

Liberty Leadership Academy  
Public Board Meeting  
Date: Sep 14, 2021 Time: 6:00 PM Arizona  
320 S Main Multi-Purpose Room, Cottonwood AZ  
<https://asu.zoom.us/j/85841277555>  
or Telephone: 602 753 0140 or 346 248 7799 or 669 219 2599  
Meeting ID: 858 4127 7555 9-14-2021

Meeting Agenda

Call to order

Attendance

Approval of minutes of 10 August 2021 board meeting

Approval of treasurer's report as of September 1, 2021

Approval of LLA COVID policy for students and staff

Approval of LLA Title 1 Policy Statements:

ESSA Parent and Family Engagement Policy

Parent-Student Contract

Homeless Education Policy

Approval to enter into ASBCS procurement exceptions via:

Procurement Laws Exception Amendment Request

USFRCS (Uniform System of Financial Records for Charter Schools) Exception Amendment Request

Explanation: These two exceptions provide the school with certain flexibility in its procurement (state funds only) and accounting practices.

Director's update

Call to the public

Adjourn

MINUTES - Liberty Leadership Academy  
Public Board Meeting  
Tuesday, August 10, 2021 at 6:00pm  
Zoom, phone, on site at multi-purpose room, 320 S Main St, Cottonwood AZ

A Public Board Meeting of the Directors of Liberty Leadership Academy, an Arizona nonprofit corporation organized and existing under the laws of the State of Arizona was held Tuesday, August, 2021.

Recognition of Attendees:

Roy Miller on site  
Jeffrey Siereveld by phone  
Mary Frearson Hayes by phone  
Chandra Tenley by Zoom  
Mary Miller on site

Others in Attendance:

Rachel Dubien, School Director, on site  
Lance Barnes by Zoom

Presiding Officers and Quorum

Roy Miller, President, recognized the presence of a quorum and called the meeting to order at 6:03 pm.

Minutes

On motion duly made by Mary Miller and seconded by Chandra Tenley, the Minutes of the Public Meeting of July 13, 2021 were unanimously approved.

Treasurer's Report

On motion duly made by Roy Miller and seconded by Jeffrey Siereveld, the Treasurer's Report dated July 30, 2021 was unanimously approved.

Accounting Policy

On motion duly made by Mary Miller and seconded by Chandra Tenley, the LLA Accounting Policy was unanimously approved.

Equipment Purchases

On motion duly made by Chandra Tenley and seconded by Mary Hayes, a board resolution to approve technology and playground purchases was unanimously approved.

Removal of board member

On motion duly made by Mary Miller and seconded by Jeffrey Siereveld, the change in governance to remove Chad Shilling from his expiring term on July 7, 2020 was unanimously approved and addressed by the board. Chad was recognized and thanked for his contributions to the start-up of the school.

Election of Officers

President Roy Miller asked for nominations for the offices of CEO, President, Treasurer and Secretary. Roy Miller was nominated by Chandra Tenley and seconded by Jeffrey Siereveld to the positions of President and Treasurer; Mary Miller was nominated by Chandra Tenley and seconded by Jeffrey Siereveld to the positions of CEO and Secretary. There being no other nominations, on motion duly made by Chandra Tenley and seconded by Jeffrey Siereveld, Roy Miller was unanimously re-elected to the positions of President and Treasurer and Mary Miller was unanimously re-elected to the positions of CEO and Secretary.

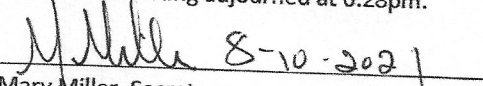
Status of School Opening

Rachel Dubien, school director, delivered an update of enrollment to date and the installation of the playground.

Call to Public: none

Adjournment

There being no further business to come before the board, upon motion duly made by Mary Hayes and seconded by Chandra Tenley, adjournment of the meeting was unanimously approved and the meeting adjourned at 6:28pm.

  
Mary Miller, Secretary

Liberty Leadership Academy  
 financial highlights  
 at 9-1-21

Cash 8-1-21	63,115
State Eq	12,287
CSP	83,736
Expenses	84,411
Cash 8-31-21	78,619
Deposit 9-1-21	13,868
Total cash 9-1-21	92,487

Projected monthly operating expenses:

Payroll and benefits	22,500
Utilities	1,500
Professional services	9,000
Supplies	2,300
Maintenance	2,000
Curriculum	-
F&F	-
Rent	5,000
	42,300

Finish playground            10,000

CSP Year 1	250,000
Reimbursements	191,374
Available	58,626
Committed	34,487
Not committed	24,139
CSF Year 2	250,000

**LIBERTY LEADERSHIP ACADEMY POLICY FOR STUDENTS AND STAFF  
REGARDING SYMPTOMS OF OR EXPOSURE TO COVID RELATED ILLNESS**

Follow guidance below if an individual presents with or reports any of the following symptoms:

Fever or chills	New loss of taste or smell
Cough	Sore throat
Shortness of breath or difficult breathing	Congestion or runny nose
Muscle or body aches	Nausea or vomiting
Headache	Diarrhea

1. If the symptomatic individual is in the school setting, they should be **isolated from others immediately** and plans should be made to get the individual home.
2. If the symptomatic individual **has had close contact with a confirmed case of COVID** they are presumed to be positive and should isolate until 14 days have passed since symptoms first appeared AND at least 24 hours have passed since the last fever without the use of medicine that reduces fevers AND other symptoms have improved. They may be referred for evaluation by their healthcare provider and possible COVID testing.
3. If the symptomatic individual **has no known contact with a confirmed case of COVID**, they may or may not be referred to a healthcare provider for evaluation and may or may not be tested for COVID.
  - a. If they are tested and are negative for COVID, they should be excluded from school until symptom-free for 24 hours without fever reducing medications.
  - b. If they are tested and are positive for COVID, they should be excluded from school to isolate until 14 days have passed since symptoms first appeared AND at least 24 hours have passed since last fever without the use of medicine that reduces fevers AND other symptoms have improved.
  - c. If they are not tested, they are presumed positive and should follow the instructions as if positive above. If a healthcare provider determines a laboratory-confirmed alternative diagnosis or attests that the condition is part of a known chronic condition and provides documentation as such, the individual should be excluded from school until they have received clearance to return to school as determined by the healthcare provider assigning the alternative diagnosis (e.g., until symptom-free for 24 hours without fever reducing medications).
4. If an **asymptomatic** individual is in the school setting, they should quarantine if they have been in close contact (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period) with someone who has COVID, unless they have been fully vaccinated. Individuals who are fully vaccinated do NOT need to quarantine after contact with someone who had COVID unless they have symptoms. However, fully vaccinated individuals should get tested 3-5 days after their exposure, even if they don't have symptoms, and wear a mask indoors in public for 14 days following exposure or until their test result is negative.

In general, a doctor's note and/or negative test are NOT NEEDED if an individual meets the time and symptoms criteria covered above. If an individual is symptomatic and is not tested (3.c. above), they DO NEED a doctor's note to provide the alternate diagnosis and recommendations for return to school.

**Liberty Leadership Academy**  
**ESSA Parent and Family Engagement Policy**

**Statement of Purpose**

Liberty Leadership Academy is committed to providing quality education to every student. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. We believe in the importance of working together to make a positive impact in the academic growth, character growth, and development of every child. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. Although the responsibility of making decisions of school policy belongs to the Governing Board and Executive Director, families are involved on an individual level and through organized parent groups. We recognize that an effective partnership between school and home sets each scholar up for success by garnering family support of our school and reinforcement in the home for the school's activities and expectations.

**Liberty Leadership Academy agrees to implement the following statutory requirements:**

- The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures are planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116, the school will work to ensure that the required parental involvement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.
- The school will incorporate this parental involvement policy into its LEA plan developed under section 1112 of the ESSA. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school submits the plan to the State Department of Education.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school is governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
  - *that parents play an integral role in assisting their child's learning;*
  - *that parents are encouraged to be actively involved in their child's education at school;*
  - *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
  - *the carrying out of other activities, such as those described in section 1116 of the ESSA.*

### **Develop Jointly**

Liberty Leadership Academy will develop an annual Site-Based Decision-Making Committee (SBDM) to assist with the annual family engagement efforts. The Liberty Leadership Academy Site-Based Decision Making Committee will be comprised of parents, members of the community, teachers, operations staff and school administration. This committee will annually review the ESSA Parent and Family Engagement Policy and revise it as necessary. The Title I principal, with input for the schools SBDM committee, will make recommendations as necessary to revisions of the district policy.

### **Build Capacity of School**

Liberty Leadership Academy will provide coordination, technical assistance, and other necessary support to assist and build the capacity for our Title I, Part A school in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. The school principal and administrative staff will provide support and training to teachers and staff to promote the parent and family engagement opportunities.

### **Coordinate Services**

Liberty Leadership Academy will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state and local laws and programs.

### **Annual Evaluation**

Liberty Leadership Academy will assess the needs of the parents and children in the school community using a variety of tools including a survey questionnaire. The findings will be used to revise the Title I program to meet the current needs. Workshops or other training will be made available to educators and parents to address these needs. Parents will be notified about training opportunities.

The SBDM committee will review and evaluate all aspects of the parent and family engagement program. Parents will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I Program. The evaluation will include an assessment of overall parent and family engagement and identify barriers to parent and family participation that still need to be overcome, needs of parents and family members to assist with the learning, and strategies to support successful school and family interactions. The community will be consulted in the design, development and implementation of the Title I program. Each year Liberty Leadership Academy will assess the needs of parents and children in the community through a variety of measures, including parental suggestions. The school will welcome and receive recommendations about the Title I program.

### **Design Evidence-Based Strategies**

Liberty Leadership Academy through its Comprehensive Needs Assessment and Integrated Action Plan process will use the finding of the annual evaluation to design and incorporate objectives that will lead to more effective parental involvement. The SBDM committee will annually review the Schools Parent and Family Engagement Policy based on the results of an annual review.

### **Involve Parents in Activities**

Parents can become involved in their children's education through a variety of ways. Liberty Leadership Academy values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other family outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed.

Liberty Leadership Academy will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Parents may contribute through volunteer programs;
- Parents may attend initial Teacher Meeting/Family Orientation;
- Parents may participate by attending school meetings at a variety of times;
- Parents may participate in curriculum nights;
- Parents are invited to serve on committees;
- Parents are invited to attend parent/teacher conferences;
- Parents are surveyed to get their input about school.

Parents will be informed on school activities through various avenues of communication throughout the school year. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, Class Dojo, and written notices will be used to establish and maintain open lines of communication with parents. Liberty Leadership Academy will welcome and respond to efforts by parents to communicate with the school.

**Parental Involvement Statement of Commitment (Compact):**

The Executive Director shall develop a Parental Involvement Compact according to Title I requirements, that is presented to families during the initial home visit.

The Parental Involvement Compact shall contain:

- The expectations for parental involvement;
- Specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and
- A process for continually involving parents/guardians in its development and implementation;
- How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement;
- The means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards; and
- Other provisions as required by federal law.

At each parent conference, teachers walk through all performance metrics with parents (we have translators in each classroom). Each teacher has the data specific to each student. Additionally, we offer four family nights (at various times) to make sure all parents understand the curriculum and give tips on what they can do at home. The Executive Director shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

# Parent-School Compact

School Contact \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Student \_\_\_\_\_

This compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2021 – 2022 school year.

## School Responsibilities

Because Liberty Leadership Academy believes every student can learn and wants to provide every student with a first class education, Liberty Leadership Academy will:

- Provide high-quality curriculum and instruction, in a supportive and effective learning environment, that enables the participating children to meet the State's student academic achievement standards by employing only highly qualified teachers, by using only research-based methods in the classroom, and by assessing student progress regularly to determine progress toward meeting those standards.
- Hold parent-teacher conferences (twice a year) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during the fall and spring.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports when a child's assessments demonstrate need for additional assistance or when a child is in danger of failing a course during a reporting period.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents after school, by calling the school's office phone number.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- Involve parents in the planning, evaluation, and improvement of the school's Parental Involvement Policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program Plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents



as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

### **Parent/Guardian Responsibilities**

Because I/we, as parent(s)/guardian(s), believe that education is important, I/we will support our children's learning in the following ways:

- Making sure my child is in attendance every school day, on time.
- Making sure my child attends tutoring time that has been set up for him/her.
- Making sure that homework is completed.
- Monitoring amount of television my children watch (so that it doesn't interfere with homework).
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school either received from my child, or by mail, and responding as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being on the Title I Policy Advisory Committee, the "Child Study Team" or other school advisory or policy groups.

### **Student Responsibilities**

Because I believe that my education is important, and that I am responsible for being successful in school, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 15 - 20 minutes every day outside of school time.
- Be respectful to my teacher and other school staff.

- Put my best effort into my school work and homework.
- Ask for help when I need help with my school work or homework.
- Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

Signatures

School-Parent Compact  
Liberty Leadership Academy

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher or School Representative

\_\_\_\_\_  
Date

# Liberty Leadership Academy

## Homeless Education Policy

This policy is intended to direct compliance with Arizona State Laws and Arizona Administrative Code and the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and should be read as consistent with those documents.

Liberty Leadership Academy will comply with the above laws by:

- Immediately enrolling homeless students regardless of missing documentation.
- Ensuring homeless children are not stigmatized or segregated on the basis of their status as homeless.
- Providing transportation to and from the "school of origin."

### Definitions

The term "homeless students" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory students who qualify as homeless because the children are living in circumstances described above.
- The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.
- The term "unaccompanied youth" includes a youth not in the physical custody of a parent or guardian.

### Liaison for Homeless Students

The school's Family Liaison is the liaison for homeless students who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of homeless students that will include but not be limited to establishment of procedures to:

- Identifying homeless children and youth as identified by school personnel and through coordination activities with other entities and agencies.
- Keeping school personnel aware of pertinent issues
- Ensuring that identified homeless children and youths are enrolled in school and have a full and equal opportunity to succeed.

- Ensuring that identified homeless families, children, and youths receive educational services for which they are eligible including referrals to health care services, dental services, and mental health services (Arizona Early Intervention Program).
- Ensuring that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Disseminating public notice of the educational rights of homeless children and youths.
- Mediating enrollment disputes.
- Informing the parent or guardian of a homeless child or youth of all transportation services to the school and assisting with providing these services.
- Reporting to the State Coordinator for Homeless Education necessary information to assess the educational needs of homeless children and youths at Liberty Leadership Academy.

### **Best Interest of the Homeless Student**

In determining the best interest of the homeless student, the school shall:

- To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
- Provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, if the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian; and
- In the case of an unaccompanied youth, the liaison for homeless students shall assist in placement or enrollment decisions, considering the views of such unaccompanied youth, and providing notice to such student of the right to appeal.
- Provide free breakfast and lunch, and transportation to, from Liberty Leadership Academy, if feasible, and in the best interest of the student.
- Transportation will be provided at the request of the parent/guardian or homeless liaison to and from the school of origin.
- Provide a quality education to homeless children and youths and include such students in all educational activities

### **Admission**

Liberty Leadership Academy shall immediately admit the homeless student even if the student is unable to produce records normally required for enrollment.

Liberty Leadership Academy shall immediately contact the school last attended by the student to obtain relevant academic records.

If the student needs to obtain immunizations, or immunization or medical records, Liberty Leadership Academy shall immediately refer the parent or guardian of the student to the Liaison for Homeless Students who shall assist in obtaining necessary

immunizations, or immunization or medical records. Homeless children and youths will not be stigmatized based on their statuses as homeless.

### **Dispute Resolution Process**

If a dispute arises over school selection or enrollment in a school:

- The student shall be immediately admitted to the school of choice while pending resolution of the dispute.
- The parent or guardian of the student shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or student to appeal the decision at the state level.
- The parent or guardian of homeless children and youth will be notified in writing of their right to appeal to the state level.
- The student, parent or guardian shall be referred to the liaison for homeless students, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute.
- In the case of an unaccompanied youth, the liaison for homeless student shall ensure that the student is immediately enrolled in the school pending resolution of the dispute.

## Procurement Laws Exception Amendment Request

### Purpose

The *Procurement Laws Exception Amendment Request* is used by the Board to grant, as permitted by A.R.S. §§15-183(E)(6) and 15-189.02, a charter holder an exception from the state procurement requirements identified in A.R.S. §§15-213 and 15-189.02. If granted, this exception applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

# USFRCS Exception Amendment Request

## Purpose

The USFRCS Exception Amendment Request is used by the Board to grant, as permitted by A.R.S. §15-183(E)(6), a charter holder an exception from the Uniform System of Financial Records for Charter Schools, or USFRCS. A charter holder granted this exception:

- Must utilize Generally Accepted Accounting Principles (GAAP);
- Is not exempt from annual auditing requirements, filing the Budget or Annual Financial Report with the Arizona Department of Education, or any financial report request from the Board, the Office of the Auditor General or the Arizona Department of Education; and
- Is responsible for any "cross-walks" necessary to complete reporting requirements.

**Re: Procurement and USFRCS exception requests**

Andrea Leder <andrea.leder@asbcs.az.gov>

Fri 8/20/2021 12:34 PM

To: Business Liberty Leadership Academy ORG <business@libertyleadershipacademy.org>

Cc: Aarron.Loya@asbcs.az.gov <Aarron.Loya@asbcs.az.gov>

Hi Mary,

The two exceptions provide the school with certain flexibility in its procurement (state funds only) and accounting practices. The Board's sample exception policies provide a framework to ensure certain safeguards are in place. The school will need to have more detailed policies and procedures in place for day-to-day operations.

For your annual audit, whether the charter holder has one or both exceptions determines which compliance questionnaire(s) must be completed by the audit firm (<https://asbcs.az.gov/school-resources/additional-resources/annual-audits>). For a charter holder that has both exceptions, the Legal Compliance Questionnaire is applicable. For a charter holder that does not have both exceptions, the USFRCS and Procurement compliance questionnaires are applicable.

I hope this helps. If you have any other questions, please let me know.

Thanks,

Andrea

*Andrea Leder*

Assistant Director of Operations & Finance



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**Arizona State Board for Charter Schools**

P.O. Box 18328, Phoenix, Arizona 85005

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