Freedom Prep Flagship Middle School students have performed above the neighborhood average for non-selective schools consistently since our founding in 2009, providing a stronger academic choice for families than the other options in our neighborhood.
- Freedom Prep middle school students earned a TVAAS Level 5 in all subjects in 2017-18 and 2018-19 (there was no state test in 2019-20 and we are awaiting 2020-21 TVAAS scores to be made public).
- Freedom Prep 8th graders enrolled in Algebra 1 passed at a rate of 83% in 2017-18, ranking at the 96th percentile in Shelby County Schools amongst all schools where 8th graders enrolled in Algebra 1. Even more significantly, 8th grade students enrolled at Freedom Prep 3 or more years exceeded the State of Tennessee average in math.

While these data points speak to the strength of our middle school academic program, and while there are areas where Freedom Prep's middle school academic results are exceptional, we remain dissatisfied with our overall results. In terms of overall proficiency, Freedom Prep has historically hovered between the district and state average, at times

dipping slightly below the district average. It is our urgent focus through the academic program improvements to move beyond exceptional growth and achieve the exceptional proficiency rates we know our students can achieve.

Successful Program as Evidenced by Elementary School Results

Freedom Prep opened the doors to its first elementary school in the Fall of 2014 through the Achievement School District. Historically having operated only middle and high schools, Freedom Prep had a steep learning curve to climb to ensure Freedom Prep elementary schools truly set the academic foundation for students to excel in college and in life. While this was made even more difficult by having to establish our elementary school model within the complexity of a turnaround context, we are proud to currently operate two elementary schools (one in the Achievement School District, one in Shelby County Schools), both of which are on an extremely positive academic trajectory. The data points below highlight the performance of Freedom Prep elementary school students:

- FPA Whitehaven Elementary at Millbranch Campus earned a TVAAS Level 5 in its first year of state-testing in 2017-18. Both Elementary Schools earned a TVAAS Level 3 in 2018-19; however, they also doubled the percent of students at state standard in math from 12 percent to 25 percent.
- Grades K-2 Reading data as measured by the STEP assessment has increased significantly across the Freedom Prep network in 2019-20, a change accomplished through a curriculum change, daily schedule change, improved teacher development and improved leader development. These results stayed steady through online instruction in 2020-21, pointing to a return to stronger results now that we are back in person for 2021-22.
- FPA Westwood Elementary at Parkrose Campus is the first school to successfully exit the state of Tennessee's Achievement School District and return to local control under Freedom Prep's management.

The most significant improvement in our elementary programming came in reading. Freedom Prep made shifts to the K-2 academic program in the 2018-19 school year. In 2018-19, Freedom Prep Charter Schools named K-2 Literacy Achievement as one of our three organizational priorities, as measured by significantly increasing students' reading levels on the STEP assessment. The STEP assessment is a rigorous assessment of grades K-3 reading skills produced by the University of Chicago and utilized by high-performing schools across the country, including Uncommon Schools. In support of this priority, we changed all elements of our K-2 academic program, including curriculum and daily schedule, as well as hiring a K-5 ELA Specialist to serve on our network team supporting heavily in grades K-2 literacy at both campuses. On top of professional development, this support includes weekly grade-level team meetings, weekly data meetings and weekly

leader development for school-based instructional leaders, all aligned to best practices that will yield achievement on STEP. The results of this priority are showcased above and prove that Freedom Prep's elementary academic model is improving significantly. Given last year's 3rd grade students who came through our previous, weaker K-2 academic program were the highest achieving in the ASD last year, Freedom Prep is confident and cannot wait to see what 2018-19's Kindergarteners are able to achieve in 3rd grade and beyond.

Disclosure

No Freedom Prep schools have been closed or non-renewed, nor have any charters been revoked.

Attachments

Section 33: Existing Operators

33.1	<u>ATTACHMENT 34 - Portfolio Summary</u>	Hampton, Justin, 11/17/21 9:42 PM	XLSX / 23.145 KB
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