



SOLDIER HOLLOW

CHARTER SCHOOL

3444 S 3000 W
Heber, UT 84032

Charter School Information

Name: Solider Hollow Charter School **Phone:** (435) 654-1347
Address: 3444 S 3000 W **Fax:** (435) 654-1349
 Heber, UT 84032 **Website Address:** www.mysoliderhollow.com
 Office Staff Email: soldierhollowmail@myshcs.org

Local Utah School District: Wasatch County School District

Date School Will Begin This Year: August , 2018

Grade Level or Student Ages to Be Served: Pre-K through 8th Grades

Number of Students Served:

66 students for the 2003/2004 school year	103 students for the 2011/2012 school year
72 students for the 2004/2005 school year	104 students for the 2012/2013 school year
90 students for the 2005/2006 school year	105 students for the 2013/2014 school year
100 students for the 2006/2007 school year	100 students for the 2014/2015 school year
101 students for the 2007/2008 school year	101 students for the 2015/2016 school year
102 students for the 2009/2010 school year	102 students for the 2016/2017 school year
102 students for the 2010/2011 school year	302 students for the 2017/2018 school year

The Charter

(updated November 2018)

Description of Group or Organization

The foundation of this charter school was set back in 1999 when Sundance residents Michael Benefield, Stacy Benefield, and Jann Haworth were granted a charter by the Utah State Office of Education to open Sundance Mountain School. The school operated in the Sundance community for three school years. In 2002, in cooperation with the Soldier Hollow Foundation, the school relocated to the Heber Valley and operated in a facility built for the 2002 Winter Olympic Games.

The founding members, most of who also sat on the governing Board were a combination of parents whose children attended Sundance Mountain School and parents whose children began at Soldier Hollow. (Please see Appendix A for a list of Soldier Hollow Charter School founding members and how they were determined.) The school has made tremendous strides with a professional staff, an active and effective Community Council, and dedicated parent involvement. In the 2004-2005 school year, parents donated over 4,800 volunteer hours to help the school succeed.

At Soldier Hollow Charter School we aim to build upon the foundation set at Sundance Mountain School and continue the work and focus of this unique educational project that seeks to combine high performance in the Utah core curriculum with the pedagogical benefits of an environmental, place-based approach to learning.

SCHOOL GOVERNANCE

1. **Administrative Structure.** The highest level in the administrative structure of the Soldier Hollow Charter School will be the Board of Directors. A seven-member board will govern the school. Additional Board members will be nominated as needs arise, not to exceed nine-members.

A principal will handle the day-to-day operations of the school, under the direction of the Board. The teachers will report to and work under the guidance of the principal. The principal will hold a key position in the success of the school and must be an excellent communicator. The principal will facilitate communication between the Board, the teachers and the parents. The principal will be responsible for all reports due to the Utah State Office of Education. Keeping accurate records of enrollment, attendance and student information is a key responsibility of the principal. With direction from the Board, the principal will implement spending and control of the budget. The principal will report to the Board as a whole.

2. **Governing Board.** The parents of currently enrolled students will elect new board members to fill expiring positions at an annual parent meeting. Each family is given one vote in the election of Board members. The term of office for each Board position will be two years. If a Board member resigns or is dismissed, the Board will select a replacement to fill the remainder of the unexpired term.

The term and the election of Board members will be in accordance with the by-laws of the Soldier Hollow Charter School, a non-profit corporation.

The purpose of the Board of Directors is to govern, and not to manage, the school. An important function of the Board is to perpetuate the school and its unique educational focus. Board members will carry out the Soldier Hollow Charter School vision, foster relationships with the staff and the school community as well as the community at large.

SCHOOL GOVERNANCE

The Principal will:

- Handle day to day operations
- Hold a key position in the success of the school
- Be an excellent communicator
- Facilitate the communication between the board, the teachers and the parents
- Be responsible for all reports due to the Utah State Office of Educations
- Be responsible for keeping accurate records of enrollment, attendance and student information
- Implement spending and control of the budget under direction of the Board
- Report to the Board as a whole
- Be responsible for coordinating parental participation/ volunteering

Each Board member of Soldier Hollow Charter School shall have a firm belief in the Charter and be fully committed to the school and the charter school concept. The Board of Directors will oversee the budget and be responsible for long range institutional/financial planning. Please see Appendix B for an example of recent strategic planning.

The Chair of the Board will be elected by the Board, and will serve as the chief administrative officer. The Board will also elect one member to fill a vice-chair position, a treasurer position and a secretary position.

The Board will oversee committee work as needed. Possible committee responsibilities include: teacher and specialty teacher recruitment, staff communication, budget and administrative needs, curriculum and student evaluation, public relations, grant writing, fund-raising, the physical facility, special projects, and community relations.

Board meetings will be held regularly throughout the year – normally once a month, or as the Board deems necessary. Meeting procedures will be in accordance with State Board meeting guidelines and requirements. Any motion brought before the Board will require a majority vote to be approved or denied. Motions may not be voted on unless a quorum is present. (A quorum is defined as a simple majority of all currently elected/appointed Board members.)

Qualifications:

Prior board experience is helpful but not necessary. A high value for professionalism and the success of the school is mandatory. Board members will be required:

- To read and be familiar with the school's charter. Also, to have a basic knowledge and belief in the concept of environmental education
- To be in agreement with the educational philosophy, classroom management policy and administrative structure of the school.

SCHOOL GOVERNANCE

The Board of Directors will:

- Govern, not manage, the school
- Perpetuate the school and it's unique educational focus
- Carry out the Soldier Hollow Charter School vision
- Foster relationships with the staff, the school community, and the community at large
- Oversee the budget and be responsible for long range institutional/financial planning
- Oversee committee work
- Hold board meetings regularly
- Attend a Community Council meeting
- Attend a board conference where goals are defined, self-evaluation is initiated and learn about effective leadership
- Be the best public relations representatives the school has

- To fulfill their responsibilities on the Board, Board committees or subcommittee to their fullest capacity.
- To attend at least one Community Council meeting per year to show support and encouragement for this vital aspect of the school.
- To attend a yearly Board conference where the goals of the Board are defined, a Board self-evaluation is initiated, speakers present information on effective leadership and other pertinent topics are discussed.
- To be the best public relations representatives the school has.

Behavioral Expectations:

While at school, Board members will be mindful of the different roles they play: parent, volunteer, Board member, ect. A Board member shall not use their position of authority while acting in their parent or volunteer roles. Board members shall foster good relationships with the principal and staff.

Board members will exemplify integrity, honesty and respect. A dedication and commitment to the vision of Soldier Hollow Charter School shall be a top priority for all Board members.

At meetings, Board members will respect and listen to ideas presented by other Board members. Professionalism is expected in all situations. Board members will recognize the importance of speaking in a unified voice when discussing Board related issues with the school community.

When receiving criticisms from parents or others about staff or other Board members, the Board member will direct the speaker to the Board member/staff member who is involved in the situation. Board members will never speak negatively about staff or other Board members to the school community or parties outside the school community.

Conflicts will be resolved with the people with whom the conflict was created. Board members will commit to resolving conflict directly with each other or with the appropriate staff member and not share the conflict with anyone outside of the conflict, including other parents, other staff members or the media. Any Board member involved in a conflict that can not be resolved will put the vision of the school first and step down from the Board.

The Board members shall sign an agreement that they will abide by the above expectations.

3. **Chief Administrative Officer.** Please see Appendix C for current Board Member Information.

4. **Parent Involvement.** We believe parental involvement is essential to the purpose and effectiveness of the school. Parents will have the opportunity to become involved in all areas of school operations. One or more parents from each family will be expected to donate time each month providing classroom or administrative support. Parents will be asked to agree, in writing, to a minimum level of participation.

The parents will elect a Community Council. The Community Council will oversee the school improvement plan with final approval by the school Board. Community Council members will oversee committee work as needed. Possible committee responsibilities may include, safety and health, testing, volunteer coordination, handbook/orientation coordination, special events, Olympic spirit and fitness, local resources and community activities. Please see appendix D to review our current school improvement plan.

The principal will be responsible for coordinating parental participation. To best utilize their time, parents participating in the classrooms will receive training from the teachers regarding instructional goals, approach and philosophy. Parents will not supersede the autonomy of the teachers, and their rights as professional educators. With directions from the principal, the teachers will have control over and responsibility for the classroom.

5. **Communication with Parents.** The principal will communicate administrative matters to and from the parents. Parents will be encouraged to attend Board meetings.
6. **Complaints.** Parents, Board members, teachers and staff are expected to treat others with mutual respect. Please refer to Appendix E for the school policy regarding complaints and concerns.

PARENTAL INVOLVMENT

The Parents will:

- Be expected to donate time each month providing classroom or administrative support and commit to this in writing
- Elect a Community Council to oversee the school improvement plan
- Receive training by teachers regarding instructional goals, approach and philosophy
- Not supersede the autonomy of the teachers and their rights as professional educators
- Be encouraged to attend Board meetings
- Help students stay in good standing by having their children to school on time, calling to excuse absences the morning of or prior to, and signing students in/out of the office.
- Be expected to keep current on school policies, requests from teachers and involvement in the school.
- Assist teachers with one-on-one or small group instruction when needed.

STUDENTS

7. **Notification.** To seek a diversified student population, public notice will be made in the spring of each year with information about the school and enrollment procedures. The community will also be informed about the school through newspaper articles placed in several local and regional papers, flyers distributed at local establishments and radio announcements.
8. **Selection.** The school prohibits discrimination based on race, creed, color, gender, religion, ancestry, disability, or need for special education services. The only spaces that will be due to the increased enrollment or students not returning.

The first priority for enrollment will be given to children of founding members. The second priority will be given to students currently enrolled at Soldier Hollow Charter School. Third priority will be given to the siblings of currently enrolled students.

In the event that Soldier Hollow Charter School is oversubscribed, admission will be offered based on the results of a lottery held in accordance with State and Federal requirements. Students not selected in the lottery will remain in a standing “hat” for each grade to be drawn from if an opening becomes available.

Enrollment for the following year will begin in the spring. A new application must be submitted each spring to be included in the lottery for the following school year. Specific guidelines for enrollment will be found in our policies and procedures manual.

9. **Standards.** Attending school is a privilege. All students will be required to treat each other, the teachers, parents and any other person associated with the school with respect. The purpose of the school’s standards of behavior, attendance, dress code, ect will be to maintain a healthy and safe enviroment conducive to learning. Positive reinforcement will be stressed.

STUDENTS

The Students will:

- Be required to treat each other, the teachers, parents, and any other person associated with the school with respect.
- Behave to maintain a healthy and safe environment conducive to learning.
- Be dressed appropriately for indoor and outdoor learning environments.
- Be on time.

Students will be encouraged to attend school dressed comfortably and appropriately for both indoor and outdoor activity.

For students to remain in good standing, parents are expected to have their children to school on time. If a student is absent, a parent must call in that morning and notify the teacher or principal. If a student is coming in late, or leaving early, the parents must sign them in or out of the office. Parents will be expected to keep current on school policies, requests from teachers and involvement in the school. Parents committing to volunteer duties must follow through with their obligations.

It is our intent for the teachers and/or the principal to work closely with parents to resolve any problems that may arise. If a problem is not resolved on the level at which it first occurs, or is not/cannot be handled by the principal, the situation may be taken to the Board. (Please review Appendix E for policies/procedures dealing with complaints and concerns.) We will adopt the Wasatch County School District policy on attendance. A copy of this will be found in our policies and procedures manual.

10. **Dismissal.** We will adopt the Wasatch County School District “Safe School Policy” and follow these guidelines for suspension or dismissal.

Details not covered in this charter regarding governance, administration and budget will be covered in the schools by-laws or the policies and procedures manual.

STAFF

11. **Screening and Selection.** Teaching positions will be advertised in the newspaper, over the Internet and in educational supplements. All applicants will be asked to submit an application containing a statement of their educational philosophy, resume, a copy of teaching certifications and professional recommendations. We will look for teachers with successful experience teaching multiple age groups;

STAFF

The Staff will:

- Report to and work under the guidance of the principal.
- Under direction of the principal, have control and responsibility for the classroom.
- Meet the requirements for Utah State Certified Elementary Education or the State Board requirements for alternative certification.
- Have a homeroom class as well as teach to their specialized discipline.
- Build a strong sense of community through multi-age activities.
- Meet once a week, or for a minimum of four hours per week, to plan, connect units of study and coordinate core curriculum requirements and implementation.
- Have their students participate in outdoor studies almost every day.
- Participate in in-service training and career development.
- Test and assess their students based on the standards set by the State of Utah.

however this will not be a requirement for employment. The hiring of all teachers and other part-time or full-time staff will be contingent upon a successful background check. Please see Appendix F for current teacher and principal information.

12. **Qualifications.** Utah State Certified Elementary Education for the full-time teachers or satisfaction of the State Board requirements for alternative certification or authorization will be required. The teachers will report to the principal. The principal will report to the Board.
13. **Staffing Patterns.** Soldier Hollow Charter School will have six single-age classrooms, one each for grades 1 through 6. However, there will be many opportunities for age groups to teach and learn from each other.

It is projected that the students will be with their homeroom teacher and peers in the morning and will rotate in the afternoon. Each teacher will specialize in one or more discipline for afternoon instruction. For example, one teacher may teach social studies, geography and history and another may teach the arts. Additionally, some activities will be conducted in a mixed-age, team approach to facilitate respect for/responsibility to all members of the Soldier Hollow student community.

Students will be evaluated and assigned to certain levels in order to work with students of similar abilities in some academic areas, in math for example. Parents will assist teachers with one-on-one or small group instruction when needed.

An important part of the school mission is to build a strong sense of school community and the opportunity for students to work with many different students. We will experiment with various groupings when appropriate and will hold regular school-wide circle time and activities.

STAFF

The Staff will:

- Ultimately be responsible for preferred methods and techniques of instruction and daily planning.
- Move the curriculum and learning environment to:

-Recognize the importance of a child's physical, social and emotional wellbeing.

-Develop effective and cooperative team teaching methods with other teachers.

-Understand and reinforce the mission of the school.

-Make classroom experiences and activities vivid and meaningful.

-Create a supportive environment that encourages respect for differences in culture, gender, life-style, ethnic background, economic status and learning differences.

-Create opportunities that allow students at all levels to experience success and academic achievement.

-Manage the classroom in a respectful and friendly manner.

We recognize that teachers will need sufficient planning time to successfully implement this alternative approach. The teachers will meet once a week, or for a minimum of four hours per week, under the direction of the principal to plan, connect units of study, and coordinate core curriculum requirements and implementation.

Specialty teachers, visiting artists, community members and field trips will supplement the instruction. Specialty teachers may be part-time paid positions, interns or volunteers. Please see Appendix G for current information on specialty teachers and community resources.

To implement our place-based program, it is anticipated that students will be outdoors almost every day for a portion of their studies.

The teachers, with approval from the principal and Board, will refine the details of this proposal.

14. **Teaching Schedule.** Students in first grade will attend a minimum of 810 hours and 180 days a year. Students in grades 2-6 will attend school a minimum of 990 instructional hours and 180 days a year. The Board, teachers and principal will determine the schedule.

Teacher preparation will be built into the schedule. The teachers will be required to participate in in-service training and career development as deemed appropriate by the Board.

CURRICULUM AND INSTRUCTION

Mission Statement

Our mission is to create a school that utilizes place-based education to foster autonomous life-long learning through knowledge of and responsibility for the environment.

CURRICULUM

Our mission is to create a school that utilizes place-based education to foster autonomous life-long learning through knowledge of and responsibility for the environment.

Our purpose is to create an innovative educational model that nurtures inquiry and creativity. The natural world will be used as a classroom for place-based learning across the curriculum. Place-based environmental education strives to build a foundation for the young as future citizens who will actively participate in the democratic process, first within the school and ultimately the community and beyond.

Our belief is that each child must have the opportunity to develop independence, self-reliance, self-confidence and a positive view of life and learning, to develop understanding, appreciation and respect for individual and cultural differences in order to live successfully in a global community.

15. **Purpose.** The purpose of Soldier Hollow Charter School is to create an innovative educational model that nurtures inquiry and creativity. The natural world will be used as a classroom for place-based learning across the curriculum. Place-based environmental education strives to build a foundation for the young as future citizens who will actively participate in the democratic process, first within the school and ultimately the community and beyond.

Belief Statements

Individuality

Each child must have the opportunity to develop independence, self-reliance, self-confidence and a positive view of life and learning.

It is necessary to understand, appreciate and respect individual and cultural differences in order to live successfully in a global community.

A balanced interdisciplinary curriculum is necessary to adapt to individual interests, talents and needs.

Distinguishing Qualities

Small Class Sizes

Soldier Hollow Charter School will maintain a maximum student/teacher ratio of 20-1.

We believe small class sizes assist in meeting the intellectual, emotional, social and creative needs of each child.

Environmental Education

We believe that children are more engaged in learning when the studies make a connection with their lives. The focus of the program will be:

- to promote awareness of, understanding and respect for the natural world.

DISTINGUISHING QUALITIES

Our school will:

- Offer small class sizes to meet the intellectual, emotional, social and creative needs of each child.
- Promote the awareness of, understanding and respect for the natural world.
- Offer experiences outdoors across the curriculum in order to connect their studies with their lives.
- Inspire and empower students to work with creativity and originality to become responsible member of society.
- Have a curricular model for place-based interdisciplinary learning using core curriculum principles as the structure.
- Encourage students of different ages to teach and learn from one another through multi-age interaction to build a sense of family and community and help them develop social and emotional strengths.

- To offer experiences outdoors across the curriculum with emphasis on the arts and physical education.
- To inspire and empower students to work with creativity and originality to become responsible members of society.
- To build a curricular model for place-based interdisciplinary learning using core curriculum principals as the structure.

Multi-age Interaction

With the encouragement of multi-age interaction, students of different ages teach and learn from one another, without the limitations of grade level. Children work confidently at their own level. We believe meaningful multi-age interaction builds a sense of family and community. Empathy, respect and working through problems help children develop social and emotional strength.

The Arts

The arts will be used as a tool for exploration to better understand individuals, their skills, interests, goals and character. We believe that art and the creative process should be integrated into the learning environment, making connections with academics and units of study. The noted artist and teacher Paul Klee from the original Bauhaus school saw the ongoing ability to learn, discover, and question more important than the outcome. Art is giving form to an idea and Klee distills its significance into one sentence:

“The approach to form, supposedly dictated by some internal or external necessity, is more important than the goal, the end of the path...The act of giving form determines form itself, and the process is more important than the form.”

The process of making discoveries in art nurtures the imagination and builds self-confidence while benefiting critical thinking and problem-solving abilities. The arts curriculum will integrate elements in nature and place-based experience. The program will include developing an understanding and appreciation

DISTINGUISHING QUALITIES

Our school will:

- Use the arts as a tool for exploration to better understand individuals, their skills, interests, goals and character.
- Allow students to make discoveries through art that nurture the imagination, build self-confidence, and develop critical thinking and problem-solving abilities.
- Teach children about the world through legacy.
- Give students the opportunity to become fit and strong while skiing and hiking the beautiful trails of Soldier Hollow.
- Give students the opportunity to experience personal challenge and competition as they participate in an annual Olympics.
- Enable students to explore and observe animal habitat, wetlands, birds, weather and other living things while breathing fresh air and learning the value of a healthy lifestyle.

of music, drama, film, animation, and dance as well as the visual arts and crafts.

Physical Education and a Healthy Lifestyle

We are honored to carry on the legacy of the 2002 Winter Olympic games. The students will learn about the world through this legacy.

The students will become a part of Team Soldier Hollow and have the opportunity to become fit and strong while skiing and hiking the beautiful trails at Soldier Hollow. The school will hold an annual, "International" cross-country and biathlon event, where the students will experience personal challenge and competition.

The Soldier Hollow Foundation will be our partner in the implementation of this unique physical education and environmental education program.

The students will explore and observe animal habitat, wetlands, birds, weather and other living things, while breathing fresh air and learning the value of a healthy lifestyle.

Examples of Accountability

- To provide the catalyst for student to feel pride and ownership in their work.

This goal will be measured by the use of portfolios, which will become a part of ongoing student evaluation.

- To contribute to our local community by creating and implementing an annual school project that parallels the mission of the school. Some examples may include a community garden, an arts festival, a local recycling center, etc.

This goal will be measured by the successful implementation of at least one community based project each year.

16. **Curriculum.** The Utah State Core Curriculum will be the basis for teaching at Soldier Hollow Charter School. Our goal will be to implement a curricular model using core curriculum principals as the structure with a place-based, interdisciplinary teaching approach. Testing and assessment will be based upon the standards set by the State of Utah.

Please see Appendix H for information about current instructional methods.

We emphasize that the teachers, with direction from the principal, will ultimately be responsible for preferred methods and techniques of instruction and daily planning. We seek teachers who will move the curriculum and learning environment in the following directions:

- Recognize the importance of a child's physical, social and emotional wellbeing.
- Develop effective and cooperative team teaching methods with other teachers.
- Understand and reinforce the mission of the school.
- Make classroom experiences and activities vivid and meaningful.

- Create a supportive environment that encourages respect for differences in culture, gender, life-style, ethnic background, economic status and learning differences.
- Create opportunities that allow students at all levels to experience success and academic achievement.
- Manage the classroom in a respectful and friendly manner.

Technology. Computers will be used as a learning tool in the classroom. Computers will not replace hands-on experience, but will be used to supplement learning, research and creative projects. The students will have controlled and monitored access to the Internet as required by the Utah State Office of Education

17. **Calendar.** Our calendar will generally follow the Wasatch County School District calendar. Please see Appendix I for 2005/2006 school year information.
18. **Extracurricular Activities.** The majority of our extracurricular activities will take place using the facilities at Soldier Hollow. (See Physical Education and a Healthy Lifestyle).

Community Outreach. We plan to develop partnerships with other elementary schools, local businesses and organizations within our community. The purpose will be to exchange ideas and share resources. A long-term goal for the Soldier Hollow Charter School is to develop a community based extra-curricular program in the arts and environmental education.

STUDENT ASSESSMENT

19. **Instruments and Procedures.** We intend to participate in the statewide public education assessment program and end-of-level core curriculum assessment. For ongoing evaluations we recommend a combination of Student Education Plans (SEP), alternative assessments such as performance assessments (checklists and rating scales or rubrics) and use of portfolios. Teacher observations, self and peer evaluations will be used when deemed beneficial. Ultimately, the teachers with direction from the principal and approval by the school Board will decide which forms of ongoing evaluations work best to meet the individual needs of the students.
20. **Reporting and Use.** Parents will be encouraged to be in communication with the teachers regarding their children's progress. The information will be formally reported to the parents and students through teacher/parent/student conferences after each term.

If students are having difficulty with their academic progress, the teacher, the principal, a Board member or parent, may initiate intervention. Intervention may include more individual time with the teacher or a volunteer parent, additional work at home, an outside assessment or any combination of the above.

FINANCES AND REPORTING

21. **Additional Funding.** We have run a successful program since 1999, and have used fund-raising to both supplement annual government WPU's and to build a base upon which the school can improve both its facilities and educational programming. We will continue to fund-raise from

both public and private sources, and would like to be considered for funding that could help with the cost of increasing enrollment and operating expenses.

22. **Revenues and Expenditures.** The current operations budget and projections are set forth in Appendix J. A current statement of financial position is set forth in Appendix K.
23. **Accounting Policies and Procedures.** The Board of directors of the school agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations and to make sure such records are available to the district as requested from time to time. The school agrees, on an annual basis, to engage and participate in an independent, outside audit by a certified public accountant of its financial and administrative operation. We anticipate that the audit will conform to the normal school district audit conducted each fiscal year. The audit will be provided to the State Charter Board in written form within the statutory timeline required by the State Charter Board and will be published and posted by law. The State Charter Board will provide the necessary accounting codes and forms to facilitate checks for payroll and all other disbursements. The school will maintain a comparison of actual expenditures to budgeted expenses. Disbursements from the school's account will require approval from the principal or the treasurer. The treasurer and one other Board member will be designated to sign checks. No other agency or individual may authorize disbursements to be paid out of the school's account. The Board must approve any disbursements over and above the official projected budget in advance. The school reserves the right to reallocate funds by category as deemed necessary.
24. **Insurance.** To the extent permitted by its policies then currently in force, the Board will arrange for comprehensive general liability, building and contents, errors and omissions (school leaders), blanket occupational accident, and workers compensation. Insurance coverage shall extend to the school's fixed site, Board of Directors, employees, and school activities. The school will pay the state an amount to be agreed upon which is the pro rata share equal to the cost of providing this insurance to all the other buildings on a per student operating revenue cost. The school agrees that it will coordinate all risk management activities through the state's risk management office. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with the state in the defense of any claims and complying with the defense and reimbursement provisions of the Utah Governmental Immunity Act and the state applicable insurance policies. The school will neither compromise, settle, negotiate, nor otherwise affect any disposition of potential claims assessed against it without the state's prior written approval. Anything reasonable not covered through the state will be insured with a separate policy.
25. **Fees.** The school will not charge tuition or fees, except those fees normally charged by other public schools.
26. **Responsibility.** The Board will appoint a suitably qualified professional either from their own ranks or otherwise to prepare and submit the required financial and other reports. The principal will keep accurate records of all financial transactions of the school.

SUPPORT SERVICES

27. **Transportation.** Parents will be responsible for the transportation of students to and from school. The school may provide transportation of students for school-related activities. The school will abide by state law regarding design and operations of school buses. The school will use buses from the Wasatch County School District, scheduled on an availability basis. The school will not be prohibited from acquiring the services of private carriers, as long said carriers carry the proper insurance and meet all Federal, State and local laws required for the transportation of students.
28. **Food Services.** Parents will be responsible for school lunches. Should a family qualify for free or reduced lunch based upon the Wasatch County School District lunch program, food will be provided for that student.
29. **Health and Safety.** The School is located in a new building at the Soldier Hollow 2002 Winter Olympic venue. The building has been inspected by the Fire Marshall and will have regular inspections to ensure safety. The building meets ADA, building code, fire code and OSHA requirements.

The students, parents and/or teachers will help to clean the building daily. Parents will rotate a weekly deep cleaning on a volunteer basis. In addition, the school may occasionally be cleaned professionally.

30. **Emergencies.** Safety is of paramount importance. In case of natural disaster, the school will follow an established and defined evacuation plan. Students will also practice regular fire drills and other drills to insure quick orderly evacuations. If there is a wild land fire, the students will be led to safety either east or west along pavement, depending on fire location.

For illness or minor injuries, a cot and first aid kit will be maintained at the school. Parents or guardians of students will be required to fill out standard emergency forms explaining insurance coverage, allergies, prior history of medical complications, emergency contact names and phone numbers, and other information as necessary.

A parent/guardian-calling roster will be maintained and used to notify parents in case of an emergency. The school recognizes the importance of timely communication with parents during an emergency and will strive to relay pertinent information to parents.