



Approved: 10/8/2026

Student Enrollment Retention Policy

Policy No. 1034

Purpose and scope

Freedom Prep Academy (FPA) will keep every enrolled student enrolled, engaged, and on track to succeed by finding needs early and responding with tiered academic, attendance, behavioral, and family supports. This policy applies to all FPA students in all grades and campuses, from the first day of enrollment through graduation, promotion to the next school, or withdrawal.

FPA measures retention with three goals, reviewed by the Board each year:

- Year-to-year re-enrollment of eligible students of at least 90%.
- Chronic absenteeism missing 10% or more of enrolled days below 10% of students.
- At least 80% of students flagged by the early warning system show improvement within one grading period of receiving support.

Retention supports never push students out. FPA will not encourage a family to withdraw because of a student's academic performance, behavior, or English proficiency.

Early warning and identification

FPA will use an early warning system in PowerSchool to flag students who may be at risk of disengaging or leaving. The Student Support Team (SST) reviews flagged students and assigns a support plan as appropriate.

Tiered supports (MTSS)

FPA uses a Multi-Tiered System of Supports so every student gets strong core instruction and students who need more get more. Supports increase in intensity when progress monitoring shows a student is not responding.

Engagement, family partnership, and belonging

Students stay when they feel known and connected, so FPA builds belonging into every school day.

- **Every student known:** each student is assigned an advisor or homeroom teacher who serves as the family's main contact.

- **Student voice and activities:** clubs, student leadership, and enrichment are open to all students, with no fees that block participation.
- **Family partnership:** families receive progress updates, two parent-teacher conferences each year, and regular communication from the school and staff.
- **Family feedback:** FPA surveys families and students at least once a year on school climate and acts on the results.
- **Transitions:** orientation for new families, and transition support for students moving between grade bands or into high school.

Supports for specific student groups

FPA provides added supports for students who are statistically more likely to leave school, in line with federal and state law.

Student group	Retention supports
Students with disabilities	Services under IDEA and Section 504; IEP and 504 teams review attendance and engagement data; no student is counseled out because of a disability
English learners	English language development, home-language communication, and interpretation at meetings
Students experiencing homelessness	McKinney-Vento liaison, transportation help, immediate enrollment, and school stability rights
Students in foster care	A point of contact who coordinates with caseworkers so moves do not disrupt schooling
Economically disadvantaged students	Free and reduced-price meals, help with fees and supplies, and links to community resources

Withdrawal prevention and exit process

When a family says they may withdraw, FPA responds to understand why and offer solutions before the student leaves.

1. **Re-engagement for absent students:** after excessive and consecutive unexcused absences, staff call, email, and make a home visit. FPA follows Utah compulsory attendance law before taking any withdrawal action.
2. **Exit survey:** families who still withdraw complete a short exit survey or interview, and the reason is recorded.
3. **Records and follow-up:** FPA sends records to the new school and confirms the student re-enrolled elsewhere.
4. **Open door to return:** withdrawn students may reapply. Returning students follow the Enrollment and Lottery Policy.