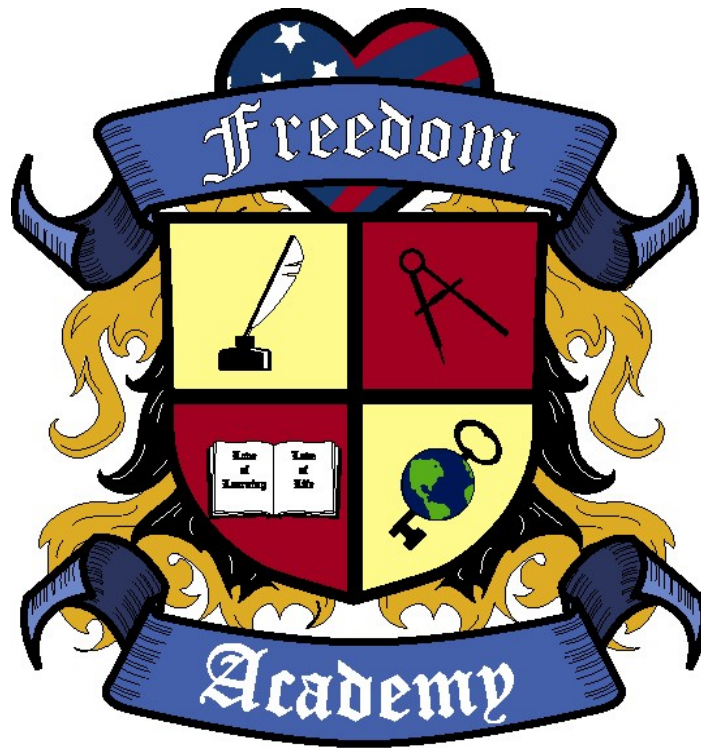


Freedom Academy

A Chartered Public School



Charter

Approved by Freedom Academy Governing Board 8 Mar 2005

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1. **Mission**

1.1. *Philosophy*

The mission of Freedom Academy is to provide an education that supplies the essential knowledge and skills for students to succeed in life's pursuits and to become self-motivated, life-long learners and contributors. Freedom Academy will have a positive and measurable impact in the local community and beyond by providing an education of the highest quality to students who will go on to become leaders in their family, community, business, and society.

1.2. *Motto*

Soar without limits.

1.3. *School Colors*

Red – White – Blue

1.4. *Mascot*

Bald Eagle

2. Governance of the Academy

- 2.1. Governing Board. A seven-member Governing Board has fiduciary responsibility for the overall direction of the Academy and for setting school policy. The board is primarily a policy setting group and does not intervene in day-to-day operations except in instances in which, at the board's sole discretion, it deems that policy issues are at stake. The school director sits on the board as a non-voting (*ex officio*) member.
- 2.2. Board Membership. The Governing Board consists of seven members elected by the parents of children attending the school. Two of these members, the chief administrative officer (CAO) and the chief financial officer (CFO) are specifically designated (See Section 2.7 below). Other board members are elected to general seats on the board. Paid employees of the school may not become voting members of the board. For board meetings and all decisions of the board, five (5) voting members shall constitute a quorum, except in cases of major personnel decisions or changes to the administrative structure or guiding documents of the school (see Section 2.14, Super Majority Decisions below). If fewer than five (5) board members are present during regular business meetings, discussions may proceed on issues at hand, but voting is non-binding.
- 2.3. Board Elections. Elections to the Governing Board are held in the second week of November of each school year. Non-November elections may be held in cases in which a sitting board member has resigned his or her seat midway through term or in cases of board member recall. Elections may be held off of the November cycle under these stated conditions with a majority vote of the board. As an alternative to an off-cycle election, the chief administrative officer (CAO) may appoint an individual to fill the vacated seat until the next election. Any appointments to board positions must be approved by a majority of the board.
- 2.4. Process for Board Elections. Board elections are coordinated and orchestrated by sitting board members. Elections consist of the following:
 - 2.4.1. Notice of elections is given and nominations to the board are accepted beginning six (6) weeks prior to the election
 - 2.4.2. The submission of a platform statement personally authored by each board candidate submitted three (3) weeks prior to the election
 - 2.4.3. A one week period for preparation of an election booklet
 - 2.4.4. Election booklets sent out to parents two (2) weeks prior to the election with notice of an upcoming "meet the candidates" meeting
 - 2.4.5. A public "meet the candidates" meeting attended by all board candidates one (1) week prior to the election; the meeting is a question and answer format
 - 2.4.6. Numbered take-home ballots provided to each family three (3) days before the election (one vote per family)
 - 2.4.7. Counting of ballots supervised by the Utah County Board of Elections or other authorized body; results certified by the designated external body
 - 2.4.8. Public announcement of the election outcome including percentage of cast votes and vote counts received by each candidate.
- 2.5. Determining Election Outcome. Following voting, candidates are ranked in order from the candidate receiving the greatest number of votes to the candidate receiving the fewest votes until open seats are filled. Any candidate receiving 25 percent or fewer of the total possible number of votes at the school is deemed not to have been successful in their bid for a board seat, irrespective of whether all

seats have been filled. If, following the election, open board seats remain, the seats are filled following the procedures of Section 2.3 above.

- 2.6. Board Member Terms of Service. Following election, Board members serve a two-year term ending in the November occurring two calendar years from their election. This also applies to mid-term elected board members. For example, if a board member is elected at a time other than the November election, his or her term nevertheless expires two years following the next November election. Ideally, board terms are staggered so that alternately each November, either three (3) or four (4) of the seven (7) board seats are open for election, but staggering in this way is not strictly required.
- 2.7. Board Roles. The roles of chief administrative officer (CAO) and chief financial officer (CFO) are elected by the parent body (or appointed in the event that no candidates for these roles come forward) as explained below. Other board roles are assigned by the CAO in cooperation with board members (see paragraph 2.12 below).
 - 2.7.1. CAO and CFO Election. Parents elect board members to the CAO and CFO roles during the general election in the November in which the sitting CAO or CFO terms expire. Candidates interested in the CAO or CFO role on the board identify themselves as candidates for both the board and for CAO or CFO roles. Separate candidacy for board seats and for specific roles is identified in the election packet with instructions to vote separately for these positions. Parents cast up to two votes for each CAO or CFO candidate, one to put them on the board, and a second to put them in the CAO or CFO roles. Each board candidate for CAO or CFO may therefore realize one of three outcomes: (1) not elected to the board; (2) elected to the board but not elected CAO/CFO; or (3) elected to the board and elected CAO/CFO. The individual receiving the highest number of votes for CAO or CFO is assigned the role for a two-year term, assuming they were also elected to the board as described in paragraph 2.5 above. Otherwise the CAO or CFO role falls to the individual receiving the next highest number of votes who was also elected to the board. Additionally, in order to be successful in obtaining the CAO or CFO role, an individual must receive a minimum of 25 percent of the total possible number of votes for that specific role. Sitting board members wishing to be considered for CAO or CFO at the November election also submit their names and platform statements to the slate for that election. Sitting board members who are unsuccessful in obtaining the CAO or CFO role during the election do not relinquish their board seats unless their two-year terms have otherwise ended.
 - 2.7.2. No Candidate for CAO or CFO. In the event that no candidate steps forward to run for CAO or CFO when the seat is coming open, or in the event of CAO or CFO resignation prior to the end of the term, the board designates the CAO or CFO from among its body until the next general election. (In the event of resignation the board may choose to hold an interim election for CAO or CFO as outlined in paragraph 2.3). The CAO and CFO role assignments are determined through a secret ballot process at the board. The board votes on the CAO role first and then the CFO role. To begin, board members nominate individuals on the board for one of the roles. Following nominations, voting proceeds by secret ballot and results are tallied by the Academy Director. When more than two nominees are slated for a position, voting proceeds in a minimum of two rounds. After the first round, the two members receiving the most votes are advanced for consideration to the second round. The final-

round votes are cast between two candidates. In the event that nominations for only one candidate are received, members may still vote for the candidate of their choice even if that candidate is not on the nomination slate in the first round. A simple majority is sufficient to elect.

2.8. Removal of a Board Member. From time to time, removal of a board member may be necessary prior to the completion of his or her term. Such instances arise only rarely. Following is a non-exclusive list of possible reasons for undertaking the process to remove a board member: The board member (1) demonstrates incompetence in the discharge of duties; (2) consistently fails to perform board duties as required resulting in substantial interference with board process or school progress; (3) repeatedly demonstrates an obstructive, acrimonious, or confrontational personal style that substantially interferes with board process or school progress; (4) violates any tenets of school policy, especially those related to harassment of other board members or school employees; (5) commits any crime whatsoever or other infraction involving moral turpitude.

2.9. Process for Removal of Board Member. The impetus for removal of a board member may come from either members of the board or from a member of the parent body.

2.9.1. Impetus coming from another board member. When the impetus for removing a board member comes from a member of the board, the following steps must be followed:

(1) A letter of grievance is delivered to the CAO;

(2) The CAO, at his or her sole discretion may call a meeting between the CAO, the aggrieved party, and the accused board member to address the issue(s) raised. (In the case in which the CAO is the target of the removal campaign, the procedures in paragraph 2.9.3 must be followed). Possible outcomes of the meeting are

a. proceed directly to step 3;

b. provide the accused board member a warning, which must be committed to writing, and a timeline for improving or rectifying the behavior giving rise to the charge;

c. targeted board member resigns;

d. the incident is dropped.

In the case of outcome (b), the effort to remove the board member halts until it is taken up again at the deadline set forth in (b). In the case of outcome (c), paragraph 2.3 (Board Elections) is followed. In the case of outcome (d), or in the case in which the CAO refuses to call a meeting between the aggrieved and the accused, the matter is dropped. The aggrieved party may then elect to follow the procedures of paragraph 2.9.3 at his or her discretion.

(3) The matter is brought to a public meeting of the board.

2.9.2. Motion in board meeting to remove board member or hold recall election. Following Step 3 of paragraph 2.9.1 the matter of the grievance must be placed on the board agenda (see Section 2.16) for a public hearing. During the meeting, the accusing party lays out the grievance. A period of board and public comment follows. Following the discussion, a motion may be made to move to a vote on whether to remove the board member. If the motion is seconded, the vote is held, but a vote may not be held unless at least six (6) voting members of the board are present. Six (6) out of seven (7) board votes removes the member from the board directly. The board member's term of service automatically ends at the end of the six (6) out of seven (7)

vote. Five (5) out of seven (7) votes triggers a recall election. Fewer than five (5) votes fails to carry the motion. If the board member is removed or a recall election is triggered, a date is set for the election following the pattern outlined in paragraph 2.4. In the case of a recall election, the board member up for recall is placed on the ballot with any other parties interested in running for that board seat. During the election, one or more board members may supply to the parent voting body a rationale for recall at their discretion. The board member who is the focus of the recall functions in their board role until the outcome of the election is known.

2.9.3. *Impetus coming from a parent or teacher.* When the impetus for removing a board member comes from a parent or a board member who is unable to generate support for his or her cause at the board, or when the CAO is the target of the removal campaign, the following steps must be followed: (1) The parent/teacher creates a petition to hold a recall election for the targeted board member. The petition is considered successful when twenty-five (25) percent of families currently enrolled at the school have signed. (2) The successful petition is brought to a public meeting of the board. If the petition contains the requisite number of signatures (to be verified by the board), a recall election is triggered automatically, following which the procedures of paragraph 2.4 are followed.

2.10. CAO Duties. The CAO oversees board activities; acts as decision maker of final resort for non-voting issues; directly supervises school administration with input from other board members; organizes, facilitates, and presides at board meetings; communicates frequently with parents on behalf of the board; acts as primary representative of the school to state and regulatory bodies; performs all other duties of administration outlined herein.

2.11. CFO Duties. The CFO oversees budgeting process and planning; prepares financial reports; administers financial controls; co-signs expenditure checks with Academy Director; secures funding and other sources of revenue; files state financial reports; oversees grant-writing together with Academy Director; frequently reports on financial status of the Academy to the board.

2.12. Non-CAO, non-CFO Roles. The CAO may assign other roles on the board in cooperation with board members. These roles may change at the discretion of the CAO and are based upon the governance needs of the school. Generally, however, roles for communication officer, education officer, technology officer, or strategic planning officer may be assigned. Roles could also include compliance, facilities, infrastructure, or others.

2.13. Board Procedure. The CAO or his or her designate chairs board meetings. Before a vote can be taken at the board, a motion for the same must be made by a board member and that motion must be seconded.

2.14. Super Majority Board Decisions. Several specific types of decisions require six (6) of seven (7) votes before the board may act. Such decisions pertain to major strategic turning points for the school. They include: (1) Major real estate or development transactions, leasehold improvements, or capital expenditures totaling \$10,000 or more; (2) dismissal of the Academy Director; (3) a movement to change the Freedom Academy by-laws or Freedom Academy Charter (the changes to which must also be voted on by the parent body with a majority to be successful); (4) Direct removal of a board member (see paragraph 2.9.2)

- 2.15. Board Committees. Board committees are established under the direction of the CAO. Board committees are chaired or co-chaired by one or more board members and may include parents, teachers, or other members of the community. Committees are responsible to the Governing Board for the discharge of their duties and responsibilities. Committees are not separate decision-making bodies but are instead charged to develop recommendations, proposals, plans, or perspectives that may be used by the board in the discharge of Governing Board duties. Board committees may be convened around any topic or objective. Typical committees include education, finance, hiring, long-range planning, communications, facilities, or others as needed.
- 2.16. Board Meetings. Public board meetings are held at least once monthly and follow the Utah public meetings statute. Additional public board meetings may be held at the sole discretion of the board. Executive sessions are held on an as-needed basis. Agenda items for board meetings may be provided by anyone from the school community but must be submitted to the CAO by email or otherwise a minimum of three (3) days before a public meeting. The CAO may choose to prioritize or reject agenda items at his or her discretion. The agenda is posted a minimum of twenty-four (24) hours prior to the public board meeting. A period for public comment is designated at each meeting with the length of the comment period to be determined by the CAO. The public does not participate in board meetings outside of the public comment period except by invitation of the CAO or his or her designate during the course of the meeting.

3. Freedom Academy Structure

- 3.1. To maintain an optimal educational environment, Freedom Academy will have a maximum of 25 students per class and not more than three classes per grade level, except for kindergarten and first grade where classes are added as needed in order to reduce per class enrollment. Specialty classes, such as physical education and music, may have larger per class enrollments.

4. Curriculum and Instruction

- 4.1. The Academy provides a rigorous academic curriculum built upon the Core Knowledge Sequence, the Spalding Method for Language Arts, and Saxon Mathematics.
- 4.2. *The Core Curriculum*
 - 4.2.1. In *Cultural Literacy*, E. D. Hirsch, Jr. outlines the basic information that all Americans need to know so that they can flourish in our society. In his opinion, such Americans are culturally literate. The Core Knowledge Sequence (CKS) is a curriculum developed upon Professor Hirsch's ideas. It provides all students with a rich vocabulary and broad knowledge base upon which future instruction can build, broaden and deepen. For more information, see www.coreknowledge.org.
 - 4.2.2. Educational research indicates that struggling readers can learn to use their brains as proficient readers when they receive reading instruction with a strong phonics component. The Spalding Method for Language Arts is just such a curriculum. The foundation of Romalda B. Spalding's method is the development of phonemic awareness in children by the explicit instruction of the English language's 70 phonemes (letter or letter combinations) and the

29 rules governing pronunciation, spelling, and language. For more information, see www.spalding.org.

- 4.2.3. John Saxon developed Saxon Mathematics in response to the difficulties his algebra students experienced learning mathematics. They were neither understanding nor retaining the concepts taught in class. This simple desire to help his students has grown to a K-12 mathematics curriculum. Saxon Mathematics is research-based and incorporates the following principles:

1. Incremental instruction across the level
2. Continual practice distributed across the level
3. Cumulative assessment distributed across the level.

Students learn mathematical concepts in small, easily understood pieces and repeat their learning through rigorous practice, increasing concept retention. For more information, see www.saxonpublishing.com.

4.3. *Curriculum Guidelines*

- 4.3.1. The Core Knowledge Sequence, Spalding Method for Language Arts, and Saxon Mathematics are the Core Curricula of the Academy. They define the institution and all other curricula support and complement these.
- 4.3.2. To avoid trendiness, educational research must support the efficacy of the curriculum.
- 4.3.3. The education of each and every child is central to the Academy. With this in mind, the curriculum is teacher-directed and allows the teacher the freedom to exercise his or her skills, talents, and judgment.
- 4.3.4. To meet the individual educational needs of the students, the Academy adjusts the curriculum to the strengths of each student through its leveled mathematics program, and as recommended by the Special Education teacher to meet state and federal laws.
- 4.3.5. The Academy Director, in conjunction with an Education Committee (when functioning), evaluates the curriculum, methods, and materials used at the Academy, and rectifies any weaknesses. The Director also recommends curriculum changes to the Governing Board that support or supplement the Core Curricula (4.3.1).
- 4.3.6. Programs that are educational in nature and that affect large numbers of students across the school are considered part of the school-wide curriculum. When the duration of such programs is five or fewer school days or when an extended educational program affects only a single grade level, the Director approves implementation with courtesy notice to the Governing Board. Likewise, the Director approves implementation of extended programs that affect only a single class in consultation with the teacher. The Governing Board votes on whether to approve implementation of school-wide educational programs extending across more than five school days. At its discretion, however, the Governing Board may vote on any program implemented at the school.
- 4.3.7. In addition to the Core Curriculum (the Core Knowledge Sequence, the Spalding Method for Language Arts, and Saxon Mathematics), the Academy meets Utah's State Core Curriculum requirements and complies with state and federal assessment requirements.

4.4. *Calendar*

- 4.4.1. The Governing Board approves the length of the school day and the school calendar upon the recommendation of the Director. At a minimum, the calendar meets the state requirements for instructional hours and days. For

the current school calendar, see the *Freedom Academy Parent/Student Handbook*.

4.5. *Extracurricular activities*

- 4.5.1. All extracurricular activities are determined by parent and student interest and must meet the prior approval of the Director.

4.6. *Library*

- 4.6.1. The purpose of the Academy's library is to support and enrich the Core Curriculum, to encourage reading for entertainment and learning, and to provide a resource for both teachers and parents. The Academy has a Library Committee and the members include the Director, Librarian, up to three teachers, and up to three parents. The Library Committee conducts an annual assessment of the Library, develops goals based on that assessment and in line with the Library's purpose, and follows a materials acquisition policy.

5. Performance Assessment

5.1. *Goals*

- 5.1.1. Freedom Academy is a goal-driven organization that continually evaluates its progress in order to maintain an atmosphere of achievement and excellence. Thus, goal-setting and progress evaluation are important components of administrative processes at the school. These processes provide opportunities to make adjustments to policies, programs, or operations in ways that facilitate excellence.
- 5.1.2. Annual short and long-term goals for the Academy at large are established each year by the Governing Board. Progress against these goals is reviewed by the Board at least twice annually where necessary adjustments may be made.
- 5.1.3. Goals for students are also set annually (some mandated by state requirements) and progress against these goals is assessed as often as necessary to keep progress on track.
- 5.1.4. Academy-at-large Goal Areas
 - 5.1.4.1. Short-term:
 - Parent, staff and/or faculty satisfaction levels
 - Volunteer time contributed
 - School donations secured
 - Parental involvement in voting or volunteer work
 - Safety or health measures or status
 - Extra-curricular program involvement
 - Academy performance in team contests such as chess tournaments, math bowl, spelling bee, science fair, or other competitive activities
 - 5.1.4.2. Long-term:
 - Facilities or space upgrades secured
 - Family retention
 - High school GPA or graduation rates
 - College entrance rates
- 5.1.5. Student Goals
 - 5.1.5.1. An important objective of Freedom Academy is to create a rigorous educational environment for K-8 students in which every student reaches his/her individual learning potential. All levels of the organization strive to support the learning and assessment required to reach that objective. The goal is for students to meet or exceed the

baseline data each year in state-mandated testing. Parent support and involvement are key components in the success of each student.

5.1.5.2. Student goals include:

- 93% attendance each school year.
- 100% of all Academy students meet or exceed the state proficiency level in Science
- 100% of all Academy students meet or exceed the state proficiency level in Mathematics
- 100% of all Academy students meet or exceed the state proficiency level in Language Arts.
- 95% of all Academy students will participate in state-mandated testing.

5.2. Evaluation Tools and Assessments

- 5.2.1. Academy-at-large goals are evaluated using various methods appropriate to the established goals. These methods may include the following: satisfaction surveys, volunteer logs, financial summaries, or other counting or assessment methodologies. Some long-term goals are assessed by means of ongoing alumni surveys and are facilitated by an alumni database maintained at the Academy.
- 5.2.2. Student evaluation tools include but are not limited to the following instruments: state testing, curriculum tests, teacher evaluations, oral and written assessments, portfolios and projects.
- 5.2.3. Students take the annual state-mandated U-Pass testing. The Academy incorporates data-driven decision-making based on the school and individual student Adequate Yearly Progress (AYP).
- 5.2.4. Student achievement is measured by the following instruments: annual test scores, student attendance, return rate, term grades and the successful completion of summer school programs if required.

5.3. Gap Assessment & Remediation

- 5.3.1. The Governing Board and Director assess progress against goals and make necessary adjustments to policies, programs, or operations to improve achievement levels. These actions are considered on a goal-by-goal basis and are customized to fit situations as they arise.
- 5.3.2. In the case of student goals, all subgroups of more than 10 students are disaggregated and reported. If these student subgroups fail to reach the state-mandated benchmarks, the Academy provides appropriate remediation. One such remedial program, summer school, is offered to all students who are recommended by teachers or who have tested below acceptable levels of achievement. Students who have been recommended, but fail to attend summer school, may be retained at the same grade level during the following school year.
- 5.3.3. The goal of the Academy's remediation is that all students become proficient every year.

6. Freedom Academy Staff

- 6.1. Freedom Academy employs an Academy Director and sufficient teachers and support staff to meet all federal and state education requirements applicable to Freedom Academy, and to fulfill its educational goals as promulgate herein. All Freedom Academy employees shall abide by the provisions of the *Freedom Academy Charter*, the *Freedom Academy Employee Handbook*, and all other Academy policies adopted by the Governing Board.

6.2. All Freedom Academy employees submit to and pass a background check.

6.3. *Academy Director*

6.3.1. The Academy Director is appointed by the Freedom Academy Governing Board and is responsible for all day-to-day operational aspects of the Academy. The Academy Director reports and is accountable to the Governing Board for executing his or her duties as required by his or her employment agreement with Freedom Academy. The Academy Director's primary point of contact on the Governing Board is the CAO.

6.3.2. The Governing Board shall formally evaluate the Academy Director's performance not less than once per academic year.

6.4. *Teachers*

6.4.1. The Academy Director is responsible for hiring all teachers employed by Freedom Academy. The Academy Director shall hire teachers that are qualified to teach approved Academy curricula and that are certified or otherwise legally permitted to teach by the State of Utah. Teachers report and are accountable to the Academy Director for executing their duties as required by their employment agreement with Freedom Academy.

6.5. *Support Staff*

6.5.1. The Academy Director is responsible for hiring all support staff employed by Freedom Academy as is requisite to operate the Academy in accordance with its charter. The Academy Director shall hire support staff qualified to fulfill the duties that their positions require. Support staff report and are accountable to the Academy Director for executing their duties as required by their employment agreement with Freedom Academy.

6.6. *Employee Evaluations*

6.6.1. The Academy Director evaluates employee performance in accordance with the *Employee Evaluation Policy*, as found in the *Freedom Academy Employee Handbook*. Following all observations, the Academy Director writes an evaluation of the observation, copies of which are placed in the employee's personnel file and given to the employee.

6.6.2. The Academy Director meets at least once per academic school year with the Governing Board to discuss employee evaluations. The Academy Director immediately notifies the Governing Board of any disciplinary action taken against Academy employees pursuant to the *Discipline Action Policy*, as found in the *Freedom Academy Employee Handbook*.

7. Parent Involvement

7.1. Parent involvement is essential to the success of the school. All parents are strongly encouraged to support the school by volunteering a minimum of 40 hours per family per year. Single parent households should volunteer a minimum of 20 hours per year.

7.2. Volunteers keep a log of hours donated. Accurate counts of the volunteer hours are important for the Academy's grant writing and donation solicitation efforts.

- 7.3. Volunteerism accomplishes six goals:
- It improves the quality of education by providing more one-on-one attention to the children, and by relieving some of the burdens on the teachers and staff.
 - It allows parents to feel ownership in the school.
 - It provides multiple avenues for parents to be involved in their child's education.
 - It demonstrates to the children, by example, the importance of education.
 - It is vital to the financial stability of the Academy by reducing the number of paid employees required.
 - It demonstrates to external constituencies the commitment of the Academy families to educational quality.
- 7.4. Parents are encouraged to volunteer in a variety of ways that can include, but are not limited to:
- | | | |
|------------------|-----------------------|-------------------|
| • Classroom Help | • Lunch Room | • Office Help |
| • Tutor/Mentor | • Special Productions | • Fundraising |
| • Grading Papers | • Playground | • Clinic Help |
| • Field Trips | • Pianist | • Governing Board |
| • Bulletin Board | • Library | • School Security |
| • Room Parents | • Committees | |
| • Assemblies | • Technology | |
| | • PTO | |
- 7.5. Parents who are employed are not excluded from volunteering at the academy. They may, because of time restrictions, spend time on volunteer work at home, in the evenings, on weekends, or over vacations.
- 7.6. The Director oversees the appropriate use of all volunteers within the school. Each committee within the school keeps the Director informed of its activities and receives his or her approval for such activities. Each class has a room parent who, with teacher approval, coordinates volunteerism in the classroom. With Director approval and input, the PTO coordinates volunteerism in the school, unless other arrangements are made by the Director.
- 7.7. Communication with Parents
- 7.7.1. Communication with parents is vital to the Academy's success. Only when the parents are informed and involved in the educational process can the child take full advantage of the various educational opportunities available.
- 7.7.2. Parents receive a newsletter at least once per month from the Academy and regular newsletters from teachers as required by the Director. Each teacher is accessible to parents through personal contact, e-mail and telephone.
- 7.7.3. Additional communications policies are outlined in the *Freedom Academy Parent/Student Handbook* and the *Freedom Academy Employee Handbook*.
- 7.8. Complaints
- 7.8.1. Freedom Academy Administration works to resolve complaints quickly so that education of the students is not adversely affected. Rapid resolution of complaints is important to maintaining a positive climate in the school.
- 7.8.2. The current grievance and dispute arbitration procedure is outlined in the *Freedom Academy Employee Handbook* and the *Freedom Academy Parent/Student Handbook*.

- 7.8.3. Any complaint concerning behavior that involves moral turpitude or that threatens the safety of the children should be immediately filed with the Director.
- 7.8.4. The general policy is to first voice a complaint directly with the person(s) involved, and to make a good-faith effort to resolve the problem at that level. If the concern is not resolved, a parent or employee may file a complaint with the Director. If the Director does not respond in a timely and satisfactory manner, the parent or employee may take the complaint to the Governing Board.

8. Support Services

8.1. Transportation

- 8.1.1. As a charter school, the Academy draws students from diverse geographical locations mainly in Utah County. Because of the logistical and financial limitations of school-sponsored transportation, parents are responsible for the transportation of students to and from school. Additional transportation policies are outlined in the *Freedom Academy Parent/Student Handbook*.

8.2. Food Services

- 8.2.1. Freedom Academy recognizes that meeting nutritional requirements throughout childhood is essential to full intellectual development. In an effort to minimize behavior problems and to maximize each child's chances for learning, achievement, and emotional adjustment, the Academy is committed to having high quality meals available to its students.
- 8.2.2. When possible, Freedom Academy offers an in-school lunch program that participates in the National School Lunch Program. The Academy may also choose to participate in other components of The National School Meals Programs. If a parent chooses not to purchase lunch for a child, or if, for some unforeseen reason, the Academy is unable to offer lunches, the parents provide their child's lunches. Specific lunch guidelines are outlined in the *Freedom Academy Parent/Student Handbook*.
- 8.2.3. The lunchroom is kept clean and meets Health Department standards.

8.3. Health and Safety

- 8.3.1. Freedom Academy provides a safe and secure environment for its students. Staff is trained in how to appropriately respond in emergency situations. A safety plan is maintained and updated as needed to maintain security.
- 8.3.2. Provisions for handling emergencies are outlined in the *Freedom Academy Parent/Student Handbook* and the *Freedom Academy Employee Handbook*. If a circumstance arises for which the Academy has not adopted a policy of its own, it may follow the policies and procedures of Provo School District.

9. Finance and Reporting

- 9.1. Freedom Academy utilizes state funds for basic school operating expenses. Donated funds are used for additional programs.

9.2. Accounting Practices

- 9.2.1. The basic funding for Freedom Academy comes from state and federal sources. In addition, Freedom Academy continues to pursue funding opportunities through public, federal, and state grants, private grants, corporate sponsors, and fundraising. Any fees charged by Freedom Academy are in accordance with Utah State Law. Implementation grant funds are

dispersed in accordance with regulations of the Federal Government and the State of Utah.

- 9.2.2. The Freedom Academy fiscal year runs from July 1 through June 30 of the following year. A yearly budget prepared by the Director and Chief Financial Officer is discussed in a public hearing held during a public Governing Board meeting in May. In that meeting, the budget is presented to the board for comment, then public comments ensue.
- 9.2.3. The State Office of Education guidelines for Budgeting, Accounting, and Auditing for Utah School Districts apply in administering and reporting school revenue and expenditures as stated in Utah Code, Sections 51 and 53A and under Administrative Rule, Title 227. Freedom Academy's Bylaws and Articles of Incorporation outline fiscal procedures and are consistent with the Utah Code. Freedom Academy's financial reporting is in accordance with Generally Accepted Accounting Principles (GAAP), and Governmental Fund Accounting, which include these same GAAP standards. Revenue, expenditures, and record management are administered by the Chief Financial Officer under the direction of the Governing Board. The Chief Financial Officer is responsible to ensure implementation and utilization of proper accounting controls.
- 9.2.4. Independent auditors, not associated with the school, are retained each year to perform a complete audit of Freedom Academy's accounting practices and management of monies in accordance with GAAP and Utah Code.

9.3. Financial Management and Reporting

- 9.3.1. Daily functions of accounting and bookkeeping are under the direction of the Director. The Director ensures that monies spent are in accordance with a current budget. The Director formally reviews each request for a check issued from Freedom Academy's General Checking Account for validity. Two signatures are required on all checks from the same account by individuals with signature authority as appointed by the board.
- 9.3.2. During a monthly meeting of the Governing Board, the Chief Financial Officer and Director present a formal financial update to the Governing Board. This report includes the fiscal state of the school, upcoming large expenditures, projected revenues, and a year-to-date report on the budget.

9.4. Insurance/Bonds

- 9.4.1. Insurance coverage for the Academy includes general liability insurance, property/lease insurance, workers compensation insurance, and health insurance, as outlined in the *Freedom Academy Employee Handbook*. Limits of coverage are as outlined by the State of Utah.
- 9.4.2. An employee dishonesty bond is maintained to cover the potential loss of cash and assets of the school. Individuals listed on the bond include any persons with signature authority on bank accounts, investment accounts, or any account where the school has cash or assets.