

# Quail Run Primary School



Chartered Public School Application  
Submitted by  
Barbara Alldredge

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

**The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.**

Barbara Alldredge  
Authorized Agent (please print)

*Barbara Alldredge*  
Signature of Authorized Agent

June 13, 2008  
Date

**All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract.**

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## Title Page

Name of Proposed Charter School Quail Run Primary School  
[ X ] New School [ ] Converted School

Name of Applicant Applying for the Charter Barbara Alldredge  
(This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Barbara Alldredge  
(This may be the individual applicant or an authorized member of the corporate board.)

Authorize Agent Mailing Address 1285 E 300 N

City American Fork State Utah Zip 84003-2091

District school will be located Alpine E-mail barbara@matcheez.com

Daytime Phone ( 801 ) 772-0173 Fax ( ) \_\_\_\_\_

### Form of Organization

[ X ] Nonprofit Corporation

[ ] Tribal Entity

[ ] \_\_\_\_\_

The governing body of a charter school is responsible for the policy decisions of the school.  
Please indicate the makeup of this body below.

Name (if known at time of application)	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Barbara Alldredge	801.772.0173	Parent	President
Gary Fullmer	801.560.6453	Parent	Treasurer
Tawna Brown	801.492.2845	Parent	Secretary

Attach a list of those persons whom you have designated as founding members of the school.  
Children of a Founding Member (an individual who has had a significant role in the development of a charter school application) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)(A)

## Founding Committee Members as of June 12, 2008

*Children of a Founding Member are eligible for preferential enrollment under both State and Federal Charter School law 53A-1a-506(b)(i)(A). The number of students granted preferential enrollment at Quail Run Primary School may not exceed 12% of the maximum student enrollment.*

Barbara Alldredge- Program of Instruction

Gary Fullmer and Olivia Fullmer- Business, Nutrition

Lori Fullmer and Alan Fullmer- Curriculum, Technology

Holly Wilson and Rand Wilson- Public Relations, Facilities

Brittany Macdonald- School Lunch

Tawna Brown and Dan Brown- Psychology, Facilities

Kristi Beckett- Recruitment

# Quail Run Primary School

## Founding Committee Member List

FINAL

August 31, 2010

Barbara and Chad Alldredge

Gary and Olivia Fullmer

Tawna and Dan Brown

Alan and Lori Fullmer

Amanda Wilson

Angela Mains

Brittney Day

Carrie Sykes

Cassie Crow

Darrel Acumen

Erin Ruy

Jenna Webb

Joel Wright

Jodi Nicholes

Jonessa White

Kira-Fire Ellis

Kristi Beckett

Tara Turner

Lisa Hasleton

Lisa Newell

Matt Godsey

Meleana Fonoimoana

Mindy McKnight

Page Westover

Rachael Haney

Rachel Peay

Rebecca Hoffman

Sandi Pond

Shinobu Tanaka

Tiffiny Frederickson

Todd Andersen

Travis Spunaugle

### Section 3: Target Population

#### Mission Statement (use only this space):

Quail Run Primary School is an environmentally responsible and multi-sensory learning center that empowers students to be accountable for their educational journey.

GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE														TOTAL NUMBER OF STUDENTS (Enrollment cap)
<b>Year 1</b>	K	1	2	3	4	5	6	7	8	9	10	11	12	
	72	72	72	72	72	72	72	72	72					648
<b>Year 2</b>	K	1	2	3	4	5	6	7	8	9	10	11	12	
	72	72	72	72	72	72	72	72	72					648
<b>Year 3</b>	K	1	2	3	4	5	6	7	8	9	10	11	12	
	72	72	72	72	72	72	72	72	72					648
<b>Ultimate Enrollment</b>	72	72	72	72	72	72	72	72	72					648

(The number of students should be at maximum the enrollment that is being requested. Add rows as necessary to show complete enrollment plan.)

#### School Calendar

☒ Standard

☐ Extended School Year

Instructional Days 180

Start Date August 30, 2010

☐ Alternative (please describe in 5 words or less)

## **The Seven Purposes of Charter Schools**

Quail Run Primary School meets the purposes for charter schools as statutorily defined in Title 53A-1a-503:

### *1. Continue to improve student learning:*

Quail Run Primary School (QRPS) empowers students to be accountable for their own educational journey. The multi-sensory and physically active methodology employed at QRPS assures that each student has the opportunity to learn in a way that appropriately fits his/her learning style. Additionally, QRPS students take weekly classes where they learn study strategies, practice assertive learning skills, and apply self-monitoring techniques. These classes teach students ways in which they can take charge of their own educational experience.

To meet the needs of all students, the faculty at QRPS includes a special services team that, as necessary, includes such educational professionals as a school psychologist, a guidance counselor, special education teachers, an occupational therapist, a physical therapist, an ASL interpreter, a speech and language pathologist, ESL specialists, and a school nurse. Classroom teachers are trained to identify and assist students with disabilities. All teachers also work toward a gifted/talented endorsement beginning their first year of teaching.

### *2. Encourage the use of different and innovative teaching methods:*

Teachers at QRPS empower students to be responsible for their own educational journey by means of hands-on activities and multi-sensory experiences that allow students to learn through discovery. Teachers also encourage student directed learning via content area reading opportunities and scientific exploration. Students make connections to real-life situations and learn personal responsibility as they participate in learning opportunities with an environmental focus such as the school garden or the trash-to-art program. Students participate in weekly "world classroom" experiences including virtual assemblies, walking tours, outdoor class periods, and traditional field trips. Teachers use project based lesson plans when possible and they take advantage of current educational technologies. All lessons plans used in QRPS classrooms incorporate gross motor activities. Teachers may use direct instruction when at least 50% of the planned activity time allows children to wiggle while they learn. Innovative teaching techniques are encouraged when they parallel the philosophy and mission of the school.

### *3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:*

To ensure a consistent educational experience for all students, QRPS uses a school-wide database of approved lesson plans. Teachers work collaboratively to refine these lesson plans, share educational strategies, and adapt school-wide discipline policies. Veteran teachers and first year teachers can share their creative teaching ideas and techniques. In the classroom, teachers work in teams of two or three to mentor and support each other throughout the school year. Teachers also serve on school steering committees that evaluate new technologies, green school proposals, and innovative teaching techniques.

### *4. Increase choice of learning opportunities for students:*

QRPS provides expanded learning opportunities for students: the QRPS fine arts program includes instruction in dance and music; the world languages program encourages students to become fluent in multiple languages; and the healthy lifestyles program teaches students to avoid drugs and make

appropriate food and exercise choices. Students can also choose optional after-school enrichment classes where they can focus their interests or develop new skills.

5. *Establish new models of schools and new forms of accountability that emphasize measurement of learning outcomes and the creation of innovative measurement tools.*

QRPS holds students accountable for their own learning. QRPS gives students credit for achievement and proficiency but not for simply attending class or completing a certain number of assignments. QRPS uses standards based report cards. This requires each subject area teacher to be actively involved in verifying and evaluating student progress. Students who demonstrate competency of 85% or greater in any given academic subject by the end of the school year receive a cumulative "PASS" grade for that class. Teachers must substantiate a given grade with evidence by employing alternative assessment methods including oral exams, essays, presentations, electronic portfolios, written tests, quizzes, teacher observations, rubrics, personal reflection, self-assessment, and student interviews.

6. *Provide greater opportunities for parental involvement in management decisions at the school level.*

Family involvement is an integral component of the QRPS philosophy:

- Parents and guardians may volunteer in their students' classrooms each week or they may donate their time and expertise for special events.
- Parents and adult family members serve on school steering committees that enrich the educational experience of all students attending QRPS. These steering committees encourage more individuals to be involved and allow those with limited time or focused interests and talents to contribute without a long-term commitment. Among other responsibilities, parent steering committees make decisions regarding School LAND Trust funds, guide curriculum modifications, recommend enrichment courses, and implement eco-friendly school policies.
- Parents of students serve on the QRPS Board of Trustees and all board meetings are open to the public. Meetings are scheduled and posted on the school's website and parents may sign up for email notification.
- Parents have access to email addresses for all teachers, administrators and board members and may contact them at any time.
- QRPS encourages parent input in all areas of school operations from the classroom where teachers use parent evaluations to fine-tune their teaching techniques to the lunchroom where the lunch staff relies on feedback from parents when selecting menu options.

7. *Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the "No Child Left Behind" Act.*

There are three schools within 2 miles of the proposed sites for QRPS that did not make AYP in 2007. These schools are Forbes Elementary in American Fork, Greenwood Elementary in American Fork, and Grovecrest Elementary in Pleasant Grove. There are an additional ten schools in Alpine School District that did not make AYP in 2007. These are Rocky Mountain Elementary in Lindon, Meadow Elementary in Lehi, Lehi Elementary in Lehi, Pony Express Elementary in Eagle Mountain, Scera Park Elementary in Orem, Westmore Elementary in Orem, Aspen Elementary in Orem, Cherry Hill Elementary in Orem, Geneva Elementary in Orem, and Windsor Elementary in Orem (results obtained from USOE.) Students from these areas will benefit from the small class sizes, educational philosophy, active methodology, after-school enrichment program, and full day kindergarten at QRPS.



## Section 4: Market Analysis

### Site Location and Facility

#### *Proposed Building Specifications*

Room	#	sq ft	total sq ft
Administrative Offices	2	740	1480
Art Studio	3	740	2220
Café/Kitchen	1	4000	4000
Counseling	1	370	370
CTE	4	740	2960
Custodial Office/Boiler Room	1	740	740
Dance Space	2	740	1480
Foreign Language	3	740	2220
Gymnasium/Locker Room	1	3000	3000
Hallways	1	3000	3000
Kids' Garden	4	740	2960
Library	1	2500	2500
Little Theater	1	3500	3500
Mathematics Department	4	740	2960
Miscellaneous	1	8000	8000
Music Hall	3	740	2220
Pre-School	4	550	2200
Principal/Assistant	1	740	740
Reading Nook	5	740	3700
Reception/Commons Area	1	2187	2187
School Nurse	1	200	200
Science Lab	2	740	1480
Social Studies	2	740	1480
Special Education- Self Contained	3	360	1080
Special Education- Resource	2	270	540
Special Education- Speech	1	270	270
Special Education- Psychologist	1	270	270
Special Education- Therapy	2	270	540
Teacher Lounge	1	740	740
Workroom	1	740	740
Writers' Workshop	3	740	2220
<b>Total Square Footage</b>			<b>61997</b>
89 square feet per student			

#### *Selected Features of the Facility*

##### Math Room

Vinyl lettering formulae on the wall  
Inside and outside thermometers on windows  
Floor tiles form a tessellation  
Giant geo-board  
Ferns and ivy  
Giant spinner on wall  
Locked teacher office for each teacher  
Escher posters  
Removable chair rail patterns

Recycling bin  
Mirror on the wall  
Storage room with student access  
Sample honeycomb  
Drinking fountain  
Number line around top molding  
In class, private toilet room  
Dictionary wall of math definitions  
Pictures of famous women mathematicians

##### Playground

Accessible swings

Merry-go-round that generates electricity

Recycled wood chips  
Water wheel  
Student garden  
Benches  
Stone path

Ball wall  
Giant tangrams  
4 square courts surrounded by grass  
Shade trees

#### Community Areas

Solar panels  
Gray water system for landscaping  
Trees in the parking lot  
Auto soap dispenser  
Pine trees planted on the north  
Paver patterns  
Classical music listening stations  
Multi language room labels  
Aquarium  
Constellations on the ceiling  
Clocks showing time in different time zones  
Dinosaur statues  
Giant checkerboard  
Clock tower  
U.S. flag  
Posters on non-asbestos ceiling tiles

Computer controlled HVAC system  
Rainwater collection system  
Auto flush toilets  
Many indoor plants  
Deciduous trees planted on the east and west  
Windmill  
Student piano  
Famous paintings  
Famous quotes in vinyl lettering on walls  
Interactive bulletin boards  
Sculptures  
Sundial  
Scale model of the planets  
Walking trail  
Animal tracks

#### Social Studies Room

Giant wall map

Pictures of U.S. presidents

#### Physical Education and Gymnasium Areas

Locker room has 28 private cubicles w/6 lockers

Wheel chair accessible cubicles

#### Reading Nook

Large group floor space with a rug  
Computer area  
Reading alcoves  
Nooks and cubbies for semi-private reading  
Recycling bins

Individual comfortable reading spaces  
Small group area with desks  
Overhead projectors  
Private toilet rooms  
Locked offices for each teacher

#### Accessibility

The QRPS facility meets or exceeds ADA recommendations for building and playground accessibility. In addition to basic recommendations such as Braille signs, wide hallways, and automatic doors, the QRPS facility includes other standard designs to assist students and visitors with disabilities. The library media center features numerous accommodative devices for students and visitors with disabilities. At least 50% of playground equipment is accessible.

QRPS classrooms feature a variety of desk, chair, and table heights. In addition, desk free zones allow students of all abilities to participate in both group and individual activities. All restrooms and drinking fountains located within classrooms are wheelchair accessible. Natural lighting is emphasized and the school design avoids the use of transparent dividers, step-down areas, hazards and blocks in pathways, and other line dividers that are difficult for the visually impaired to navigate. All classrooms are equipped with adequate audiovisual equipment.

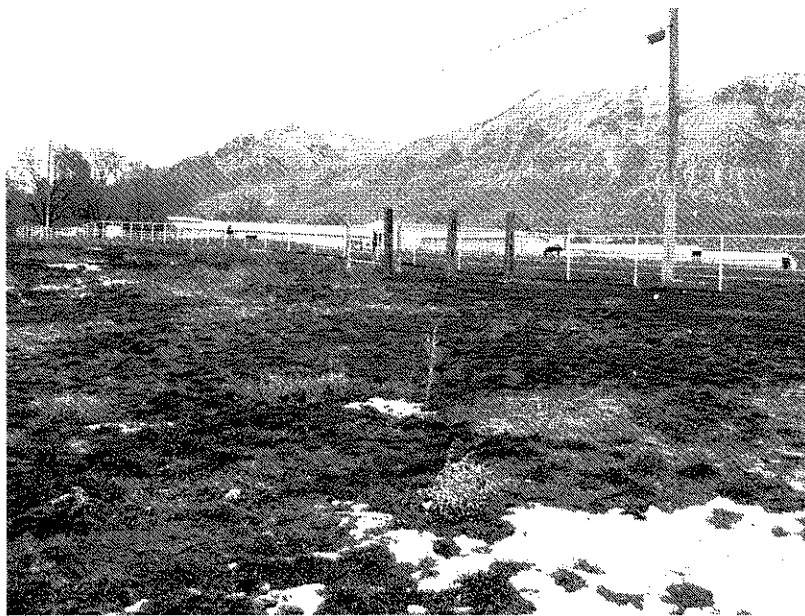
Whenever possible, special education students are served within the regular classrooms. However, there are nine separate special education rooms including rooms for therapy services, self-contained classrooms, secure records rooms and adequate toileting facilities. The lunchroom, auditorium, and stage have easy access for wheelchairs and walkers. The school building has a single main entrance for student safety but provides additional accessible exits for safe evacuation during emergencies.

Although no site has yet been secured for QRPS, although proposed sites are under consideration. The following criteria are being used to evaluate potential sites:

- Proximity to main artery to limit impact on neighborhood traffic
- Qualification for USDA loans
- Residential location to encourage safe walking routes for local students
- Distance from public transportation routes
- Acreage between 3 and 10 acres
- Construction access
- Zoning restrictions
- Reasonable access to water, electricity and sewage facilities
- Development consistent with surrounding areas
- Reasonableness of price

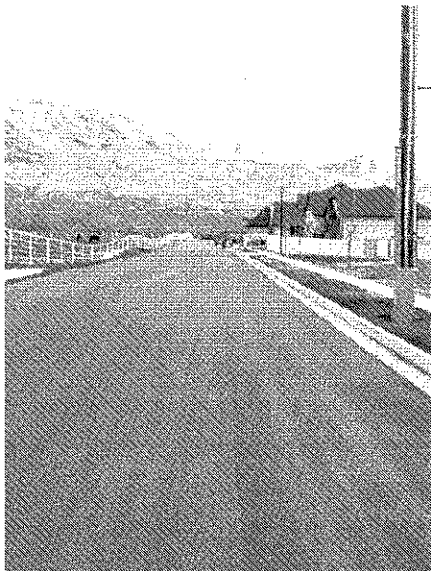


## Proposed Site # 1



Approximate Address: 450 North 1100 East, American Fork

Description: The site is currently zoned residential/agricultural. This site is within .5 miles of a UTA bus stop. It is situated within a residential area but with access from a main public road (1100 East.) The main access road would eliminate the need for added traffic in the local neighborhoods although patrons would likely attempt to park in residential areas during large school functions if adequate parking is not provided. It is also situated next to an LDS church building. This reduces the number of homes impacted by construction. The total acreage is nearly 13 acres and the school would require between 3 and 10 acres.



*View facing east*



*View facing south*

Proposed Site #2



Approximate Address: 1485 East 300 North, American Fork

Description: The site is currently zoned residential/agricultural. This site is within .5 miles of a UTA bus stop. It is situated within a residential area with access from 300 North. The areas south and west of the site are zoned agricultural and medical. The total acreage is 4.85 acres and the school would require between 3 and 10 acres. There is currently an older home on the property that would need to be removed.



*House currently located on property*



*View facing west*



*View facing south*



*View facing east*

## Education Landscape

QRPS is located in Alpine School District and serves students from the American Fork, Cedar Hills, Pleasant Grove, Manila, northeast Lehi, and Highland areas with a smaller number of students from the outlying cities of Alpine, Lindon, Orem, Saratoga Springs, southwest Lehi, and Eagle Mountain.

Located within the boundaries of Alpine School District are two private schools, twenty-two neighborhood public schools and four chartered public schools serving students in grades K-8 from the immediate area; and three private schools, thirty-five neighborhood public schools and five chartered public schools serving students in grades K-8 from outlying areas (see tables below.)

### Chartered Public Schools within the Alpine School District Boundaries in the Proposed Area

John Hancock Charter School (Pleasant Grove)  
Lincoln Academy (Pleasant Grove)  
Odyssey Charter School (American Fork)  
Renaissance Academy (Lehi)

### Chartered Public Schools within the Alpine School District Boundaries in Outlying Areas

Lakeview Academy (Saratoga Springs)  
Mountainville Academy (Alpine)  
Noah Webster Academy (Orem)  
Ranches Academy (Eagle Mountain)  
Timpanogos Academy (Lindon)

### Alpine School District Neighborhood Public Schools within the Proposed Area

Barratt Elementary (American Fork)  
Cedar Ridge Elementary (Cedar Hills)  
Cedar Valley Elementary (Cedar Fort)  
Central Elementary (Pleasant Grove)  
Deerfield Elementary (Cedar Hills)  
Eaglecrest Elementary (Lehi)  
Forbes Elementary (American Fork)  
Fox Hollow Elementary (Lehi)  
Freedom Elementary (Highland)  
Greenwood Elementary (American Fork)  
Grovecrest Elementary (Pleasant Grove)  
Highland Elementary (Highland)  
Legacy Elementary (American Fork)  
Lehi Junior High (Lehi)  
Lindon Elementary (Lindon)  
Manila Elementary (Pleasant Grove)  
Mount Mahogany Elementary (Pleasant Grove)  
Ridgeline Elementary (Highland)  
Sego Lily Elementary (Lehi)  
Shelley Elementary (American Fork)  
Valley View Elementary (Pleasant Grove)  
American Fork Junior High (American Fork)  
Mountain Ridge Junior High (Highland)  
Oak Canyon Junior High (Lindon)  
Pleasant Grove Junior High (Pleasant Grove)

**Alpine School District Neighborhood Public Schools within Outlying Area**

Alpine Elementary (Alpine)  
Aspen Elementary (Orem)  
Bonneville Elementary (Orem)  
Cascade Elementary (Orem)  
Cedar Valley Elementary (Cedar Fort)  
Cherry Hill Elementary (Orem)  
Eagle Valley Elementary (Eagle Mountain)  
Foothill Elementary (Orem)  
Geneva Elementary (Orem)  
Harvest Elementary (Saratoga Springs)  
Hillcrest Elementary (Orem)  
Lehi Elementary (Lehi)  
Meadow Elementary (Lehi)  
Northridge Elementary (Orem)  
Orchard Elementary (Orem)  
Orem Elementary (Orem)  
Pony Express Elementary (Eagle Mountain)  
Rocky Mountain Elementary (Lindon)  
Saratoga Shores Elementary (Saratoga Springs)  
Scera Park Elementary (Orem)  
Sharon Elementary (Orem)  
Snow Springs Elementary (Lehi)  
Suncrest Elementary (Orem)  
Vineyard Elementary (Vineyard)  
Westfield Elementary (Alpine)  
Westmore Elementary (Orem)  
Windsor Elementary (Orem)  
Canyon View Junior High (Orem)  
Lakeridge Junior High (Orem)  
Orem Junior High (Orem)  
Timberline Middle School (Alpine)  
Willowcreek Middle School (Lehi)

**Private Schools within the Alpine School District Boundaries in the Proposed Area**

American Heritage (American Fork)  
Liahona Prep (Pleasant Grove)

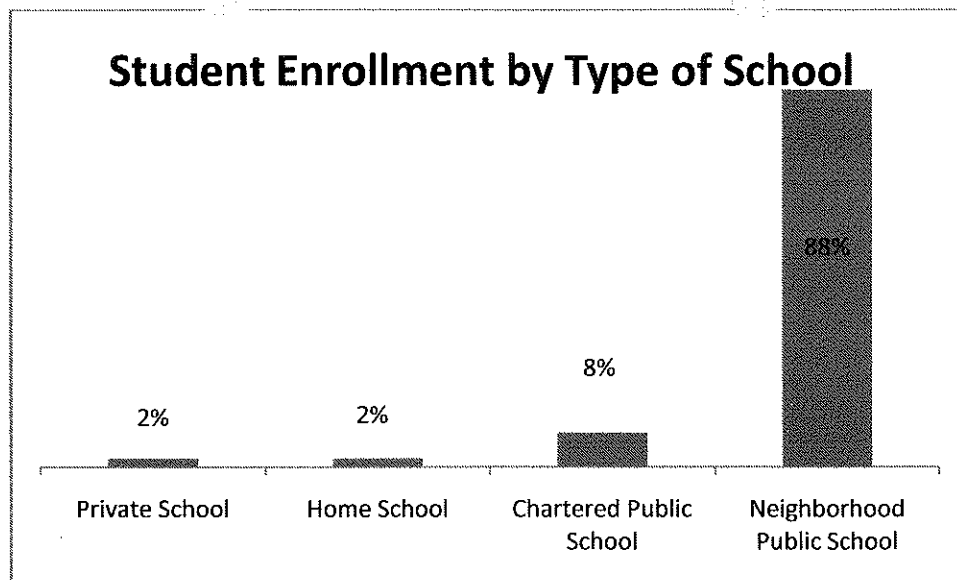
**Private Schools within the Alpine School District Boundaries in Outlying Areas**

Challenger (Orem)  
Kids Village (Orem)  
Montessori Learning Center (Lindon)

Student enrollment figures approximate that district wide 850 students in Alpine School District boundaries (2%) attend home school; 877 (2%) attend private schools; 3,748 attend chartered public schools (8%) and the remaining 42,045 students (90%) attend neighborhood public schools. (Sources: Private School Review Online; USOE home school enrollment estimations and approximations for 2006; Utah's Public Charter Schools Annual Report 2006-2007; Alpine School District Annual Report 2006-2007.)



## Student Enrollment by Type of School



## Market Trends

### Alpine School District Neighborhood Public School Enrollment

American Fork, Cedar Hills and southwest Pleasant Grove

Neighborhood Public School	Current Enrollment	Effectual Room Count	Actual Room Count	Effectual Capacity	Actual Capacity	Effectual +/-	Actual +/-	
Barratt Elementary	602	26	22	650	550	-48	52	AF
Cedar Ridge Elementary	986	37	33	925	825	61	161	CH
Deerfield Elementary	922	38	34	950	850	-28	72	CH
Forbes Elementary	611	29	25	725	625	-114	-14	AF
Greenwood Elementary	604	36	20	900	500	-296	104	AF
Grovecrest Elementary	646	33	29	825	725	-179	-79	PG
Legacy Elementary	944	37	31	925	775	19	169	AF
Manila Elementary	835	30	26	750	650	85	185	PG
Mount Mahogany Elementary	893	34	34	825	850	68	43	PG
Shelley Elementary	1,031	40	20	1,000	500	31	531	AF
Elementary Subtotal	8,074				6,850	-401	1,224	
American Fork Junior High	1,565	68	48	1,700	1,200	-135	365	AF
Pleasant Grove Junior High	1,335	55	51	1,375	1,275	-40	60	PG
Junior High Subtotal	2,900				2,475	-175	425	
TOTAL	10,974				9,325		1,649	

#### Definitions and Methods Used:

*Current Enrollment* data was obtained from the Alpine School District Annual Report 2007.

*Effectual Room Count* was taken from the Alpine School District Annual Report 2007 and includes the total number of school rooms (including temporaries, portables, trailers, ISS rooms, tutoring rooms, computer labs, and special education classrooms.) Kindergarten rooms are counted twice.

*Actual Room Count* was obtained during an on-site physical inspection or from a school provided building map and excludes portables, computer labs and special purpose rooms with a small student capacity. Kindergarten rooms are counted twice. Where school maps were not available and access to the school was not permitted (citing school safety concerns), room count was figured by subtracting the number of portable classrooms visible upon an external physical inspection of the school from the effectual room count given in the Alpine School District Annual Report 2007.

*Effectual Capacity* is figured by multiplying 25 students by the effectual room count.

*Actual Capacity* is figured by multiplying 25 students by the actual room count.

Neighborhood public schools were select based on their proximity to Quail Run Primary School's proposed location(s).

### *School Overcrowding*

- Overcrowding is a main concern of many parents in the Alpine School District. In May 2008, parents, PTA members representing 12 schools, the State PTA Education Commissioner, and one local state representative met with the Alpine School District Board to express their continued concerns with overcrowded classrooms. District representatives indicated that they were unsure how to realistically fund smaller class sizes. (Stewart, Amy K., (2008, May 21). Parents decry Alpine's large class sizes [Electronic version]. *Deseret News*.)
- Eight of the ten elementary and both of the junior high schools in Alpine School District (ASD) serving the American Fork, Cedar Hills, and southwest Pleasant Grove area face overcrowding with student counts over the school capacity (see table above.) During the 2007-2008 school year, these schools had a total enrollment of 10,974 students but only had building capacities to serve 9,325 students. This leaves 1,649 students without proper classroom facilities.
- Alpine School District uses a class size of twenty-five students to figure capacity. Current state legislation encourages class size reduction to twenty or fewer students. If the enrollment figures are adjusted to reduce class size, then overcrowding figures increase to 3,514 students without classrooms.
- The growth rate remains high in Utah County. American Fork City averages a 4% population growth each year. Alpine School District anticipates overall student growth of approximately 3.5 % per year until 2011. By the school year 2010-2011, these schools will be over capacity by 2,842 students when using a class size of twenty-five students and 8,653 students over capacity when using a class size of twenty students.
- Extrapolating this data to include the additional ten schools from the immediate area (but allowing for a 10% variation) could increase over crowding figures to 11,370 students by the school year 2010-2011.
- Alpine School District projects a total district enrollment of 64,334 students by the year 2010. The student capacity of QRPS is 648 students. This number represents one percent of the total projected student enrollment of Alpine School District.
- Future full day kindergarten classes and possible state or federal mandated pre-school programs are not included in these overcrowding figures but would undoubtedly increase overcrowding problems.

### *Parent Support*

Forbes Elementary and Grovecrest Elementary are the only two neighborhood public schools in the area that are under capacity and both failed to make AYP in 2007.

The recent vote on Referendum 1 showed widespread support in Alpine School District. The referendum passed in all Cedar Hills, Highland, and Lindon voting districts. The referendum also passed in 15 districts throughout American Fork, Lehi, and Pleasant Grove. Overall, the referendum was only defeated by an average of 53%. The close results of this election indicate that support for increased school choice still exists in northern Utah County. It also demonstrates strong support for public education. Chartered public schools satisfy both.

Statement of Votes Cast 2007 General Election Referendum Number 1:



Referendum1\_by\_Pr  
ecinct.pdf

### **Competitive Advantage**

Quail Run Primary School is a unique learning facility. Although QRPS shares many quality educational components with other charter and neighborhood public schools, QRPS also offers program ideals not consistently found in any other local public schools.

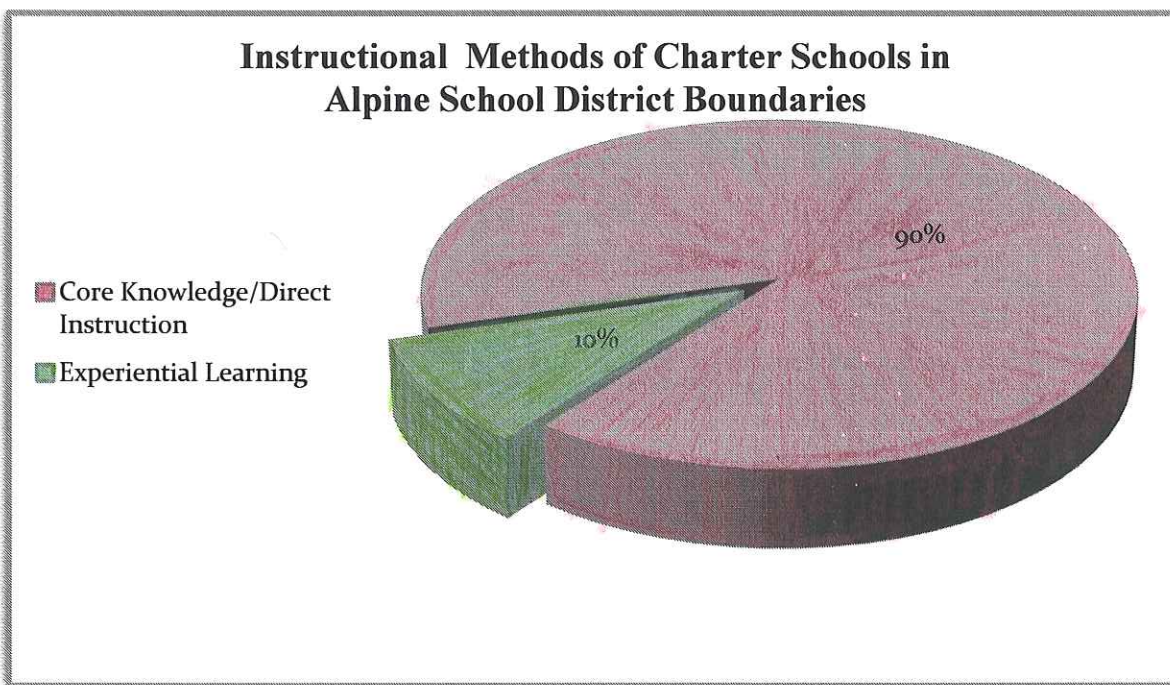
### *Class Size*

QRPS classes have an average of 18 students per class with some classes as low as 10 students per teacher. Alpine School District classes have an average of 25 students per class. Charter schools in the area range from 18 to 25 students per class with an average of 23 students per class. (Source: Alpine School District Annual Report 2006-2007; Utah's Public Charter Schools Annual Report 2006-2007.)

### *Instructional Method*

The majority of charter schools in the proposed area offer direct instruction and a Core Knowledge curriculum (see table 1) while QRPS specializes in experiential learning and focuses on an integrated curriculum. (For a detailed description of instructional methods, see Section 11: Comprehensive Program of Instruction.)

Table 1



### *Environmental Emphasis*

QRPS is the only chartered public school or neighborhood public school in Alpine School District boundaries that has an environmental focus. Environmental responsibility is a stated part of our mission statement and influences the curriculum, methodology, and operational principals of the school. (See also Section 11: Comprehensive Program of Instruction.) According to the Oregon Resource Efficiency Program, the average student produces 1 1/3 pounds of school related waste each day. Environmental awareness is a burgeoning area of interest. The Federal Government is even currently considering legislation that would encourage schools across the country to become more energy efficient (Abrams,

Jim., 2008, June 4. House approves funds for 'green' schools. Yahoo! NEWS.) The QRPS instructional philosophy stresses wise use of natural resources, personal responsibility for environmental impact, appreciation for nature, and eco-friendly technologies.

### **Outreach and Marketing Plans**

Quail Run Primary School is a public charter school that receives federal funding and as such will not discriminate based on disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry. However, QRPS recognizes the need to eliminate barriers that prevent certain subgroups of the population from enrolling in charter schools. In Alpine School District, there are four federally identified subgroups that are consistently not making AYP as shown by the ELA and Math CRTs: Hispanic students, limited English proficient students, economically disadvantaged students, and students with disabilities. (QRPS acknowledges that students may be classified in more than one category.) QRPS believes that these student groups will benefit from its small class sizes and unique methodology. QRPS also offers the benefits listed below for specific students subgroups. QRPS will employ marketing strategies that emphasize these benefits to encourage equal enrollment opportunities for students from these subgroups.

#### Hispanic Students

QRPS participates in the Federal School Lunch Program and anticipates future implementation of the National Breakfast Program and Supplementary School Snacks Program. The school offers free and reduced price meals to qualifying students. As part of these programs, the lunch staff seeks and uses parent input to select foods that students will find familiar. QRPS believes that all students perform better when they eat nutritious meals and endeavors to provide meals that include whole grains, lean proteins, and organic fruits and vegetables but that limit preservatives, food colorings, added salt, refined sugar, trans-fat and high fructose corn syrup.

QRPS is a multi-lingual school. Preference is given to job applicants who speak Spanish and bonus pay is awarded to faculty who speak Spanish fluently. School signs, the school website, and school notices are prepared in English and Spanish. Books in both Spanish and English fill the school library. Informal English classes for parents are offered after school and on week-ends. Interpreters are provided at Charter School Board meetings.

QRPS has at least one full time, on-site ELL faculty member. QRPS utilizes one-on-one tutoring, a parent volunteer program, a peer assistance program, licensed reading specialists, and classroom teacher aides to offer individualized assistance to students with the greatest needs.

QRPS will propose a common dress code policy to promote a sense of community within the student body and to reduce the financial strain caused by fashion trends.

QRPS offers a transportation program to encourage enrollment of students who live more than walking distance from the school.

QRPS offers a full day kindergarten program to give students a head start on their academic career. Students in all grades participate in weekly study skills classes.

QRPS conducts school activities that appeal to a variety of students. These include, but are not limited to, the Multi-Cultural Festival, the Latina Dance and Music Concert, the silent play (performed in ASL), and the Ability Awareness Fair.

QRPS seeks advice from parents and local Hispanic Community leaders for ways to improve its presence and public image within the community. QRPS also uses this advice to develop programs that more effectively meet the needs of students and families from the Hispanic Community.

American Fork (4.6% in 2000), central Pleasant Grove (3.3% in 2000), and central Orem (11% in 2000) are home to the largest percentage of Hispanic students in Alpine School District (sources: 2000 U.S. Census; Alpine School District 2006-2007 Annual Report). The school advertising and marketing plan must include Spanish language materials in these target areas. The school advertising and marketing plan will also include contact with other local public agencies and private organizations in the area such as the WIC offices in American Fork and Orem; local health practitioners who accept Medicaid or who speak Spanish; and the United Way of Utah County. The marketing plan should consider inclusion in the local Hispanic Yellow Pages, local Latino radio broadcasts, and local newspapers printed in Spanish.

#### Limited English Proficient Students

QRPS participates in the Federal School Lunch Program and anticipates future implementation of the National Breakfast Program and Supplementary School Snacks Program. Free and reduced price meals are offered to qualifying students. As part of this program, the lunch staff seeks and uses parent input to select foods that students will find familiar. QRPS believes that all students perform better when they eat nutritious meals and endeavors to provide meals that include whole grains, lean proteins, and organic fruits and vegetables but that limit preservatives, food colorings, added salt, refined sugar, trans-fat and high fructose corn syrup.

QRPS is a multi-lingual school. Preference is given to job applicants who speak Spanish or ASL and bonus pay is awarded to faculty who speak Spanish or ASL fluently. School signs, the school website, and school notices are prepared in English and Spanish. The school library is filled with books in Spanish and English. Informal English classes for parents are offered after school and on week-ends. Spanish, English and ASL are used and taught at QRPS. Interpreters are provided at Charter School Board meetings.

QRPS has a full time, on-site ELL faculty member. QRPS utilizes one-on-one tutoring, a parent volunteer program, a peer assistance program, licensed reading specialists, and classroom teacher aides to offer individualized assistance to students with the greatest needs.

QRPS will propose a common dress code policy to promote a sense of community within the student body and to reduce the financial strain caused by fashion trends.

QRPS offers a transportation program to encourage students who live more than walking distance from the school to attend.

QRPS offers a full day kindergarten program to give students a head start on their academic career. Students in all grades participate in weekly study skills classes.

QRPS conducts school activities that appeal to a variety of students. These include, but are not limited to, the Multi-Cultural Festival, the Latina Dance and Music Concert, the silent play (performed in ASL), and the Ability Awareness Fair.

Hispanic students represent the largest English as a Second Language minority in Utah County (source: 2000 U.S. Census). American Fork, particularly Greenwood, central Pleasant Grove, and central Orem are home to the largest percentage of Hispanic students in Alpine School District (sources: 2000 U.S.

Census, Alpine School District 2006-2007 Annual Report). The school advertising and marketing plan must include Spanish language materials in these target areas. The school advertising and marketing plan will also include contact with other local public agencies and private organizations in the area such as the WIC offices in American Fork and Orem; local health practitioners who accept Medicaid or who speak Spanish; and the United Way of Utah County. The marketing plan should consider inclusion in the local Hispanic Yellow Pages and local newspapers printed in Spanish.

#### Economically Disadvantaged Students

QRPS participates in the Federal School Lunch Program and anticipates future implementation of the National Breakfast Program and Supplementary School Snacks Program. Free and reduced price meals are offered to qualifying students. In addition, as part of the program, the lunch staff seeks and uses parent input to select foods that students will find familiar. The school lunch program also provides student and family education regarding nutrition and basic exercise. QRPS believes that all students perform better when they eat nutritious meals and endeavors to provide meals that include whole grains, lean proteins, and organic fruits and vegetables but that limit preservatives, food colorings, added salt, refined sugar, trans-fat and high fructose corn syrup.

QRPS has a full time, on-site school nurse and a full time on-site school psychologist. QRPS utilizes one-on-one tutoring, a parent volunteer program, a peer assistance program, licensed reading specialists, and classroom teacher aides to offer individualized assistance to students with the greatest needs.

QRPS will propose a common dress code policy to promote a sense of community within the student body and to reduce the financial strain caused by fashion trends.

QRPS offers a transportation program to encourage students who live more than walking distance from the school to attend.

QRPS offers after-school enrichment programs that benefit students whose parents cannot afford extracurricular activities such as music lessons or sports clubs. The after school programs also benefit students whose parents work and are unable to arrange transportation to activities such as music lessons or sports clubs. QRPS offers a full day kindergarten program to give students a head start on their academic career. Students in all grades participate in weekly study skills classes.

The school advertising and marketing plan will also include contact with other local public agencies and private organizations in the area such as the WIC offices in American Fork and Orem; local health practitioners who accept Medicaid; and the United Way of Utah County.

#### Students with Disabilities

QRPS participates in the Federal School Lunch Program and anticipates future implementation of the National Breakfast Program and Supplementary School Snacks Program. Free and reduced price meals are offered to qualifying students. As part of this program, the lunch staff seeks and uses parent input to select foods that students will find familiar and to create appropriate diet accommodations for students with health impairments and food allergies. QRPS believes that all students perform better when they eat nutritious meals and endeavors to provide meals that include whole grains, lean proteins, and organic fruits and vegetables but that limit preservatives, food colorings, added salt, refined sugar, trans-fat and high fructose corn syrup.

QRPS is a multi-lingual school. Preference is given to job applicants who speak ASL and bonus pay is awarded to faculty who speak (sign) ASL fluently. Spanish, English and ASL are used and taught at



QRPS. After school classes are offered in ASL to benefit students with disabilities and their siblings or parents. Interpreters are provided at Charter School Board meetings.

QRPS has a full time, on-site school nurse; a full time school psychologist; a full time speech and language pathologist; an ASL interpreter; an occupational therapist; and several special education faculty members. All teachers receive training to aid them in developing the skills necessary to serve students with special needs and to educate them about current legislation regarding special education services. All faculty and staff members are First Aid and CPR certified. QRPS utilizes one-on-one tutoring, a parent volunteer program, a peer assistance program, licensed reading specialists, and classroom teacher aides to offer individualized assistance to students with the greatest needs.

QRPS will propose a common dress code policy to promote a sense of community within the student body and to reduce the financial strain caused by fashion trends.

QRPS offers a transportation program to encourage students who live more than walking distance from the school to attend. QRPS bus fleet is wheel chair accessible.

QRPS offers a full day kindergarten program to give students a head start on their academic career. Students in all grades participate in weekly study skills classes.

QRPS conducts school activities that appeal to a variety of students. These include, but are not limited to, the Multi-Cultural Festival, the Latina Dance and Music Concert, the silent play (performed in ASL), and the Ability Awareness Fair.

QRPS seeks advice from parents, disability activist groups, and local Deaf Community leaders for ways to improve its presence and public image within the community. QRPS also uses this advice to develop programs that more effectively meet the needs of students and families.

The physically active and hands-on methodology at QRPS benefits students with learning disabilities, Deaf and hard of hearing students, students with ADHD/ADD, and students with speech impairments by allowing them to learn and communicate in a variety of non-traditional ways. Students also can demonstrate their knowledge of subject areas via alternative assessment techniques.

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The outreach committee will use the following methods to disseminate the information above:

- Each of the founding members agrees to personally contact 100 families regarding the school
- Door to door flyers
- Quarterly public meetings
- KUED's "Contact" public service announcement program
- Non-profit announcements on KBYU
- Press releases
- Posters and flyers placed in local Latino markets, local public libraries
- Placement in local phone books under "Government: Public Schools" section
- Newspaper advertisements
- Blogs
- "You Tube" ads

- School Website with optimized search engine rankings

Suggested Budget Year One (Marketing: Advertising)

Flyers, ¼ sheet, full color	\$100.00	1,000 at 10/\$1.00
Flyers, ½ sheet, black and white	\$40.00	2,000 at 1,000/\$20.00
Posters, full color, small	\$100.00	20 at \$5.00 each
Posters, full color, medium	\$100.00	50 at \$2.00 each
Posters, full color, small	\$100.00	200 at 2/\$1.00
Business cards, full color	\$40.00	1,000 at 250/\$10.00
Website	\$100.00	1 year hosting, domain name
Additional Discretionary	\$420.00	Newspaper Ads, etc.
<b>TOTAL</b>	<b>\$1,000.00</b>	



## **Section 5: Capital Facility Plan**

### **Facility Requirements**

The Quail Run Primary School facility is stimulus rich and environmentally responsible. QRPS's educational philosophy places importance on the influence of the facility's relationship to its educational purpose. It is therefore a priority of the QRPS founding committee to secure a new, custom facility with financing that allows the school to purchase its property and facilities as soon as financially feasible rather than leasing the facility long-term. QRPS plans to use developer financing that includes a lease with an option to purchase. QRPS will exercise the purchase option (using one of the financing options below) when a financed payment becomes more fiscally responsible than a lease payment as shown by a lease/loan analysis performed by Providence Financial Company. QRPS will have the suggested cash balance of greater than \$178,000 (25% of the anticipated yearly debt obligation) by the beginning of school year 2011-2012 (see cash flow analysis.)

### **Site Criteria**

No site has yet been secured for QRPS, although proposed sites are under consideration (see "Market Analysis" above.) The following criteria are being used to evaluate potential sites:

- Proximity to main artery to limit impact on neighborhood traffic
- Qualification for USDA loans
- Residential location to encourage safe walking routes for local students
- Distance from public transportation routes
- Acreage between 3 and 10 acres
- Construction access
- Zoning restrictions
- Reasonable access to water, electricity and sewage facilities
- Development consistent with surrounding areas
- Reasonableness of price

### **Financing Options**

The QRPS Board is working with Brent VanAlfen of Providence Financial Company to secure financing. As it is not possible to guarantee final construction costs, future market conditions or possible additional loan options, the QRPS Board is considering two options for financing and will select the best alternative based on market conditions at the actual time of financing. *Budget projections are based on an average scenario including a 4.0% fee (includes legal fees, closing costs and associated fees charged by Providence Financial) and an interest rate of 6.5%.*

#### **Option #1**

TYPE: 30 year USDA guaranteed loan

AMOUNT: 100% financing

INTEREST: fixed, generally under 5.5%

#### **Option #2**

TYPE: 100% financing through bonding

ADDITIONAL FEES: approximately 4.0% of total facility cost

INTEREST: between 6.0%-7.5%

## Section 6: Detailed Business Plan

Quail Run Primary School considers it a priority to manage the school finances with efficiency and cost effectiveness. The following information describes the budget plans for the fiscal years from 2009 through 2013.

- Budget (Excel document)
- Funding Worksheets 2010-2011; 2011-2012; 2012-2013 (Excel documents)
- Cash Flow Statements (Excel document)
- Annual Expenses (Excel document)
- Budget Detail:
  - Salaries and Benefits Package
  - Building
  - Transportation
  - Field Trips
  - Marketing

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Click the icon below to view the QRPS **Budget**:



Budget  
Information.xlsx

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Click the icons below to view **Funding Worksheets**:



FY 2010-2011.xlsx



FY 2011-2012.xlsx



FY 2012-2013.xlsx

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Click the icon below to view **Full Cash Flow Statements**:



Cash Flow  
Analysis.xlsx

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Click the icon below to view QRPS **Annual Expenses**:



Annual  
Expenses.xlsx

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**Budget Information**

Charter School Name: Quail Run Primary School																			
	Planning Year 2009-2010				First Year 2010-2011				Second Year 2011-1012				Third Year 2012-2013						
Number of Students (ADM):				0											648				648
Revenue				Total				Total					Total					Total	
State Funding				\$ -				\$ 3,435,697.17					\$ 3,518,426.23					\$ 3,577,947.09	
Federal & State Projects				\$ -									\$ -					\$ -	
Private Grant & Donations				\$ -														\$ -	
Loans				\$ -				\$ -					\$ -					\$ -	
Other: (Specify) Previous Year Balance				\$ -				\$ -					\$ 9,036.22					\$ 127,172.46	
Total Revenue				\$ -				\$ 3,435,697.17					\$ 3,527,462.45					\$ 3,705,119.55	
Expenses				Total				Total					Total					Total	
Salaries (100)																			
Director (Principal)		0	\$ 60,008.00	\$ -		1	\$ 60,008.00	\$ 60,008.00		1	\$ 61,208.16	\$ 61,208.16		1	\$ 62,432.32	\$ 62,432.32			
Teacher- Regular Ed		0	\$ 31,318.50	\$ -		32.75	\$ 31,318.50	\$ 1,025,681.03		32.75	\$ 31,944.87	\$ 1,046,194.65		32.75	\$ 32,583.77	\$ 1,067,118.55			
Teacher- Special Ed		0	\$ 33,369.79	\$ -		3	\$ 33,369.79	\$ 100,109.37		3	\$ 34,037.18	\$ 102,111.55		3	\$ 34,717.93	\$ 104,153.78			
Instructional Asssts		0	\$ 7,200.00	\$ -		3	\$ 7,200.00	\$ 21,600.00		3	\$ 7,344.00	\$ 22,032.00		3	\$ 7,490.88	\$ 22,472.64			
Secretary		0	\$ 7,720.13	\$ -		2	\$ 7,720.13	\$ 15,440.25		2	\$ 7,874.53	\$ 15,749.06		2	\$ 8,032.02	\$ 16,064.04			
Bookkeeper		0	\$ -	\$ -		0	\$ -	\$ -		0	\$ -	\$ -		0	\$ -	\$ -			
Other: (Specify) Assistant Directors		0	\$ 40,395.01	\$ -		2	\$ 40,395.01	\$ 80,790.01		2	\$ 41,202.91	\$ 82,405.81		2	\$ 42,026.97	\$ 84,053.93			
Other: (Specify) Certified Staff		0	\$ 33,369.79	\$ -		4	\$ 33,369.79	\$ 133,479.15		4	\$ 34,037.18	\$ 136,148.74		4	\$ 34,717.93	\$ 138,871.71			
Other: (Specify) Bus Driver		0	\$ 14,355.00	\$ -		2	\$ 14,355.00	\$ 28,710.00		2	\$ 14,642.10	\$ 29,284.20		2	\$ 14,934.94	\$ 29,869.88			
Other: (Specify) Custodian		0	\$ 32,640.00	\$ -		1	\$ 32,640.00	\$ 32,640.00		1	\$ 33,292.80	\$ 33,292.80		1	\$ 33,958.66	\$ 33,958.66			
Other: (Specify) School Nurse		0	\$ 16,684.89	\$ -		1	\$ 16,684.89	\$ 16,684.89		1	\$ 17,018.59	\$ 17,018.59		1	\$ 17,358.96	\$ 17,358.96			
Other: (Specify) ASL Interpreter		0	\$ 19,440.00	\$ -		1	\$ 19,440.00	\$ 19,440.00		1	\$ 19,828.80	\$ 19,828.80		1	\$ 20,225.38	\$ 20,225.38			
Employee Benefits (200)				\$ -				\$ 739,315.43				\$ 761,494.89				\$ 784,339.74			
Travel (580)				\$ -				\$ -				\$ -				\$ -			
Purchased Professional Services (300)				\$ -				\$ 5,325.00				\$ 5,325.00				\$ 5,325.00			
Purchased Property Services (400)				\$ -				\$ -				\$ -				\$ -			
Instructional Aids/Library (600)				\$ -				\$ 86,900.00				\$ 43,450.00				\$ 21,725.00			
Supplies (600)				\$ -				\$ 57,153.60				\$ 57,153.60				\$ 57,153.60			
Legal (300)				\$ -				\$ 20,000.00				\$ 20,000.00				\$ 20,000.00			
Auditor (340)				\$ -				\$ 15,000.00				\$ 15,000.00				\$ 15,000.00			
Marketing (300)				\$ -				\$ 2,000.00				\$ 2,000.00				\$ 2,000.00			
Other (printing, postage)				\$ -				\$ 11,664.00				\$ 11,664.00				\$ 11,664.00			
Total Instruction, Administration & Support				\$ -				\$ 2,471,940.74				\$ 2,481,361.86				\$ 2,513,787.19			
Operations & Maintenance				Total				Total				Total				Total			
Supplies (600)				\$ -				\$ 1,200.00				\$ 1,200.00				\$ 1,200.00			
Phone/Communications (530)				\$ -				\$ 6,200.00				\$ 6,200.00				\$ 6,200.00			
Custodial Services (433)				\$ -				\$ -				\$ -				\$ -			
Advertising (540)				\$ -				\$ 2,000.00				\$ 800.00				\$ 600.00			
Property/Casualty Insurance (521/522)				\$ -				\$ 21,377.60				\$ 21,377.60				\$ 21,377.60			
Utilities(420)				\$ -				\$ 46,557.29				\$ 50,789.78				\$ 50,789.78			
Rent (451)				\$ -				\$ 653,568.35				\$ 712,983.65				\$ 712,983.65			
Fees/Permits/Dues (810)				\$ -				\$ -				\$ -				\$ -			
Transportation (510)				\$ -				\$ 38,847.35				\$ 9,847.35				\$ 9,847.35			
Food Service (630)				\$ -				\$ -				\$ -				\$ -			
Accounting Services (300)				\$ -				\$ -				\$ -				\$ -			



# CHARTER SCHOOL WORKSHEET

FY 2010-2011

\*\*\*\*\*PROJECTION ONLY\*\*\*\*\*

## TEMPLATE

Quail Run Primary School

Estimated ADM (K)	72	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (1-3)	216		0.55	39.6
Estimated ADM (4-6)	216		0.9	194.4
Estimated ADM (7-8)	144		0.9	194.4
Estimated ADM (9-12)	0		1.2	142.56
Special Ed Pre-School	0			0
Special Ed ADM (K)	5			
Special Ed ADM (1-12)	39			
Special Ed ADM (Self-Contained)	21			
Number of Teachers (K-6)	25			
Number of Teachers (7-12)	8			
WPU Value	\$2,734			
Prior Year Teacher FTE (CACTUS)	0			
Prior Year WPUs	0			
ELL Students	65			
Low Income Students-prior year				

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
Regular Basic School:			
Regular WPU - K-12	See above	570.9600	\$ 1,560,879 x
Professional Staff	0.03800	21.6965	59,313 x
<b>Restricted Basic School:</b>			
Special Ed--Add-on	1.0000	62.6292	171,214
Spec. Ed. Self-Contained	1.0000	21.3640	58,459
Special Ed Pre-School	1.0000	0.0000	-
Special Ed--State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-5)	\$215 per K-5 ADM		
Total WPU Programs		676.6697	\$ 1,969,185
<b>Non-WPU Programs</b>			
Related to Basic Programs:			
SS & Retirement	\$ 478.07 per WPU		\$ 323,495
Quality Teaching Block Grant	\$644 per CACTUS prior year teacher FTE OR, if new, use current teacher FTE		-
	\$75 per total prior year WPUs; OR		30,680
	if new, \$75 X C35 or current WPUs		
	\$41		51,427
	\$22 per K-12 WPU		23,409
	\$90 per ELL student		12,561
			5,532
Local Discretionary Block Grant	\$5 per total prior year WPUs; OR		-
Interventions-Student Success	if new, \$5 X C35 or current WPUs		4,060
	\$4 per K-12 WPU		2,284
Special Populations	\$39 per student		25,272
At Risk Regular Program	\$19 per total prior year WPUs		-
Other	\$3 per K-3 student		854
School Land Trust Program	\$42 per low income student		2,722
Reading Achievement Program	\$62 per student		40,175
Charter Administrative Costs	Average \$1,021 per student		683,441
Local Replacement Dollars			\$ 1,206,223
Total Non-WPU			
<b>One Time</b>			
Teacher Materials/Supplies	\$360 or \$285 per teacher (K-6) <sup>1</sup>	25	7,125
	\$310 or \$235 per teacher (7-12) <sup>2</sup>	7.5	1,763
ADM costs (ongoing & one-time)	\$393	648	254,664
Library Books and Resources	\$3 per student	659,384	2,006
Total One Time			\$ 265,560
<b>ESTIMATED Total All State Funding</b>			
			\$ 3,460,969

<sup>1</sup> Steps one through three get \$360; steps four or higher get \$285

<sup>2</sup> Steps one through three get \$310; steps four or higher get \$235

Questions: Call Cathy Dudley @ 335-7667

Updated 04-17-07

Special Ed Self-Contained is not included in K-12.  
However, Add-on (resource students) are included in K-12 and Add-on  
Special Ed Self-Contained is also included in Add-on

Social Security \$'s divided by Total WPU's  
New charter schools, use current teacher FTE's

Where prior year WPUs are required, new charters use current year

Total \$'s divided by K-12 WPUs (For FY07, \$21,820,748 divided by 23,680 plus 462,579)  
Total \$'s divided by Total enrollment

Where prior year WPUs are required, new charters use current year

Charter schools do not get this money the first year in operation  
Get this money only for K-3 students

# CHARTER SCHOOL WORKSHEET

FY 2011-2012

\*\*\*\*\*PROJECTION ONLY\*\*\*\*\*

Quali Run Primary School

TEMPLATE

	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (K)	72	0.55	39.6
Estimated ADM (1-3)	216	0.9	194.4
Estimated ADM (4-6)	216	0.9	194.4
Estimated ADM (7-8)	144	0.99	142.56
Estimated ADM (9-12)	0	1.2	0
Special Ed Pre-School			
Special Ed ADM (K)	5		
Special Ed ADM (1-12)	39		
Special Ed (Self-Contained)	21		
Number of Teachers (K-6)	25		
Number of Teachers (7-12)	10		
WPU Value	\$2,816		
Prior Year Teacher FTE (CACTUS)	33		
Prior Year WPUs	678,88988		
ELL Students	65		
Low Income Students-prior year	130		

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
Regular Basic School:			
Regular WPU - K-12	See above	570.9500	1,607,705
Professional Staff	0.03800	21.8965	61,093
<b>Restricted Basic School:</b>			
Special Ed-Add-on	1.0000	62.8292	176,351
Spec. Ed. Self-Contained	1.0000	21.3840	60,213
Special Ed Pre-School	1.0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$215 per K-8 ADM		139,320
<b>Total WPU Programs</b>		<b>578.8597</b>	<b>\$ 2,044,682</b>
<b>Non-WPU Programs</b>			
Related to Basic Programs:			
SS & Retirement	\$ 478.07 per WPU		323,495
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE OR, If new, use current teacher FTE \$76 per total prior year WPUs; OR If new, \$76 X C35 or current WPUs		30,680
	\$41		51,427
	\$22 per K-12 WPU		23,409
	\$50 per ELL student		12,551
	\$6 per total prior year WPUs; OR If new, \$9 X C35 or current WPUs \$4 per K-12 WPU		5,832
	\$39 per student		4,060
	\$19 per total prior year WPUs \$3 per K-3 student \$42 per low income student		2,284
	\$62 per student		25,272
Charter Administrative Costs	Average \$1,021 per student		12,857
<b>Total Non-WPU</b>			864
<b>Local Replacement Dollars</b>			2,722
<b>One Time</b>			40,176
Teacher Materials/Supplies			883,441
			1,219,080
ADM costs (ongoing & one-time)	\$350 or \$285 per teacher (K-6) <sup>1</sup> \$310 or \$235 per teacher (7-12) <sup>2</sup>	25	7,125
Library Books and Resources		10	2,350
	\$393	646	254,664
	\$9 per student	589,384	2,008
<b>Total One Time</b>			266,147
<b>ESTIMATED Total All State Funding</b>			<b>\$ 3,529,909</b>

<sup>1</sup>Steps one through three get \$360; steps four or higher get \$285

<sup>2</sup>Steps one through three get \$310; steps four or higher get \$235

Questions: Call Cathy Dudley @ 638-7667

Updated 04-17-07

Special Ed Self-Contained is not included in K-12.  
However, Add-on (resource students) are included in K-12 and Add-on  
Special Ed Self-Contained is also included in Add-on

Social Security \$'s divided by Total WPU's  
New charter schools, use current teacher FTE's

Where prior year WPUs are required, new charters use current year

Total \$'s divided by K-12 WPUs (For FY07, \$21,820,748 divided by 23,680 plus 462,579)  
Total \$'s divided by Total enrollment

Where prior year WPUs are required, new charters use current year

Charter schools do not get this money the first year in operation  
Get this money only for K-3 students

# CHARTER SCHOOL WORKSHEET

FY 2012-2013

\*\*\*\*\*PROJECTION ONLY\*\*\*\*\*

## TEMPLATE

Quali Run Primary School

Estimated ADM (K)	72	Average Daily Membership	Rating Factor	WPU Generated
Estimated ADM (1-3)	216		0.55	39.5
Estimated ADM (4-6)	216		0.9	194.4
Estimated ADM (7-8)	144		0.9	194.4
Estimated ADM (9-12)	0		1.2	142.56
Special Ed Pre-School	0			0
Special Ed ADM (K)	5			
Special Ed ADM (1-12)	39			
Special Ed (Self-Contained)	21			
Number of Teachers (K-6)	25			
Number of Teachers (7-12)	10			
WPU Value	\$2,900			
Prior Year Teacher FTE (CACTUS)	35			
Prior Year WPUs	676.66668			
ELL Students	65			
Low Income Students-prior year	130			

Program Name	Rate	WPU Generated	Amount Generated
<b>WPU Programs</b>			
Regular Basic School:			
Regular WPU - K-12	See above	570.9500	\$ 1,655,937
Professional Staff	0.03800	21.5955	\$ 62,925
Restricted Basic School:			
Special Ed-Add-on	1,0000	62.6292	181,641
Spec. Ed. Self-Contained	1,0000	21,3840	62,019
Special Ed Pre-School	1,0000	0.0000	-
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$215 per K-8 ADM		
Total WPU Programs		676.6667	\$ 2,101,843
<b>Non-WPU Programs</b>			
Related to Basic Programs:			
SS & Retirement	\$ 478.07 per WPU		\$ 323,495
Quality Teaching Block Grant	\$944 per CACTUS prior year teacher FTE OR, if new, use current teacher FTE		33,040
	\$76 per total prior year WPUs; OR if new, \$76 X C35 or current WPUs		-
	\$41		51,427
	\$22 per K-12 WPU		23,409
	\$50 per ELL student		12,561
			5,632
Local Discretionary Block Grant	\$5 per total prior year WPUs; OR if new, \$6 X C35 or current WPUs		4,080
Interventions-Student Success	\$4 per K-12 WPU		2,284
Special Populations			
At Risk Regular Program	\$39 per student		25,272
Gifted and Talented	\$19 per total prior year WPUs		12,857
Other	\$3 per K-3 student		864
School Land Trust Program	\$42 per low income student		2,722
Reading Achievement Program	\$62 per student		40,176
Charter Administrative Costs	Average \$1,021 per student		653,441
Total Non-WPU			\$ 1,221,440
<b>One Time</b>			
Teacher Materials/Supplies		25	7,125
	\$360 or \$265 per teacher (K-6) <sup>1</sup> \$310 or \$235 per teacher (7-12) <sup>2</sup>	10	2,350
ADM costs (ongoing & one-time)		648	254,664
Library Books and Resources	\$393	669,384	2,008
Total One Time	\$3 per student		\$ 265,147
<b>ESTIMATED Total All State Funding</b>			<b>\$ 3,589,430</b>

<sup>1</sup>Steps one through three get \$360; steps four or higher get \$265

<sup>2</sup>Steps one through three get \$310; steps four or higher get \$235

Questions: Call Cathy Dudley @ 638-7667

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Social Security \$'s divided by Total WPUs

New charter schools use current teacher FTEs

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Total \$'s divided by K-12 WPUs For FY07, \$21,820,748 divided by 23,680 plus 462,579)

Total \$'s divided by Total enrollment

Where prior year WPUs are required, new charters use current year

Charter schools do not get this money the first year in operation

Get this money only for K-3 students

CASH FLOW ANALYSIS FY 2010-2011

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	TOTALS
Beginning Cash Balance	\$ -	\$ 279,412.81	\$ 189,231.70	\$ 158,285.37	\$ 164,339.04	\$ 170,392.71	\$ 176,446.57	\$ 182,400.04	\$ 188,553.71	\$ 194,607.38	\$ 200,661.04	\$ 207,306.38	\$ -
Cash Inflows (Income):													
State Distribution	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 3,435,697.17
Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Inflows	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 286,308.10	\$ 3,435,697.17
Available Cash Balance	\$ 286,308.10	\$ 565,720.90	\$ 475,539.80	\$ 444,593.47	\$ 450,647.14	\$ 456,700.80	\$ 462,754.47	\$ 468,808.14	\$ 474,861.81	\$ 480,915.47	\$ 486,969.14	\$ 493,022.81	\$ -
Cash Outflows (Expenses):													
Salaries (100)	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 5,000.67	\$ 60,008.00
Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Assistant Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Curriculum Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher-Regul Ed	-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher-Part Time	-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher-Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Employees Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Auditor/Legal/Other Purchased (300)	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Aide (600)	-	-	-	-	-	-	-	-	-	-	-	-	-
Prof Develop (330)	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies (600)	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Operations & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Advertising (540)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computer Equipment (740)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fees/Permits/Dues (810)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (630)	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture & Equipment (733)	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance (621/522)	-	-	-	-	-	-	-	-	-	-	-	-	-
Land & Improvements (710)	-	-	-	-	-	-	-	-	-	-	-	-	-
Rental of Land and Buildings (441)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments- Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Phone/Communications (453)	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies (600)	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (510)	-	-	-	-	-	-	-	-	-	-	-	-	-
Treasurer Bond	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities (420)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (school uniforms)	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Outflows	\$ 6,895.29	\$ 376,489.20	\$ 317,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 3,365,870.96
Ending Cash Balance	\$ 279,412.81	\$ 189,231.70	\$ 158,285.37	\$ 164,339.04	\$ 170,392.71	\$ 176,446.57	\$ 182,400.04	\$ 188,553.71	\$ 194,607.38	\$ 200,661.04	\$ 207,306.38	\$ 213,357.18	\$ 69,826.21

CASH FLOW ANALYSIS FY 2011-2012

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	TOTALS
Beginning Cash Balance	\$ 69,826.21	\$ 219,635.21	\$ 320,614.70	\$ 298,265.07	\$ 303,911.45	\$ 307,559.83	\$ 312,208.20	\$ 316,856.58	\$ 321,504.96	\$ 326,153.33	\$ 330,801.71	\$ 336,041.75	\$ -
Cash Inflows (Income):													
State Distribution	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 3,518,426.23
Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Inflows	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 293,202.19	\$ 3,518,426.23
Available Cash Balance	\$ 363,028.40	\$ 512,837.40	\$ 613,816.89	\$ 591,467.26	\$ 596,113.64	\$ 600,762.01	\$ 605,410.39	\$ 610,058.77	\$ 614,707.14	\$ 619,355.52	\$ 624,003.90	\$ 628,243.94	\$ -
Cash Outflows (Expenses):													
Salaries (100)	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 5,100.68	\$ 61,208.16
Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Assistant Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Curriculum Director	-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher-Regul Ed	-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher-Part Time	-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher-Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Employees Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Auditor/Legal/Other Purchased (300)	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Aide (600)	-	-	-	-	-	-	-	-	-	-	-	-	-
Prof Develop (330)	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies (600)	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Operations & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Advertising (540)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computer Equipment (740)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fees/Permits/Dues (810)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (630)	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture & Equipment (733)	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance (621/522)	-	-	-	-	-	-	-	-	-	-	-	-	-
Land & Improvements (710)	-	-	-	-	-	-	-	-	-	-	-	-	-
Rental of Land and Buildings (441)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments- Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Phone/Communications (453)	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies (600)	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (510)	-	-	-	-	-	-	-	-	-	-	-	-	-
Treasurer Bond	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities (420)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (school uniforms)	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Outflows	\$ 6,895.29	\$ 376,489.20	\$ 317,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 280,254.43	\$ 3,365,870.96
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CASH FLOW ANALYSIS FY 20112-2013[illegible]

Transportation (\$10)	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	984.74	\$	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# Quail Run Primary School

## Expenses

### 100 SALARIES

110 General District Administrative Salaries	
111 Compensation - School Board	\$ -
112 Salaries - Superintendent	\$ -
113 Salaries - Assoc., Deputy, or Asst. Superintendent	\$ -
114 Salaries - School Business Administrator	\$ -
115 Salaries - Supervisors and Directors	\$ 60,008.00
120 School Administrative Salaries	
121 Salaries - Principals and Assistants	\$ 80,790.01
130 Licensed Instructional Salaries	
131 Salaries - Teachers	\$ 1,086,642.27
132 Salaries - Substitute Teachers	\$ 7,829.63
140 Other Licensed Salaries	
142 Salaries - Guidance Personnel	\$ 33,369.79
143 Salaries - Health Services Personnel	\$ 16,634.89
144 Salaries - Psychological Personnel	\$ 33,369.79
145 Salaries - Media Personnel - Licensed	\$ 31,318.50
149 Salaries - Other Licensed Personnel	\$ 66,739.58
150 Office Salaries	
151 Salaries - Accounting Personnel	\$ -
152 Salaries - Secretarial and Clerical Personnel	\$ 15,440.25
160 Para-Professional Salaries	
161 Salaries - Teacher Aides and Para-Professionals	\$ 41,040.00
162 Salaries - Media Personnel - Non-Licensed	\$ -
170 Student Transportation Salaries	
171 Salaries - Student Transportation Supervisor	\$ -
172 Salaries - Bus Drivers	\$ 28,710.00
173 Salaries - Mechanics and Other Garage Employees	\$ -
174 Salaries - Other	\$ -
180 Operation and Maintenance Salaries	
181 Salaries - Operation & Maintenance Supervisors	\$ -
182 Salaries - Custodial & Maintenance Personnel	\$ 32,640.00
190 Other Salaries	
191 Salaries - Food Services Personnel	\$ -
198 Salaries - Other Classified Personnel	\$ -
199 Salaries - All Other	\$ -

**TOTAL 100 SALARIES \$ 1,534,582.71**

### 200 EMPLOYEE BENEFITS

210 State Retirement	
211 State Retirement - Reimbursable	\$ -
212 State Retirement - Non-reimbursable	\$ 140,264.06
220 Social Security	\$ 117,395.58
230 Local Retirement	\$ -
240 Group Insurance	
241 Group Insurance - Licensed	\$ 352,442.50
242 Group Insurance - Classified	\$ 8,281.00
270 Industrial Insurance	\$ 4,757.21
280 Unemployment Insurance	\$ 115,675.08
290 Other Employee Benefits	\$ 500.00

**TOTAL 200 EMPLOYEE BENEFITS \$ 739,315.43**

### 300 PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

310 Official/Administrative Services	\$ -
320 Professional - Educational Services	\$ -

330 Professional Employee Training and Development	\$	5,325.00
340 Other Professional Services	\$	37,000.00
350 Technical Services	\$	-
351 Data Processing and Coding Services	\$	-
<b>TOTAL 300 PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</b>	<b>\$</b>	<b>42,325.00</b>
<b>400 PURCHASED PROPERTY SERVICES</b>		
410 Utility Services	\$	-
411 Water/Sewage	\$	11,681.65
412 Disposal Service	\$	1,015.80
420 Cleaning Services	\$	-
430 Repairs & Maintenance Services	\$	-
431 Non-Technology Repairs & Maint.	\$	-
432 Technology Related Repairs & Maint.	\$	-
433 Custodial Services	\$	-
440 Rentals	\$	-
441 Rental of Land & Buildings	\$	653,568.35
442 Rental of Equipment & Vehicles	\$	-
443 Rental of Computers & Related Equipment	\$	-
450 Construction Services	\$	-
490 Other Purchased Property Services	\$	-
<b>TOTAL 400 PURCHASED PROPERTY SERVICES</b>	<b>\$</b>	<b>666,265.79</b>
<b>500 OTHER PURCHASED SERVICES</b>		
510 Student Transportation Services	\$	-
511 Student Transportation Services from Another LEA Within the State	\$	-
512 Student Transportation Services from Another LEA Outside the State	\$	-
513 Student Transportation Services - Commercial	\$	-
514 Student Transportation Services - Student Allowances	\$	-
515 Payments in lieu of Transportation	\$	-
516 Payments in lieu -- Dead Miles	\$	-
519 Other Student Transportation Services	\$	300.00
520 Insurance (Other than employee benefits)	\$	-
521 Property Insurance	\$	9,038.60
522 Liability Insurance	\$	11,914.00
523 Fidelity Bond Premiums	\$	125.00
530 Communication (Telephone & Other)	\$	6,200.00
540 Advertising	\$	2,000.00
550 Printing and Binding	\$	-
560 Tuition	\$	-
561 Tuition to Other LEAs Within the State	\$	-
562 Tuition to Other LEAs Outside the State	\$	-
563 Tuition to Private Schools	\$	-
564 Tuition to Educational Service Agency Within the State	\$	-
565 Tuition to Educational Service Agency Outside the State	\$	-
566 Tuition to Charter School	\$	-
567 Tuition to Other LEAs for Voucher Program	\$	-
569 Tuition - Other	\$	-
570 Food Service Management	\$	-
580 Travel/Per Diem	\$	-
590 Inter-educational, Interagency Purchased Services	\$	-
591 Services Purchased from another LEA Within the State	\$	-
592 Services Purchased from another LEA Outside the State	\$	-
594 Admission Charges (Field Trips)	\$	11,664.00
<b>TOTAL 500 OTHER PURCHASED SERVICES</b>	<b>\$</b>	<b>41,241.60</b>
<b>600 SUPPLIES AND MATERIALS</b>		
610 General Supplies	\$	1,200.00

620 Energy Supplies	\$	-
621 Natural Gas	\$	17,776.42
622 Electricity	\$	20,315.91
623 Bottled Gas	\$	-
624 Fuel Oil	\$	-
625 Coal	\$	-
626 Motor Fuel (Gasoline & Diesel)	\$	9,847.35
629 Other	\$	-
630 Food	\$	-
640 Books	\$	27,810.72
641 Textbooks	\$	-
644 Library Books	\$	5,000.00
645 Periodicals	\$	-
646 Audiovisual Materials	\$	27,810.72
650 Supplies-Technology Related	\$	13,905.36
670 Software	\$	13,905.36
681 Lubricants	\$	-
682 Tires and Tubes	\$	-
683 Repair Parts for Buses & Other Vehicles	\$	-
684 Repair Parts for Garage Equipment	\$	-
689 Miscellaneous (uniforms; materials)	\$	55,621.44

**TOTAL 600 SUPPLIES AND MATERIALS** **\$ 193,193.28**

**700 PROPERTY**

710 Land and Site Improvements	\$	-
720 Buildings	\$	-
730 Equipment	\$	-
731 Machinery	\$	-
732 School Buses	\$	29,000.00
733 Furniture and Fixtures	\$	71,219.63
734 Technology Related Hardware	\$	113,750.00
735 Non-Bus Vehicles	\$	-
736 Technology Software	\$	-
739 Other Equipment	\$	-
740 Infrastructure	\$	-
790 Depreciation	\$	-

**TOTAL 700 PROPERTY** **\$ 213,969.63**

**800 DEBT SERVICE AND MISCELLANEOUS**

810 Dues and Fees	\$	-
820 Judgments Against the LEA	\$	-
830 Interest	\$	-
833 Amortization of Bond Issuance & Other Related Costs	\$	-
840 Redemption of Principal	\$	-
845 Debt Issuance Costs on Refunding	\$	-
850 Contingency (For Budgeting Purposes Only)	\$	-
860 Indirect Costs - Non-restricted	\$	-
870 Indirect Costs - Restricted	\$	-
890 Miscellaneous Expenditures	\$	-
891 Training	\$	-

**TOTAL 800 DEBT SERVICE AND MISCELLANEOUS** **\$ -**

**900 OTHER USES & CHANGES**

**TOTAL 900 OTHER USES & CHARGES**

**TOTAL ANNUAL EXPENSES** **\$ 3,430,893.44**

## Budget Detail

### *Salary and Benefits Package*

Quail Run Primary School maintains a pay structure (see table 1) that is comparable to the Alpine School District, in which it resides. The QRPS pay structure provides increases in pay for teachers with certain years of experience. The pay structure also provides increases for teachers who pursue additional educational training. First year budget figures includes amounts to pay teachers with a Level 1 license (those that typically form the bulk of faculties at Utah County neighborhood and chartered public schools.) Budget figures also include amounts necessary to pay for eight teachers with additional training or years of experience, four teachers with Master's degrees, three teachers with Master's degrees plus five years of experience, and two teachers with PhDs and five years of experience.

QRPS participates in the Utah State Noncontributory Retirement Plan. This is budgeted at rates provided by URS.

QRPS pays the entire premium for a high deductible health insurance plan for all full-time employees and their spouses or families. QRPS also pays the entire family's deductible by contributing to a Health Savings Account as allowed by federal law. The budget includes a \$3,000 family deductible, a \$438 per month family premium, and a \$25 per year maintenance fee. Estimates were provided by Intermountain Healthcare.

As part of its Health and Wellness program, QRPS provides a yearly fitness center membership for all employees. The budgeted amount of \$500 for each of the first three years is based on American Fork Fitness Center rates for a corporate membership in American Fork, Cedar Hills, or Highland.

QRPS offers additional group discount programs that may vary from year to year but generally include a dental plan, vision discounts, a 401(K) retirement program, life insurance, D&D insurance, and a FSA/cafeteria plan for dependent child care or health needs.

**Table 1**

### Teacher Salary Schedule

Salary Base

\$29,424.15

Years	BA/BS Degree		Training		Master's Degree		PhD	
1	1.025	\$30,159.75	1.065	\$31,336.72	1.145	\$33,690.65	1.225	\$36,044.58
2	1.045	\$30,748.24	1.085	\$31,925.20	1.165	\$34,279.13	1.245	\$36,633.07
3	1.065	\$31,336.72	1.105	\$32,513.69	1.185	\$34,867.62	1.265	\$37,221.55
4	1.085	\$31,925.20	1.125	\$33,102.17	1.205	\$35,456.10	1.285	\$37,810.03
5			1.145	\$33,690.65	1.225	\$36,044.58	1.325	\$38,987.00
10			1.245	\$36,633.07	1.325	\$38,987.00	1.575	\$46,343.04
15			1.345	\$39,575.48	1.425	\$41,929.41	1.725	\$50,756.66
20			1.445	\$42,517.90	1.575	\$46,343.04	1.875	\$55,170.28
25					1.725	\$50,756.66	2.075	\$61,055.11

## Salary Estimates

[illegible]

Click the icon below to view the QRPS Salary Estimates:



Salary Estimates.xlsx

### Building

Room Dimensions figured on estimates from the National Institute of Building Sciences: The National Clearinghouse for Educational Facilities.

Room	#	sq ft	total sq ft	utility cost/sq ft	monthly utilities	yearly utilities
Administrative Offices	2	720	1440	0.070895833	\$ 102.09	\$ 1,225.08
Art Studio	3	720	2160	0.070895833	\$ 153.14	\$ 1,837.62
Café/Kitchen	1	4000	4000	0.070895833	\$ 283.58	\$ 3,403.00
Counseling	1	360	360	0.070895833	\$ 25.52	\$ 306.27
CTE	4	720	2880	0.070895833	\$ 204.18	\$ 2,450.16
Custodial Office/Boiler Room	1	720	720	0.070895833	\$ 51.05	\$ 612.54
Dance Space	2	720	1440	0.070895833	\$ 102.09	\$ 1,225.08
Foreign Language	3	720	2160	0.070895833	\$ 153.14	\$ 1,837.62
Gymnasium/Locker Room	1	3000	3000	0.070895833	\$ 212.69	\$ 2,552.25
Hallways	1	3000	3000	0.070895833	\$ 212.69	\$ 2,552.25
Kids' Garden	4	720	2880	0.070895833	\$ 204.18	\$ 2,450.16
Library	1	2500	2500	0.070895833	\$ 177.24	\$ 2,126.88
Little Theater	1	3500	3500	0.070895833	\$ 248.14	\$ 2,977.63
Mathematics Department	4	720	2880	0.070895833	\$ 204.18	\$ 2,450.16
Miscellaneous	1	8000	8000	0.070895833	\$ 567.17	\$ 6,806.00
Music Hall	3	720	2160	0.070895833	\$ 153.14	\$ 1,837.62
Pre-School	4	550	2200	0.070895833	\$ 155.97	\$ 1,871.65
Principal/Assistant	1	720	720	0.070895833	\$ 51.05	\$ 612.54
Reading Nook	5	720	3600	0.070895833	\$ 255.23	\$ 3,062.70
Reception	1	720	720	0.070895833	\$ 51.05	\$ 612.54
School Nurse	1	200	200	0.070895833	\$ 14.18	\$ 170.15
Science Lab	2	720	1440	0.070895833	\$ 102.09	\$ 1,225.08
Social Studies	2	720	1440	0.070895833	\$ 102.09	\$ 1,225.08
Special Education- Self Contained	3	360	1080	0.070895833	\$ 76.57	\$ 918.81
Special Education- Resource	2	270	540	0.070895833	\$ 38.28	\$ 459.41
Special Education- Speech	1	270	270	0.070895833	\$ 19.14	\$ 229.70
Special Education- Psychologist	1	270	270	0.070895833	\$ 19.14	\$ 229.70
Special Education- Therapy	2	270	540	0.070895833	\$ 38.28	\$ 459.41
Teacher Lounge	1	720	720	0.070895833	\$ 51.05	\$ 612.54
Workroom	1	720	720	0.070895833	\$ 51.05	\$ 612.54
Writers' Workshop	3	720	2160	0.070895833	\$ 153.14	\$ 1,837.62
Total Square Footage			59700	0.070895833	\$ 4,232.48	\$ 50,789.78
Estimated Building Cost		\$ 9,038,600.00				
		92 square feet per student				

Utilities estimates derived from Davis School District LFACS Report 2006 plus 3%

Water	\$ 11,681.65	\$ 973.47
Electricity	\$ 17,776.42	\$ 1,481.37
Natural Gas	\$ 20,315.91	\$ 1,692.99
Disposal	\$ 1,015.80	\$ 84.65
Utilities Total	\$ 50,789.78	\$ 4,232.48



### Per Square Foot Recent Building Costs in Alpine School District

Saratoga Shores building size	\$ 9,609,260.00 78,922	\$121.76 93	sq ft sq ft/student
Fox Hollow building size	\$ 12,152,002.00 87,724	\$138.53 100	sq ft sq ft/student
Harvest building size	\$ 10,398,999.00 80,053	\$129.90 91	sq ft sq ft/student
Forbes building size	\$ 6,674,862.00 62,368	\$107.02 86	sq ft sq ft/student

Insurance costs quoted by Risk Management and present land values were obtained from the Utah MLS.

### Transportation

#### DRIVERS

	#	Rate	Hours	Days	Salary	Total
DAILY TRANSPORT	2	\$ 14.50	3	90	\$ 3,915.00	\$ 7,830.00
FIELD TRIPS+ DAILY	2	\$ 14.50	8	90	\$ 10,440.00	\$ 20,880.00
<i>AVERAGE</i>		<i>\$ 14.50</i>	<i>5.5</i>	<i>180</i>	<i>\$ 14,701.50</i>	
<i>Total</i>						\$ 28,710.00

#### BUSES

	#	Price	
USED	2	\$ 14,500.00	\$29,000.00
VEHICLE INSURANCE	2	\$ 150.00	\$ 300.00

#### GAS MILEAGE

miles per gallon	10
miles per day	80
field trip miles	130
total miles per year	24930
diesel cost per gallon	\$ 3.95
yearly gasoline cost	\$ 9,847.35

### Field Trips- Admission only

	#	Per Trip Cost	Per Student Cost	Total Yearly Cost
FIELD TRIPS	9	\$ 2.00	\$ 18.00	\$ 11,664.00
<i>Total</i>				\$ 11,664.00

### Marketing and Advertising

Flyers, ¼ sheet, full color	\$100.00	1,000 at 10/\$1.00
Flyers, ½ sheet, black and white	\$40.00	2,000 at 1,000/\$20.00
Posters, full color, small	\$100.00	20 at \$5.00 each
Posters, full color, medium	\$100.00	50 at \$2.00 each
Posters, full color, small	\$100.00	200 at 2/\$1.00
Business cards, full color	\$40.00	1,000 at 250/\$10.00
Website	\$100.00	1 year hosting, domain name
Additional Advertising	\$1,420.00	Newspaper Ads, etc.
Marketing, Other	\$2,000.00	Purchased Services
<b>TOTAL</b>	<b>\$4,000.00</b>	

## **Section 7: Fiscal Procedures**

It is the goal of Quail Run Primary School to provide quality educational resources in an environmentally and fiscally responsible manner.

### **GENERAL**

#### *Audit of Accounts*

All accounts shall be subject to audit annually. The audits shall be performed and financial statements presented in accordance with generally accepted auditing and accounting standards, principles, and procedures promulgated by recognized authoritative bodies, and shall conform to the uniform classification of accounts established or approved by the state auditor. In the event that the school receives federal funding, the audits shall be performed in accordance with both federal and state auditing requirements.

#### *Business Administrator*

The QRPS Assistant Director of Operations and Business Management (the Assistant Director) and the Business Assistant will attend the USOE sponsored School Finance & Statistics training regarding Minimum School Program and financial reporting requirements prior to working with the school.

#### *Budget*

The Assistant Director shall prepare a proposed yearly budget for review by the Board. The final budget shall be approved on or before the preceding May 31. The budget shall include sufficient detail and documentation for review by school patrons. The budget shall not make appropriations in excess of estimated revenue. Budget requests shall be submitted by individual departments to the Assistant Director. Completion of all budget reporting requirements shall be the responsibility of the Assistant Director. Reports no less than quarterly, shall be made to the Board of Trustees indicating the budget and a forecast for the remainder of the fiscal year.

#### *Investments*

QRPS shall invest its funds in a fiscally prudent manner. The following priorities shall be followed: safety of principal, cash flow, liquidity, and then yield. The school shall allocate interest earnings or losses as they are realized, not less than annually. Maturity of investments in operating funds which are invested shall be scheduled so that the maturity date of the investment does not exceed the anticipated date of the expenditure of the funds. The Assistant Director shall have final responsibility of the individual investments of the school as long as it is in keeping with board policy. Reports no less than quarterly, shall be made to the Board of Trustees indicating interest earnings to date and a forecast for the remainder of the fiscal year. All QRPS checking accounts shall be "interest bearing."

#### *Inventory*

The Assistant Director shall conduct a yearly inventory count of all school supplies and materials. Such information shall be included in year account reports to the Board.

#### *Capital Expenditures Requiring Board Approval*

It shall be the policy of the Board of Trustees, once each year, to review and approve a list compiled and submitted by the Assistant Director of capital items for replacement, and repair and initial. Such list shall be based upon requests from department heads. Emergency capital expenditures shall be minimized to maintain the integrity of the budget process and allow for adequate Board review.

### *Personal Interest Conflicts*

No school officer or employee shall acquire personal investments in any business entity, which will create a substantial conflict between his private interests and his public duties. If a pre-existing conflict of interest is known, such potential conflict of interest must be disclosed to the QRPS Board of Trustees. A potential personal conflict of interest does not necessarily preclude the school officer's participation, if disclosed and publicly determined by the Board to be insubstantial.

### *Gifts and Tips*

Members of the Board of Education and employees of QRPS shall neither offer nor accept gifts, which might reasonably be interpreted as an attempt to influence the conduct of school business.

### *Donations*

QRPS welcomes donations from private sources. The Assistant Director shall acknowledge donations over \$250 on behalf of the Board. The Assistant Director shall not accept donations that are inconsistent with the mission and philosophy of QRPS, or that would jeopardize the health or safety of QRPS students.

### *Undistributed Reserves*

After the initial three year start-up period, the yearly budget shall include undistributed reserves equal to at least 25% of the estimated debt obligations for the coming fiscal year.

### *Surplus Funds*

The Board shall have the authority to designate the use of surplus funds when actual revenues exceed estimated revenues. Such surpluses may include, but not be limited to, amounts to be used for extended contracts for administrators and teachers, additional computers, additional school buses, and salary bonuses. The Assistant Director may recommend appropriations for surplus funds but shall not approve purchases in excess of Board approved budget appropriations without Board approval.

## **SCHOOL MANAGEMENT**

### *Procedures for Suspected Impropriety*

Individuals who have reason to suspect any impropriety in the management of QRPS funds may contact the Assistant Director. Any reports made to the Assistant Director must be relayed to the Board within three business days. If the Assistant Director is involved in such allegations, the QRPS Board of Trustees should be contacted directly. Contact information for the Board of Trustees shall be made available on the school website and shall be posted at the school.

### *Record Keeping*

The Assistant Director shall maintain appropriate supporting documentation for all bids, expenses, fund accounts, checks, purchase orders, etc. Such records may include but not be limited to transaction ledgers, invoices, reimbursement requests, bank statements, competitive quotes, and bid statements. Such records shall be stored either electronically with appropriate safeguards, in a locked cabinet at the school, or in a secure off-site storage facility.

### *Reimbursed Expenses*

The Assistant Director may approve and reimburse pre-approved employee expenses incurred by teachers and staff. Employees must submit dated, itemized receipts along with the appropriate reimbursement form.

### *Office Procedures*

All incoming mail that is addressed to the school or undesignated individuals at the school will be opened, sorted and copied (as necessary) by the Assistant Director.

### *Petty Cash*

A petty cash fund of \$100 shall be maintained for emergency purposes. Receipts and details of transactions shall be maintained. Petty cash balances must be reconciled weekly.

### *Handling of Money*

Front office personnel, such as receptionists may accept payments from students and families. Receipts shall be given for all transactions. Money collected by school employees shall be handled in an appropriate way and deposited in a timely manner. Teachers shall not store money in classrooms. Funds in excess of \$500 shall be deposited daily. Money that remains on-site overnight shall be contained in the school safe.

### *School Fees*

All middle school students shall be required to pay school fees before the first day of school. Students who complete the fee waiver process and are approved will not be required to pay school fees. Students who have submitted an application for fee waivers will not be required to pay school fees until their fee status is determined by the school. If an application for fee waivers is denied, the student will be required to pay the appropriate fees within five business days.

### *After-School Enrichment Course Payments*

Associated fees for optional, after-school enrichment courses may be paid online or in person. Such fees must be paid before classes begin and at a minimum, quarterly.

### *Lunch Payments*

Students may pay for meals yearly, monthly, weekly or daily. Students may make lunch payments by check or cash. QRPS reserves the right to refuse check payments from any student or family with a history of returned checks.

### *Collections*

The Assistant Director shall be responsible for collections on all delinquent student accounts or returned checks. The Assistant Director may utilize collection agencies or services as designated in the yearly budget or approved by the Board.

### *Student Transportation*

The primary purpose of owning, operating, and maintaining a fleet of school buses is to provide transportation for eligible students to and from schools for the purpose of educating the students of QRPS. School buses may also be used to transport students to interscholastic activities, night activities, field trips and on approved hazardous routes.

### *Travel Allowances*

Administrators may be given a mileage allowance to help defray the cost of travel expense while performing duties for the school. All bills related to travel must be submitted within 30 days of occurrence.

## **FUNDRAISING**

All revenue producing activities at QRPS, including fundraising projects, must support the school vision and educational philosophy. Students, steering committees, parents or teachers may suggest fundraising projects. However, it is important to acknowledge that fundraising at QRPS is not simply about generating money. Fundraising must involve parents, students and the local community. It should provide students with opportunities to apply the academic skills they learn at school to real-life situations. Separate accounts may be created for fundraising purposes. Such accounts are subject to review by the Assistant Director. At the discretion of the Assistant Director, funds remaining in any separate account may be transferred to the general school fund at the end of the fiscal year.

Fundraising proposals may be presented to the QRPS Board at any scheduled board meeting. Proposals for fundraising projects should include a detailed plan that answers the following questions. 1. For what purpose do we need additional funds? 2. How much revenue do we intend to generate? 3. How does this fundraiser align with our school's mission statement and educational beliefs? Incoming funds and outgoing expenses must be accurately recorded and documented.

### *Ongoing Fundraising Programs*

#### Enrichment Program

Although the enrichment program is not a fundraising program, some revenue will inevitably be generated. Proceeds must first be used to pay for the enrichment program materials and supplies. Remaining funds will be used to purchase classroom materials, pay for professional development opportunities for teachers, and increase teachers' salaries. The enrichment program underscores the philosophy of QRPS that learning must continue outside of the classroom.

#### Recycling

QRPS seeks to reduce its negative impact on the environment by recycling all possible waste materials. Income generated from recycling will be used to support school programs that emphasize environmental responsibility.

#### School Pictures

Each fall, as part of a practical learning experience, the middle school photography students will take student portraits. To emphasize QRPS's commitment to the environment, the pictures will be taken on the school grounds. In addition, parents and students will be able to view their completed portraits online before payment so that waste is reduced. Image CDs with reprinting rights will be offered consistent with QRPS's integrated technology philosophy. Revenue will be designated for increased technology.

#### Pre-School

To plan for the possibility of future state requirements for public pre-schools, QRPS has included pre-school classrooms in its building. A tuition based pre-school program will be offered both to generate funds to pay for the additional space and to create an on-site lab in which QRPS students may complete the FACS aspect of the CTE requirements. Funds will be used to pay for the loans on, leases on, or utilities cost of the facility. Surplus funds will be used to pay for the salaries of QRPS teachers who work in the Pre-School classroom. The pre-school will share the mission and focus of QRPS. Pre-school students will wear the same uniform adopted for older students. Parent involvement will be an integral part of the program.

### School Store

An on-site and online school store will be maintained by CTE students in the middle grades or by after school enrichment classes. Items sold may include school sweaters, inexpensive uniform options, water bottles, school supplies, key chains, bumper stickers, hats, wristbands, and books. Revenue will provide school uniforms for students who qualify for fee waivers. Surplus funds may be used for any school program as designated by the Assistant Director.

### School Fine Arts Events

QRPS will hold plays, concerts, deaf plays, musicals, melodramas, etc. throughout the year. Some events may charge admission. Admissions collected will cover the costs of securing performing rights, costuming, etc. Remaining money will be used to support the school's fine arts program, including classroom materials and teacher salaries.

### Building Rentals

QRPS believes that learning does not end when the final school bell rings and thus will make its facilities available for rent to the community. The little theater, outdoor amphitheater, dance studios, gymnasium, lunchroom, and selected classrooms are available for a variety of activities on evenings and weekends. Rental of the school building will require application and will be subject to approval by the Assistant Director. Rental fees will be approved yearly by the Board. Non-profit groups may use small portions of the school building at the consent of the Assistant Director, providing that their activities do not impose additional costs to the school, proper insurance coverage is provided, and the requested space and time do not interfere with school activities. Use of funds generated from building rentals is at the discretion of the Assistant Director, upon approval from the Board of Trustees.

### Miscellaneous

Individual classes will coordinate miscellaneous small fundraisers as part of the curriculum. The proceeds will fund classroom supplies, educational materials and playground equipment. Such fundraisers may include programs provided by Campbell's Soup Labels, Box Tops for Education, Robert's Craft, Cream O' Weber's Give 'Em Five, Target, Macey's, Smith's, and Albertson's.

Teachers integrate the fundraisers as part of their lesson plans. For example, a 3<sup>rd</sup> grade math class may use the Box Tops for Education program to discuss the following questions: How many 10 cent box tops will it take to reach our goal? How many boxes of cereal can one family realistically eat per school year? What shape/size are box tops? What does the expiration date represent? Why does General Mills require the box tops to be trimmed? How much will it cost in postage to deliver the box tops? Does General Mills recycle the box tops after receiving them? Is there any tracking information on the box top that allows General Mills to know which type of cereal or other food was purchased? What percentage of the total price of the box of cereal does 10 cents equal? How does our school sign up for the program? How much money per year does General Mills actually give schools? Does General Mills receive any tax advantages by donating money to our school?

## **PURCHASING POLICIES AND PROCEDURES**

### *Purchasing and Procurement Philosophy*

It is the goal of Quail Run Primary School to provide quality educational resources in an environmentally and fiscally responsible manner (for Board of Trustees approval of this policy, please see Appendix A.)

### *Statement of Intent*

It is the intent of QRPS to conduct all procurement activities in compliance with Utah Procurement Code (Chapter 56, Utah Code Annotated) and other federal or local purchasing guidelines.

### *Definition*

Procurement is defined as buying, purchasing, renting, leasing, or otherwise acquiring any supplies, services, or construction. It also includes all functions that pertain to the obtaining of any supply, service, or construction, including description of requirements, selection, and solicitation of sources, preparation, and award of a contract and all phases of contract administration.

### *Responsibility*

Procurement activities shall be supervised and monitored by the Assistant Director. The Assistant Director shall be responsible to ensure compliance with all purchasing and procurement policies and procedures. It is also the responsibility of the Assistant Director to communicate QRPS procurement policies to all employees.

### *Emergency Expenditures*

The Assistant Director shall follow all procurement policies outlined in this policy except in case of emergency. Power is granted to the Assistant Director to authorize emergency expenditures outside of these policies if the school has funds available for such a purchase and only when the immediate health, safety, or welfare of QRPS students or employees is at risk. The Assistant Director or authorized designee shall notify the Board President within 24 hours or as soon as possible. A written determination of the basis for the emergency and for the selection of the particular expense shall be forwarded to the Board and included in the school's financial files.

### *Approval of School Expenses*

The Assistant Director shall approve all school purchases and expenses except as follows. The Curriculum Director may approve Level I and Level II purchases of educational equipment or supplies. Such purchases shall be made according to school procurement procedures. All purchases of educational equipment and supplies shall be constrained to approved yearly budget amounts.

### *Purchase Orders and Invoices*

Invoices and Purchase Orders shall be checked for accuracy before payment is made. Copies of all invoices and purchase orders must be kept for auditing purposes.

### *Checks*

All school checks over \$250 must be signed by two authorized individuals, one of whom must be the School Director, Assistant Director, Curriculum Director or Assistant Business Manager.

### *Bids-Publication, Time for Keeping*

QRPS Purchasing Department will retain bid documents as required by State statute. Such records shall be stored either electronically with appropriate safeguards, in a locked cabinet at the school, or in a secure off-site storage facility.

## *Procurement Procedures Guidelines*

### **LEVEL I**

\$0 to \$1,000

- State contracts may be used if determined to be the best source.
- Direct purchase by department with PO
- Purchases may not be divided in order to avoid the next level.

### **LEVEL II**

\$1,001 to \$30,000

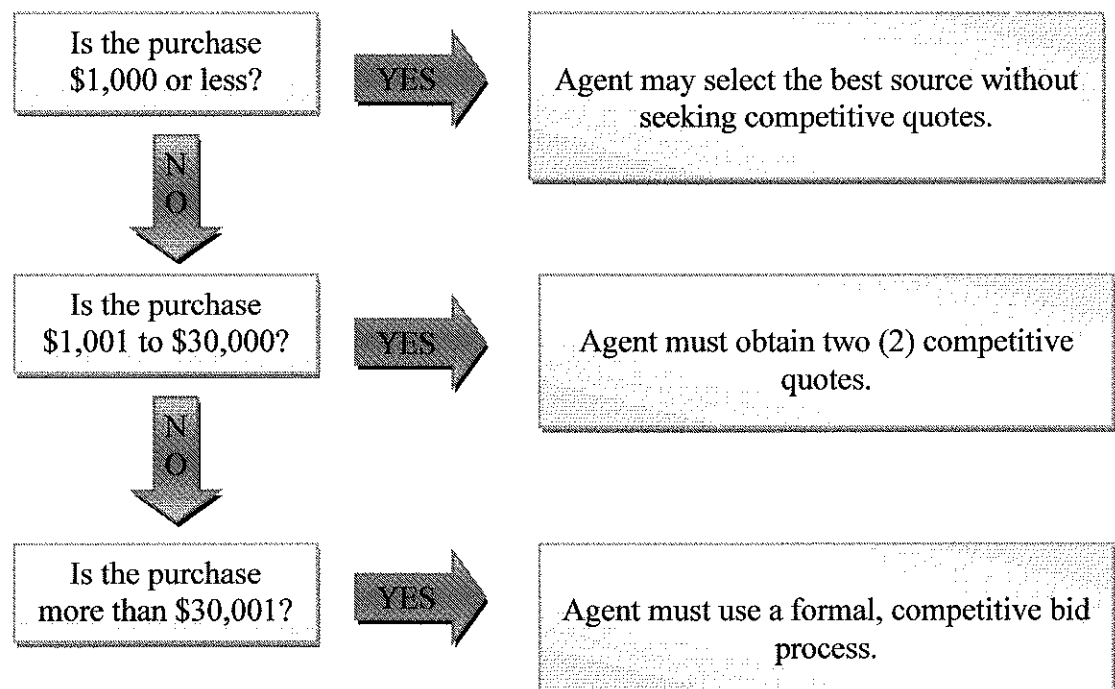
- State contracts may be used if determined to be the best source.
- Authorized agent obtains, when possible, two (2) competitive quotes by telephone, fax, or email. Details must be documented on PO.
- Purchases may not be divided in order to avoid the next level.

### **LEVEL III**

\$30,001 and up

- State contracts may be used if determined to be the best source.
- Formal bid process required.
- \$50,000 purchases and greater require approval of QRPS Board of Trustees.
- Purchases may not be divided in order to avoid the next level.

## **QRPS Purchasing Guidelines**





## **Section 8: Organizational Structure and Governing Body**

The Quail Run Primary School Foundation is a domestic non-profit corporation located in the State of Utah.

### **Board of Trustees**

#### **DESCRIPTION**

The Quail Run Primary School Board of Trustees has seven positions. The Board of Trustees is charged with protecting and implementing QRPS's mission and philosophy.

#### **BOARD MEETINGS**

QRPS Board meetings are open to the public. Meetings are scheduled and posted at the school and on the school's website where patrons may sign up for email notification.

#### **RESPONSIBILITIES**

Roles and responsibilities of all Board members include, but are not limited to:

- Protect the legal interests of QRPS
- Determine school policy
- Exercise sound legal and ethical practices and policies
- Manage liabilities wisely
- Advocate good external relations with the community, school districts, media, neighbors, parents, and students
- Hire and evaluate the Administrative Site Team
- Practice strategic planning
- Ensure adequate resources
- Manage school resources effectively
- Assess the organization's performance

In addition, certain positions on the Board have specific areas of oversight:

- Three Trustee positions direct the administrative affairs of the Board. These include the President, Secretary, and Treasurer.
- Three Trustees direct Board affairs in each of the following areas: Public Relations, School Management, and Educational Programs. These are the Trustee of Student and Family Services, The Trustee of Operations and Business Management, and the Trustee of Curriculum and Methodology. These Trustees are charged with implementation and execution of the three components of the mission statement.
- The final individual serves as a parent liaison to the Board.

#### **PARENT REPRESENTATION**

In compliance with R277-470(9), at least 25% of Board Trustee positions shall be filled by parents. A parent of a student currently attending QRPS must fill the position of Secretary. The Board fills the Secretary position through appointment. In addition, the Board Trustee at Large must be a parent of a student currently attending the school. The Trustee at Large position will be selected by a popular vote

held each year following the open enrollment period and lottery process. Parents and guardians of students enrolled for the following school year may participate in the voting.

## BOARD MEMBERS

### President

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: ANY

INITIAL TERM: BEGINS ON THE DATE OF INCORPORATION AND ENDS JUNE 30, 2010

LENGTH OF TENURE: THREE YEARS, BEGINNING WITH THE SECOND TERM

SECOND TERM BEGINS: JULY 1, 2010

SUMMARY OF POSITION: BOARD LEADER

RESPONSIBILITIES: *Compliance with State Law, Representation to the State Charter School Board, Representation to the State Board of Education, Conducting of QRPS Charter School Board meetings*

### Secretary

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: PARENT

INITIAL TERM: BEGINS ON THE DATE OF INCORPORATION AND ENDS JUNE 30, 2009

LENGTH OF TENURE: THREE YEARS, BEGINNING WITH THE SECOND TERM

SECOND TERM BEGINS: JULY 1, 2009

SUMMARY OF POSITION: RECORD KEEPER FOR THE BOARD

RESPONSIBILITIES: *Record keeping (including minutes of QRPS Charter School Board meetings), Filing of paperwork, Announcement of public notices*

### Treasurer

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: ANY

INITIAL TERM: BEGINS ON THE DATE OF INCORPORATION AND ENDS JUNE 30, 2011

LENGTH OF TENURE: THREE YEARS, BEGINNING WITH THE SECOND TERM

SECOND TERM BEGINS: JULY 1, 2011

SUMMARY OF POSITION: FINANCIAL DIRECTOR FOR THE BOARD

RESPONSIBILITIES: *Fiscal Responsibility*

### Board Trustee at Large

METHOD OF SELECTION: POPULAR PARENTAL VOTE

MEMBER TYPE: PARENT

LENGTH OF TENURE: 1 YEAR

INITIAL TERM: BEGINS JULY 1, 2010

SUMMARY OF POSITION: PARENT LIAISON

RESPONSIBILITIES: *Networking with parents, Coordinating family involvement*

### Board Trustee of Curriculum and Methodology

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: ANY

LENGTH OF TENURE: FIXED

BOARD AFFAIRS TO DIRECT: EDUCATIONAL PROGRAMS

PORTION OF MISSION STATEMENT TO OVERSEE: "QRPS IS A MULTI-SENSORY LEARNING CENTER."

AREAS OF RESPONSIBILITY: *Curriculum, Assessment, Methodology, Faculty programs*

#### Board Trustee of Operations and Business Management

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: PARENT

LENGTH OF TENURE: FIXED

BOARD AFFAIRS TO DIRECT: SCHOOL MANAGEMENT

PORTION OF MISSION STATEMENT TO OVERSEE: "QRPS IS AN ENVIRONMENTALLY RESPONSIBLE LEARNING CENTER."

AREAS OF RESPONSIBILITY: *School lunch, Facilities, Zero Waste program*

#### Board Trustee of Student and Family Services

METHOD OF SELECTION: APPOINTED

MEMBER TYPE: ANY

LENGTH OF TENURE: FIXED

BOARD AFFAIRS TO DIRECT: PUBLIC RELATIONS

PORTION OF MISSION STATEMENT TO OVERSEE: "QRPS EMPOWERS STUDENTS TO BE ACCOUNTABLE FOR THEIR EDUCATIONAL JOURNEY"

AREAS OF RESPONSIBILITY: *Enrollment, Special Needs, Marketing, Public Relations, Advertising*

#### TENURE

Three appointed Board positions are of permanent tenure. The remaining three appointed Board members serve for three years. The Board shall fill positions rotating basis by an appointment of any qualified candidate. Board members can resign from any position, at any time, for any reason. The Board shall endeavor to fill vacant Board positions within a reasonable amount of time. This individual shall only serve the remainder of the term. Board members may serve successive terms, if appointed by the Board to such.

If the Board Trustee at Large resigns his/her position before the end of the term, a popular parental vote shall be held within 30 days to elect a successor. This individual shall only serve the remainder of the term. The Board Trustee at Large may serve successive terms, if elected to such.

#### REMOVAL OF BOARD MEMBERS

In rare cases a Board member may be removed from his/her position on the Board when the member has abused his/her position on the Board for personal financial gain; has consistently acted in a contradictory manner to the mission and philosophy of QRPS; or has put the validity of the charter in jeopardy by his/her actions. Only by formal vote can the Board remove a member before the end of their term. Such an action shall require approval of at least five of the seven Board members. In the event that less than seven members vote, the removal must be approved by a 2/3 majority.

#### YEARLY OBLIGATIONS

The following items must be approved yearly by the Board:

- Discipline Policy
- Safe Schools Policy
- Patron Handbook
- Curriculum Manual
- Budget
- Operations Manual
- Technology Plan
- Fee Schedule

- Enrichment Program
- Fundraising Plan

### **Steering Committees**

Steering committees are formed to accomplish specific tasks or to advise the Board on school matters. Parents and adult family members are encouraged to serve on school steering committees to enrich the educational experience of all students attending QRPS. These steering committees encourage more individuals to be involved and allow those with limited time or focused interests and talents to contribute without a long-term commitment. Among other responsibilities, parent steering committees make decisions regarding School LAND Trust funds, guide curriculum modifications, recommend enrichment courses, and implement eco-friendly school policies.

Steering Committees operate under the direction of the Founding Board. A temporary steering committee may be recommended by any Board member, school administrator, faculty member, staff member or school patron. Steering committees are subject to approval by the QRPS Board of Trustees. Board approval of a steering committee must define, at a minimum, the following: length of service, tasks to be accomplished, reporting deadlines, number of members, suggested procedure for member recruitment, and committee chair. Unless otherwise provided for by law (such as in the case of the School LAND Trust fund committee) members of a steering committee may include any Board member, school administrator, staff/faculty member, school patron, or local business representative as approved by the Board. Faculty who advise or head steering committees may receive licensure points as approved by the school administration.

The Founding Committee is a steering committee that assists the Board through the planning and development phases of the school. Children of parents who serve on the Founding Committee have preferential enrollment.

### **Administrative Site Team**

The QRPS site team consists of three administrators. The Board of Trustees recruits, interviews, and hires qualified team members to direct daily school affairs in each of the following areas: Public Relations, School Management, and Educational Programs.

#### Public Relations: Director of Student and Family Services

*The Director of Student and Family Services (the Director) supervises family and community involvement at the school level. The Director is a student advocate and parent liaison. As the Director serves in this leadership position, she/he is ultimately responsible for the positive and fun atmosphere that permeates the school community. The Director will report to the Board Trustee of Student Services.*

#### School Management: Assistant Director of Operations and Business Management

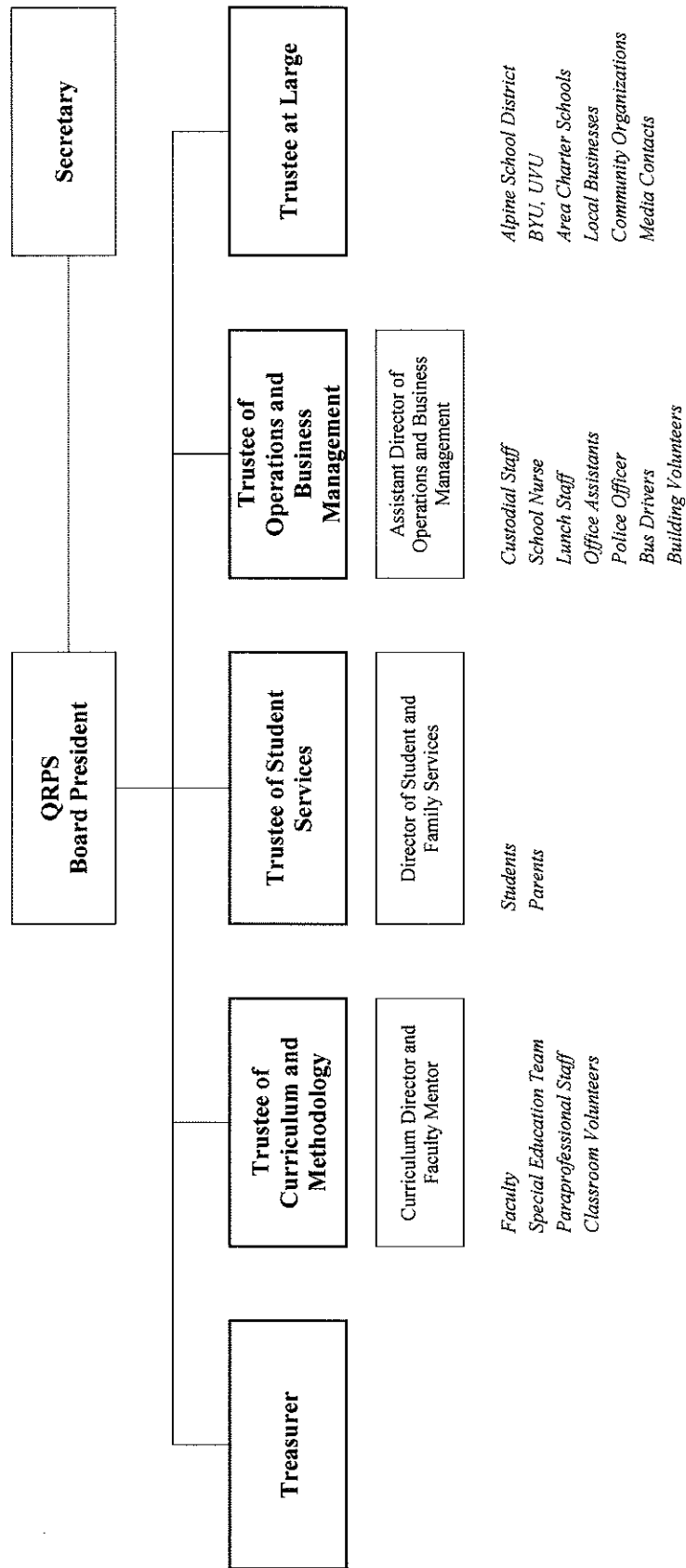
*The Assistant Director of Operations and Business Management (the Assistant Director) is responsible for all school level operations including business and fiscal management. The Assistant Director will report to the Board Trustee of Operations.*

#### Educational Programs: Curriculum Director and Faculty Mentor

*The Curriculum Director and Faculty Mentor (the Curriculum Director) supervises all educational programs. The Curriculum Director will report to the Board Trustee of Curriculum.*

# **Quail Run Primary School** **BOARD OF TRUSTEES**

Quail Run Primary School is an environmentally responsible and multi-sensory learning center that empowers students to be accountable for their educational journey.



## **Section 9: Background Information Sheets and Affidavits**

Gary Fullmer

Background Sheet

Resume

Affidavit

Barbara Alldredge

Background Sheet

Resume

Affidavit

Tawna Brown

Background Sheet

Resume

Affidavit

## ***Background Information Sheet***

Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary.\*

Name: **Gary Fullmer**

Role in School (list positions with school)

Treasurer

Employment History:

Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

### **eBay Inc. (Oct 1999 – Present)**

Sr. Manager, Trust & Safety: New Initiatives

- Evaluate new business opportunities (incl. new products, promotions, M&A) to determine incremental risk exposure. Risk types incl. increased incidence of marketplace policy violations, attacks from hackers and organized criminal organizations, and/or alterations of key customer behaviors. Seek mitigation of risk through changes to approach, product or process, or seek transparency of assumed new risk.
- Business lead for key strategic priorities, incl. top 2008 priority – Best Match/Performance Based Search. Increase/decrease conversion and exposure of listings based on likelihood of resulting in bad customer experience. Positively impact key customer metrics with neutral/positive impacts to top and bottom line revenue metrics.
- Manage business analysis to inform pricing, promotion and exposure. Ensure changes to seller population results in balanced ecosystem with maximum revenue upside.

Previous Roles incl.

- Manager 2, Product Management: Workflow Systems
- Supervisor 3, Customer Service: VeRO Program/Intellectual Property
- Analyst, Fraud/Policy Detection Rules: Intellectual Property

### **Durable Paper (Oct 2007 – Present)**

Owner/Product Manager

- Identify and assess market opportunities
- Design and develop products (paper based packaging products)
- Manage product lines (incl. negotiating vendor relationships) to ensure profitability

### **Advanta Business MasterCard (May 1999 - Oct 1999)**

Accounts Payable/Receivable Associate

- Manage customer relationships for small and mid-sized businesses

### **Citibank / AT&T Universal Card (April 1995 – May 1999)**

Credit and Collections Associate

- Analyze FICO and other data sources to determine customer eligibility for pricing, promotions or credit

- Negotiate customer payment arrangements for severely delinquent accounts to minimize company losses

**Education History:**

Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) and your experience with operating a non-profit entity and/or charter school that supports your qualifications to be considered sufficiently qualified to operate a charter school.

**Utah Valley State College (1994 – 1996)**

**Associates Degree**

- Emphasis in Mathematics and Business Administration

**Statement of Intent:**

Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.

I believe education is the foundation of a successful society. I am committed to improving the availability and quality of education for my community and my children. A safe and friendly environment that fosters personal, social, physical, emotional and academic growth in concert will help prepare our children to succeed in advanced education, excel in their careers, and be more productive and positive members of society while being confident and capable individuals.

Parental involvement is essential to setting a productive tone for learning. Reading to my children every day, working to teach math and language concepts and setting behavioral and moral standards before they enter school will allow them to be positioned for success. I am strongly motivated to continue providing development opportunities for my children while working to extend these opportunities to others in community who are interested in the best educational opportunities.

\*The information provided will be subject to verification by the board.



# Gary Fullmer

10489 Colonial Dr., Cedar Hills, UT 84062 (801) 560 - 6453 gfullmer@ebay.com

## Objective

Education is the foundation of a successful society. I am committed to improving the quality and availability education for my community. An environment that fosters personal, social, physical, emotional and intellectual growth will prepare our children to be productive, positive members of society and confident, capable individuals.

## Experience

### **Sr. Manager 3, Trust & Safety: New Initiatives**

Oct 1999 – Present eBay Inc., Draper, UT

- Evaluate new business opportunities (incl. new products, promotions, M&A) to determine incremental risk exposure. Risk types incl. increased incidence of marketplace policy violations, attacks from hackers and organized criminal organizations, and/or alterations to key customer behaviors. Mitigate risk through changes to approach or product, or seek transparency of new risks assumed.
- Business lead for key strategic priorities, incl. Best Match/Seller Performance in Search. Increase/decrease conversion and exposure of listing populations based on likelihood of resulting in bad customer experience. Positively impact key customer metrics with neutral/positive impacts to top/bottom line revenue metrics.
- Manage business analysis to inform pricing, promotion and exposure. Ensure changes to seller population results in balanced ecosystem with maximum revenue upside.
- Previous roles include:
  - Manager 2, Product Management: Workflow Systems
  - Supervisor 3, Customer Service: VeRO Program/Intellectual Property
  - Analyst, Fraud/Policy Detection Rules: Intellectual Property

### **Owner/Product Manager**

Oct 2007 - Present Durable Paper, Cedar Hills, UT

- Identify and assess market opportunities
- Design and develop products (paper based packaging products)
- Manage product lines (incl. negotiating vendor relationships) to ensure profitability

### **Accounts Payable/Receivable Associate**

May 1999 – Oct 1999 Advanta Business MasterCard, Draper, UT

- Manage customer relationships for small and mid-sized businesses

### **Credit and Collections Associate**

April 1995 – May 1999 Citibank / AT&T Universal Card, Salt Lake City, UT

- Analyze FICO and other data sources to determine customer eligibility for pricing, promotions or credit
- Negotiate customer payment arrangements for severely delinquent accounts to minimize company losses

## Education

### **Utah Valley State College, Orem, UT**

1994 - 1996

- Associates Degree
  - Deans List
  - Emphasis in Mathematics and Business Administration

## References

References are available on request.

## AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Gary Fullmer Social Security Number \_\_\_\_\_

Address 10489 Colonial Dr., Cedar Hills, UT, 84062  
Street City State Zip

Phone 801-560-6453 Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
2. All prospective members of Boards of Directors of charter schools must be willing to submit to a background check, which requires fingerprinting, consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. Fingerprint cards and required Release of Liability forms are available from the Utah State Office of Education. Please note that the full legal name (including maiden name, if applicable) of the applicant must be on both the fingerprint cards and the release form. All applicable spaces on the top part of the fingerprint cards and the release form must be filled out completely, because the FBI will not accept incomplete cards and it may delay the completion of the background check process.  The background check applicant is responsible for the cost of the background check. If you live in Utah, you will need to do a live fingerprint scan. <a href="#">Live Scan Site (PDF)</a> .	
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

\* Results of fingerprint and background check submission required within ninety (90) calendar days of charter approval by the State Board of Education. A background check that reveals offenses that has occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR QRPS.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

\_\_\_\_\_  
Applicant's Signature

Subscribed and sworn before me this \_\_\_\_ day of \_\_\_\_\_ Year \_\_\_\_.

County of \_\_\_\_\_ State of \_\_\_\_\_.

Notary Public \_\_\_\_\_ My Commission Expires \_\_\_\_\_

### **Background Information Sheet**

*Please provide the following information on the authorized agent, each governing body member, and any individuals responsible for the day-to-day operation of the school. A resume for each individual is also required. This page may be copied as many times as necessary. \**

*Name*

Barbara Alldredge

*Role in School (list positions with school)*

Board President

*Employment History:*

*Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

Small Business Owner, MATCHEEZ DOT COM, LLC

**2003- Present**

<http://www.matcheez.com>

**Responsibilities:**

- Complete company financial reporting requirements (year-end tax information, budgets, profit/loss statements, etc.)
- Develop and implement company marketing plans.
- Design clothing lines.
- Maintain inventory.
- Oversee customer service department.
- Design and update company website.

Suzuki Piano Teacher, SELF- EMPLOYED

**1991-2003**

<http://suzukiassociation.org/>

**Responsibilities:**

- Teach music theory, technique, and appreciation to students from ages 3 – 65.
- Plan and hold recitals for students.
- Advertise.
- Maintain accurate student records.
- Prepare business tax information.

Teacher, SYLVAN LEARNING SYSTEMS

**2001**

<http://tutoring.sylvanlearning.com/>

**Responsibilities:**

- Tutor students who have difficulty with math.

Private Tutor, SELF-EMPLOYED

**1998-2001**

<http://www.askthemathteacher.blogspot.com/>

**Responsibilities:**

- Teach reading strategies to students with reading disabilities.
- Teach math to students with reading and math disabilities.

Teacher, INDEPENDENCE HIGH SCHOOL

1997-1998

<http://www.ihs.provo.edu>

Responsibilities:

- Teach math classes, including Pre-Algebra, Algebra, Geometry, Applied Math I.

Teacher, KNOWLEDGE GAIN LEARNING CENTER

1995- 1999

<http://leadingfamilies.com/>

Responsibilities:

- Teach small group math classes, including: Pre-Algebra, Algebra, Geometry, Algebra II, Trigonometry, Pre-Calculus
- Use A. Lynn Scoresby's educational programs including 12 study skills, Awakening the Brain's Potential, Ten Assertive Learning Skills, moral development, memory strategies, Windows of Learning
- Direct mathematics program
- Train teachers in appropriate use of mathematics manipulatives
- Tutor students with reading disabilities
- Prepare school for accreditation by Northwest

Student Teacher, LAKERIDGE JUNIOR HIGH SCHOOL

1995

<http://lakeridge.alpinedistrict.org/>

Responsibilities:

- Teach math classes.
- Create lesson plans and class activities.

Custodian, BRIGHAM YOUNG UNIVERSITY

1993-1995

<http://www.byu.edu>

Responsibilities:

- Oversee care of women's restroom facilities for various campus buildings.

Bindery Worker, BRIGHAM YOUNG UNIVERSITY PRINT SERVICES

1991-1993

<http://www.byu.edu>

Responsibilities:

- Complete hand collating and other hand bindery tasks.
- Assist on bindery machine jobs, as necessary.

Telephone Surveyor, WESTERN WATS

1991

<http://www.westernwats.com>

Responsibilities:

- Conduct telephone surveys.
- Prepare reports.

*Education History:*

*Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) and your experience with operating a non-profit entity and/or charter school that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

**1995- Present**          Professional Development  
Integrated Technology  
Web Publishing  
Digital Photography in the Classroom  
Computer Networks  
Reading K-2  
Students with Disabilities

**1998- Present**          Home-school Teacher

**2000 – Present**          School Volunteer  
Forbes Elementary: one-on-one math and reading instruction  
Barratt Elementary: one-on-one reading instruction  
Geneva Elementary: Gifted and Talented Math program  
American Fork Junior High: PTA volunteer

**2002- Present**          Girl Scouts of Utah  
Troop Leader  
Assistant Troop Leader  
Troop Cookie Manager

**2005- Present**          Boy Scouts of America  
Den Leader  
Cub Committee Chairman

**1995**                      Brigham Young University  
BA Mathematics Education  
Endorsements: Math Level 4, Dance

*Statement of Intent:*

*Using as much space as necessary below, provide a personal statement regarding your role and commitment to this application as it has been written.*

It is a priority for me to provide a quality education for my children, We have explored online schools, home school groups, and public schools. I have three gifted children, one of whom also has multiple disabilities. I am committed to the idea of a charter school that benefits all children regardless of disability. I wrote the initial draft of the charter school application and recruited various qualified professionals to evaluate the specific sections of the applications.

*\*The information provided will be subject to verification by the board*