

**APPENDIX A**

**AMENDMENT REQUEST**

**AND SUPPORT MATERIALS**

1. ENROLLMENT CAP AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS
  - a. Narrative
  - b. Enrollment Matrix
  - c. Staffing Chart
  - d. Additional Documentation



Arizona State  
Board for  
Charter Schools



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## Enrollment Cap Request

### Charterholder Info

#### Charter Holder

**Name:**  
Mary Ellen Halvorson  
Educational Foundation

**CTDS:**  
13-87-57-000

**Mailing Address:**  
5522 Side Road  
Prescott, AZ 86301  
> [View detailed info](#)

#### Representative

**Name:**  
Mary Ellen Halvorson

**Phone Number:**  
928-777-0403

**Fax Number:**  
928-777-0402

### Downloads

 [Download all files](#)

### Enrollment Cap

**From:**  
225

**To:**  
300

### Attachments

#### Board Minutes

 [Download File](#) – The Charter Board already approved an enrollment request along with a grade level change in February 2019. By May 2019 the applications for the approved middle school had greatly exceeded enrollment expectations. Our school board met in May to approve an ECap increase to 300. Those minutes are attached here.

### Increase to Enrollment Cap Attachments

The following 2 attachments are only required if the enrollment cap is increasing.

### Occupancy Documentation (Increase Only)

 [Download File](#) – Occupancy documents with fire marshall inspection reports.

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**Narrative** –  [Download File](#)

### Additional Information

 [Download File](#) – enrollment matrix

 [Download File](#) – staffing chart

## Feedback

Feedback

## Signature

**Charter Representative Signature**

Mary Ellen Halvorson 06/13/2019

Tri-City College Prep High/Middle School



**Enrollment Cap Amendment Request  
Narrative**

## **Enrollment Cap Increase**

The Mary Ellen Halvorson Education Foundation is requesting an enrollment cap of 25 additional students. This will allow the Mary Ellen Halvorson Education Foundation to better serve the community and families already attending Tri-City College Prep High School.

### **Enrollment Cap Increase Justification**

At the ASBCS Board Meeting on February 11, 2019, Tri-City College Prep applied for and received a grade level change from grades 9-12 to grades 5-12 and an enrollment cap of 50 more students. The original plan was to reach capacity in three years.

On March 21, 2019, the addition of a middle school to Tri-City College Prep was announced in the local newspaper. Currently we have 93 applications. It is evident that Tri-City College Prep did not anticipate the interest in Brain Age delivery of curriculum and the confidence that this community places in Tri-City College Prep.

In reviewing the middle school program, facilities, desired class size, and staff, it would be possible to accommodate 25 more students for the 2019-2020 school year. The middle school would achieve full capacity in its first year of operation and maintain that enrollment in subsequent years.

We are requesting an enrollment cap increase of 25 students from the current 275 to 300 who are already on our waiting list. Two teachers are eagerly awaiting the ASBCS Board decision enabling us to bring their status to full time teacher.

May 8<sup>th</sup>, 2019 the Tri-City College Prep Board of Education approved the request for an additional enrollment cap of 25 students.

It is anticipated that grades 9-12 will be as stable. Tri-City College Prep High School believes that meeting new students and making new relationships is important for high school students and prefers that the students entering TCP from its middle school remain at approximately 50% of the ninth grade class.

Tri-City College Prep High School has never needed to advertise beyond its first year it opened. It is evident that no further advertising of the middle school will be needed other than the announcement made in the local newspaper in March 2019.

### **Additional Student Rationale**

1<sup>st</sup> The Mary Ellen Halvorson Education Foundation dba Tri-City College Prep is centrally located for three communities: Prescott, Prescott Valley, and Chino Valley. This, however, places it a distance from those communities' middle schools. Many of our high school students have middle school siblings, and having a middle school by our high school would lessen those families' transportation stressors.

2<sup>nd</sup> No middle school in the area is focusing on the Brain Age of middle school students. Research in this area is relatively new and applying what we know about Brain Age to academic

curriculum delivery would better prepare students for the rigorous curriculum of Tri-City College Prep High School. Brain Age is also starting to be addressed by researchers who are studying the effect of cell phones and technology on the brain. A recent technology study concluded that because of technology, certain dendrites in the brain are atrophying.

3<sup>rd</sup> Choosing what grades to include in Tri-City Middle School was difficult. Research on Brain Age includes grades (6-8) as middle school. Many of our current students come from Prescott. Prescott Unified School District has created a unique grade configuration. Elementary school is grades (K-4), then students go to a (5-6) school, and finally transfer to a (7-8) middle school before going to high school. If Tri-City Middle School began at grade (6), Prescott students leaving grade (4) would have to attend a different school for one year before coming to Tri-City Middle School. Since this happens only in Prescott, Tri-City Middle School anticipated a smaller grade (5).

Applications received prove our planning was correct. Reviewing those applications Tri-City College Prep Middle School will configure it's classes into three levels. Level one will be grades five and six. Level two will be grade seven. Level 3 will be grade eight.

4<sup>th</sup> An informal study of our area's enrollment trends in district, charter and private schools was done through data available and through interviews when data was not present. Interviews with private schools and with parents were included. The following conclusions were made: 1) The market for charter high schools in our area is saturated. It is important to note that while Tri-City College Prep High School is 97%+ full; the announcement of the middle school has also increased the waiting list for the high school for next year. 2) The middle school market is not being directly addressed. Parents report that K-8 and K-12 schools accommodate middle school students, but do not plan specifically for them. 3) There are two middle school/high school combinations in the area. 4) Tri-City's Middle School will be the only middle school offering a program specifically designed to address Brain Age.

### **Staffing Justification**

The staffing chart attached to this request reflects Tri-City College Prep Middle School being full and fully staffed in the first year and maintaining that number for the subsequent three years.

Currently the Mary Ellen Halvorson Education Foundation's high school, Tri-City College Prep High School has two part time staff members responsible for coordinating and delivering Special Education needs along with contracting for additional services as needed. This model will continue for Tri-City Middle School. Contracted persons are not reflected in staffing needs because they are not legally considered staff and because those persons change with the changing needs of the SPED students.

Recruitment, Hiring and training:

No further recruitment would be necessary for the implementation of this enrollment cap. In anticipation of the ASBCS Board approving this enrollment cap increase, two part time teachers hired were informed that they would probably be full time.

Typically, when additional staff is needed, Tri-City College Prep lists openings with the Yavapai County Education Service Agency, Rural Schools Association, Arizona Education Jobs, and other sites as applicable. The hiring process involves an application, review and interview and includes: fingerprints, resume, transcripts, certifications, references, background checks and employment agreements. New hires go through a New Hire Training Program currently in place for: school procedures, philosophy, safety, HR, employment forms, scheduling, and handbooks. In addition to the above, the new hires for the middle school have inservice training in Brain Age and integrated grade level instruction.

### **Standards and Methodology**

All curriculum will meet Arizona Academic Standards. There is nothing unique about the curriculum selected for Tri-City Middle School. In fact, the math curriculum selected, “Engageny,” is what Prescott Unified School District is using. The rationale for selecting “Engageny” is that Tri-City Middle School is not focusing on a unique curriculum, but on the curriculum delivery.

The unique element of Tri-City Middle School will be in the instruction methodology and learning techniques. Brain Age Focus will drive the instruction and learning. Brain Age Focus differs from brain development in that Brain Age Focus looks at what is happening to the brain physically at a particular age and then delivers curriculum and guides learning with appropriate methods for that Brain Age. Brain Age focused curriculum delivery begins with the premise that the student’s brain is at a particular stage of physical and mental development and uses curriculum delivery methodologies that best utilize and enhance the brain’s age. The same instructional methodologies utilized in elementary school will not properly stimulate the middle school brain and opportunities to properly stimulate the brain at a particular brain age may make learning harder at a later age.

This is most often recognized in learning foreign languages. Foreign language educators have pushed to have a foreign language taught earlier and earlier in the K-12 curriculum. From recent Brain Age research we learn that this is good because the dendrites necessary for hearing and reproducing linguistic phonetics atrophy if not used. Rather than teach one foreign language, Tri-City Middle School will teach small amounts of multiple foreign languages to maintain a linguistic phonetic basis for multiple world languages present in the brain. This focus will also promote and interest in international studies.

Brain Age research is an emerging science, but outstanding educators have instinctively understood it for a long time. Some Brain Age researchers have identified as few as five stages.

Others have identified as many as or more than fourteen stages, but most agree the brain is not mature until around age twenty-five.

Tri-City Middle School will cognitively use Brain Age to drive curriculum delivery. From Brain Age research and workshops attended, three main areas of Brain Age have emerged as important to middle school academics: 1) Physical: Activities that previously produced endorphins for the brain no longer produce endorphins and thus no longer stimulate the brain. Middle school students will often say they are bored as a means of expressing how the lack of endorphins feels. 2) Mental: The dendrites on the neurons begin to shrivel if they have not been used. This process is called dendrite pruning. 3) Social/Emotional: The social/emotional portions of the Middle School Brain Age increasingly focus on self-interest. While it is important to understand and help middle school students with self-interest, it is also important to help them grow beyond this descriptor of the middle school brain. Middle school students need to be able to express themselves in writing and the arts, but they need to find rewards in interacting with and meeting the needs of others to effectively move to the next Brain Age. Tri-City Middle School will incorporate Junior Achievement into its curriculum as a means of meeting its Brain Age Focus and STEM interest.

The following chart outlines Brain Age descriptors that relate to middle school education and gives Applications that Tri-City Middle School will use with sixth through eighth graders.

### Middle School Brain Age Descriptors and Applications

<b>Physical</b>	<b>Descriptors</b>	<b>Application to Curriculum</b>
BA P.1	Developing new physical skills produces endorphins.	All students participate in physical education as part of the curriculum.
BA P.2	Endorphin production stimulates memory.	Physical activities will be instituted multiple times during the day and movement will be utilized to assist with memory.
<b>Mental</b>	<b>Descriptors</b>	<b>Application to Curriculum</b>
BA M.1	Pruning of dendrites begins. Dendrites for essential language sounds begin to be pruned from neurons.	As different countries are studied in social studies, student also learn songs, short phrases, and/or how to count in the language of that country.
BA M.2	Self-esteem is linked to the development of problem solving and critical thinking skills.	<i>Critical Thinking</i> by Richard Paul and Linda Elder will guide science experimentation, historical review and literary analysis. The 9 intellectual standards will be applied to academics.
BA M.3	Memorization skills maintain certain dendrites.	Students will memorize poetry, math facts, and drama scripts.
<b>SOCIAL/ Emotional</b>	<b>Descriptors</b>	<b>Application to Curriculum</b>

BA E.1	Decision making is often emotional rather than rational decision making.	In literature and social studies, students will be challenged to analyze what decisions were made emotionally, rationally, and/or both.
BA S.2	Self-interest often outweighs group or outside group interests,	"The Problem of Egocentric Thinking" will be read and studied by students. Junior Achievement, academics, projects, and activities will provide instruction and opportunities to practice principles.

While, sixth through eighth grade is considered Middle School for Brain Age, it is important to realize that some students reach that Brain Age earlier and some students have a delay in reaching Middle School Brain Age. Tri-City Middle School plans to include grade (5) so Intermediate Brain Age, grades (4-5), will be implemented as appropriate and are included here.

### **Intermediate Brain Age Descriptors and Applications**

<b>Physical</b>	<b>Descriptors</b>	<b>Application to Curriculum</b>
BA P.1	Students refine coordination and develop fine motor skills.	Eye hand coordination and body control developed in physical education and in arts and crafts curriculum.
BA P.2	Physical activity produces endorphins.	Individual and group play is experienced during recess.
<b>Mental</b>	<b>Descriptors</b>	<b>Application to Curriculum</b>
BA M.1	The mind can process patterns and can follow outside reasoning.	Patterns in math, world cultures, science and the arts will be emphasized to help students cognitively see cause and effect reasoning.
BA M.2	The mind can follow steps in problem solving.	Math and academic opportunities like Science fair projects teach problem solving.
<b>Social/ Emotional</b>	<b>Descriptors</b>	<b>Application to Curriculum</b>
BA S.1	Students develop an interest in interaction with peers.	Literature, drama, Junior Achievement and board games give students opportunities to experience success and failures at social skills.

### **Teaching Model**

Small group instruction is key to incorporation of Brain Age in curriculum delivery and learning. It is important for the teacher to be very aware of each middle school student's reactions to and attitudes toward the curriculum to determine if appropriate measures are being utilized to individually meet the middle school student's Brain Age. Teacher observations are key and can best be done in small groups of students.

Small group instruction is also key for the student to feel safe during instruction. For the middle school student's Brain Age, asking questions when comprehension is not optimal comes easier in a small group discussions than having to raise a hand to ask a question in front of an entire classroom of students.

Teaching group work skills is also at its optimal in small groups. The middle school Brain Age struggles with work ethic, personal vs. group responsibility and how to navigate the dynamics of working with others. These skills are best learned in small groups and are essential for group work co-operation, productivity, and success in high school, college and the work place.

Critical thinking and problem solving skills are best taught by practice not observation. In large classrooms many students develop the bad habit of sitting back and just observing other students solve the problems or express themselves in critical thinking situations. They do not learn to take risks, experience failure, or subject their ideas group critique. Tri-City Middle School will utilize Socratic Circles and Richard Paul and Dr. Linda Elder's "Critical Thinking concepts and Tools" strategies to accommodate the middle school Brain Age.

The small group model will require a teacher to plan lessons that meet the curriculum standards, present the material, organize the activities and assess learning. Following through with assignments will then be done individually and in small groups that are supervised by a trained paraprofessional. In this manner a teacher can move from group to group throughout the day providing instruction with the paraprofessional helping students follow through with assignments. The goal is that by grade (8) students will be able to work independently and effectively in small groups completing projects and assignments with very little supervision.

### **Math**

Tri-City Middle School will be using "Engageny" math which aligns with the Arizona State Standards. A sample of alignment for grade (5) is included below.

Engageny Module	Concepts Covered	Arizona Standards
Module 1	Place Value and Decimal Fractions	5.OA.A 5.OA.B 5.NBT.A 5.NBT.B 5.NF.A
Module 2	Multi-Digit whole Number and Decimal Fraction Operations	5.NF.A
Module 3	Addition and Subtraction of Fractions	5.NF.A
Module 4	Multiplication and Division of Fractions and Decimal Fractions	5.NBT.B 5.MD.A 5.NF.B

Module 5	Addition and Multiplication with Volume and Area	5.MB.C
Module 6	Problem Solving with Coordinate Plane	5.MB.B 5.G.A 5.G.B

Tri-City Middle School will teach math through pre-algebra. Students who excel in math will have the opportunity to move on to high school math class at Tri-City College Prep High School. Manipulatives, group projects and online resources will supplement the math curriculum. Memorization is important for middle school Brain Age. Tri-City Middle School has a math poetry resource that teaches math concepts through poetry. Students will also create math poems.

### English Language Arts

Tri-City Middle School English Language Arts curriculum will meet all Arizona State Standards. “Engageny” and Arizona State standards are closely aligned as seen in the chart below. Tri-City Middle School will be using “Engageny” English Language Arts curriculum as a starting point and will be supplementing this curriculum in two ways. 1) Arizona State Standards includes a Language category not found in “Engageny.” This category deals mostly with conventions of writing and vocabulary. 2) To incorporate Brain Age, additional and/or substitutional materials will be used with the same curriculum format as found in “Engageny”. The nine intellectual standards as outlined in Richard Paul & Linda Elder’s *Critical Thinking* will be applied in writing and Socratic Circle discussions. Those standards are: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

#### Engageny Sixth Graded Units Aligned with Arizona State Standards

Engageny Modules	Areas Covered	Arizona Standards
RI.6.1-10	Informational Texts	6.RI.1-10
RL.6.1-10	Literature	6.RL.1-10
W.6.1-10	Writing	6.W.1-10
SL.6.1-6	Speaking & Listening	6.SL.1-16
	Language (conventions & vocabulary)	6.L.1-16

### Humanities

History, civics, geography, foreign language and culture studies will be integrated with the English Language Arts and the performing arts. As countries are studied in geography, students will be exposed to the cultures of the countries (including literature) and learn essential linguistic phonetics of the languages spoken in those countries. Projects, performances, and art shows will display student’s learning. ELA standards in speaking and listening will be incorporated into those performances. Students’ writing will be held to the ELA writing standards and included in the student’s ELA grades.

## **Science**

All science curriculum will meet the Arizona State Standards. The year will be divided into three units: Physical Science, Earth and Space Science, and Life Science. Physical science will cover such topics as: matter, forces, changes in force, properties including chemical reactions and efficiency. Earth and Space Science will cover such topics as: earth's atmosphere, composition of the universe, relationships among and between elements of earth and space, time, patterns, and resources. Life Science will cover such topics as: organisms, genetics, environmental aspects, interaction and interdependency change, and ecosystems. Fifth and sixth graders will be brought together to study science but will have separate expectations on learning and separate evaluations. Seventh and eighth graders will do the same. Projects and group presentations will be incorporated and utilized to appropriately address Brain Age.

## **Students with Disabilities**

Small group instruction is ideal for many students with disabilities. An appropriate IEP or 504 Plan is easily implemented in small group instruction with paraprofessional assistance model already outlines. Accommodations and modifications will be implemented to meet the student's individual needs. Depending on the student's determination, additional resources will be procured.

## **English Language Learners**

For ELL students, a baseline language proficiency will be established and literacy goals will be implemented. A main strategy for ELL students is cooperative learning for which small group instruction and project learning are good. Other strategies such as: visual learning, key concept and vocabulary instruction, and linking new information to past knowledge as well as modifications will be implemented as appropriate.

## **Grade Promotion Criteria**

Students will be promoted from one grade to the next and graduated from eighth grade based on performance, testing, and mastery of the Arizona State Standards. Rubrics for grading will reflect the Arizona Standards so that students and parents are clear on what the student must accomplish to receive a passing score (60%+) on assignments and report cards. To be promoted to the next grade, students must earn an average proficiency of 70% or higher when all subject areas are considered. Students who do not meet this criteria, must meet with administration to implement an intervention plan before being promoted.

## **Resources Needed**

Implementing the *Engageny English Language Arts* curriculum is free and Tri-City already owns many young adult literature sets which can be used with the program. Additional sets can be purchased through scholastic books etc. as needed. The *Engageny Math* curriculum is also public domain. Teachers will be able to purchase math manipulatives as needed through Tri-City's program where teachers are allotted an amount each year to purchase supplies. Books and

teaching supplies for other subject areas have been accounted for in funds set aside for the curriculum start up for those grade levels.

Assessments in math and English Language arts are part of the *Engageny* curriculum. Other assessments will be either teacher made or come with textbook teacher supplies. There are several free online resources for AZMerit practice as well as AZMerit practice tests for purchase through Amazon.

Furniture, Computers and technology have been accounted for in the funds set aside for the facilities start up of these additional grade levels. Tri-City intends to use saved funds, in the amount of \$1.3 million, for all start up needs as well as building new classrooms.



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Tri-City College Prep High/Middle School				
Number of Students				
Grade Level	Current - FY 19	Target - FY 20	Target - FY 21	Target - FY 22
Kindergarten	0	0	0	0
1 <sup>st</sup> Grade	0	0	0	0
2 <sup>nd</sup> Grade	0	0	0	0
3 <sup>rd</sup> Grade	0	0	0	0
4 <sup>th</sup> Grade	0	0	0	0
5 <sup>th</sup> Grade	0	11	11	11
6 <sup>th</sup> Grade	0	11	11	11
7 <sup>th</sup> Grade	0	22	22	22
8 <sup>th</sup> Grade	0	22	22	22
9 <sup>th</sup> Grade	59	64	60	50
10 <sup>th</sup> Grade	50	60	64	60
11 <sup>th</sup> Grade	60	50	60	64
12 <sup>th</sup> Grade	49	60	50	60
<b>Total Enrollment</b>	<b>218</b>	<b>300</b>	<b>300</b>	<b>300</b>

\*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).



## Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions\*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
<b>Tri-City College Prep High/Middle School</b>				
Number of Staff Members				
Position	Current - FY 19	Anticipated - FY 20	Anticipated - FY 21	Anticipated - FY 22
Administration	1	1.5	1.5	1.5
Teachers/Instructional Staff				
Kindergarten	0	0	0	0
1 <sup>st</sup> Grade	0	0	0	0
2 <sup>nd</sup> Grade	0	0	0	0
3 <sup>rd</sup> Grade	0	0	0	0
4 <sup>th</sup> Grade	0	0	0	0
5 <sup>th</sup> Grade	0	1	1	1
6 <sup>th</sup> Grade	0	1	1	1
7 <sup>th</sup> Grade	0	1	1	1
8 <sup>th</sup> Grade	0	1	1	1
9 <sup>th</sup> Grade	3.25	3.25	3.25	3.25
10 <sup>th</sup> Grade	3	3	3	3
11 <sup>th</sup> Grade	3.25	3.25	3.25	3.25
12 <sup>th</sup> Grade	3	3	3	3
Specialty Staff (Music, Art, PE, etc.)	2.5	3	3	3
Special Education	.75	1	1	1
Paraprofessional	1	1	1	1
Additional Staff				
List title: Office staff	2	2	2	2
List title: counselor	1	1	1	1
List title: Business Manager	1	1	1	1
<b>Total Number of Staff Members</b>	<b>22.25</b>	<b>27</b>	<b>27</b>	<b>27</b>

**Continue on page 2: Leadership Staffing Chart**

## Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Tri-City College Prep High/Middle School				
Leadership Team				
Title	Current - FY 19	Anticipated - FY 20	Anticipated - FY 21	Anticipated - FY 22
Principal	Keri Milliken	Keri Milliken	Keri Milliken	Keri Milliken
Assistant Principal	none	Bill Batzli	Bill Batzli	Bill Batzli
Department Head	Carolyn Muchna	Carolyn Muchna	Carolyn Muchna	Carolyn Muchna
Department Head	Grant Terauchi	Grant Terauchi	Grant Terauchi	Grant Terauchi
Department Head	Tami Halvorson	Tami Halvorson	Tami Halvorson	Tami Halvorson
Curriculum Advisor	Mary Ellen Halvorson	Mary Ellen Halvorson	Mary Ellen Halvorson	Mary Ellen Halvorson
Counselor	Ed Marman	Ed Marman	Ed Marman	Ed Marman
Superintendent	Mary Ellen Halvorson	Mary Ellen Halvorson	Mary Ellen Halvorson	Mary Ellen Halvorson

\*To view an example of a completed Staffing Chart, review The Guide.

Location: Tri City College Prep High School

**Date / Time: May 8, 2019, 4:00 p.m.**

Members present: Bob Ayers, Julie Bradshaw, Karen Norris (quorum)

Members absent: Arthur Siegel, Mitch Padilla

Others present: Principal, Keri Milliken, Business Manager, Bill Batzli, Administrator / teacher, Tamela Halvorson

## **TRI CITY COLLEGE PREP SCHOOL BOARD**

### **BOARD MINUTES**

1. Meeting was called to order by President, Bob Ayers at 4:07 p.m.
2. Pledge of Allegiance and moment of silence were observed.
3. **Consent Agenda** (Today's agenda, April minutes, employee agreements, resignations, intents to return). **Julie Bradshaw made a motion to approve the Consent agenda after Keri Milliken presented new employee agreements which included teachers for new middle school, and HS math teachers. Bob Ayers seconded the motion; Motion carried 3-0. Board members signed employee agreements.**
4. Students to the Board (non-confidential)
  - a. **Student requested arriving late to TCP so she could attend BIO 182 class at Yavapai College. Student will be a senior, in excellent standing, and plans to graduate with an Associate of Science Degree from YC, by the time she graduates high school. Julie Bradshaw (JB) made motion to approve this policy variance to accommodate student; Karen Norris (KN) seconded. Motion carried 3-0.**
  - b. **Student requests leaving TCP early 1X per week to take Elementary Statistics at Yavapai College. She will do work/ study the other 3 days of the week. JB made motion to approve this policy variance; KN seconded. Motion carried 3-0.**
5. Staff to the Board: N/A
6. Items for Approval:
  - a. **Middle School Enrollment Cap:** TCP had originally planned to cap its middle school enrollment at 50, but received 93 registrations for new students. **After discussion between Administrators and Board, K Norris made a motion to increase overall TCP enrollment (high school AND middle school) from 275 to 300 students. J Bradshaw seconded the motion; Motion carried 3-0.**
  - b. New Enrollment cap will be incorporated in the Student Handbook.
7. Committee Reports: None today
8. Legal Advice: N/A
9. Good of the School:
  - a. Bill Batzli (after 22" snowfall in March) observed the school's need for snow removal equipment. The School purchased a tractor with scoop for shoveling the parking lot, and for doing other tasks for the campus. Tractor cost \$7,400, with only 170 hrs of use; both Bill and Rod Beitz contributed significant sums of their 301 money to defray the cost.
  - b. Bob Ayers' brother has found flash drives (2 terabyte drive) for \$17.00/ each.

- c. New Athletic Director: Marcus Bronson (history teacher). Marcus is also working on his Master's in Ed. Leadership. Bonnie Winters has done an outstanding job as Athletic Director for many years.
10. Summary of Current Events:
- a. Retirement party, May 16 at El Gato Azul – for Kathy Mezeske and Shannon Sampson.
  - b. Senior Award's Ceremony: May 9, 7:00 p.m. at TCP Our TCP seniors have been awarded at total of \$ 1.6 million in scholarships/ grants! Also, 70% of our seniors are graduating with honors.
  - c. **Graduation is May 24, 5:30 pm. – at the Yavapai College Performance Hall. Mitch Padilla will be the keynote speaker.**
11. Call to the Public: N/A (No one else in attendance)
12. Future Meeting Dates / Items for future agendas:
- June 5: Regular meeting**
  - June 26<sup>th</sup>: Meeting to sign budget**
13. Adjournment: JB made motion to adjourn; KN seconded. Motion carried 3-0 and meeting was adjourned at 5:01 p.m.

## **Occupancy Documents Table of Contents**

- 1. Occupancy Compliance Assurance and Understanding**
- 2. Agricultural Land Regulation Assurance and Understanding**
- 3. (3) Certificates of Occupancy**
- 4. State Fire Marshall Inspection showing No Violations**
- 5. Campus Map with interior room dimensions written on the document**
- 6. Capacity Documents**
  - a. **Gym** capacity documentation from project information on the architectural drawings showing 1,257 occupants
  - b. Photograph of **Academic Complex** architectural drawings
  - c. (6) **Enlargements of Academic Complex** architectural drawings
  - d. (4) **Assessor's Office Improvement Plans** for: gym, southern half academic complex, northern half academic complex, art garage showing building dimensions

Clear Form



# Arizona State Board for Charter Schools

## Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools ("Board"), at a meeting held on November 21, 2017, approved a revised policy that requires new and existing charter holders to submit a copy of a valid Certificate of Occupancy and current Fire Marshal's Inspection Report for each location where educational services will be provided prior to the initiation of State equalization payments.

The Board will request that the Arizona Department of Education ("ADE") withhold State equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new schools under existing charter contracts, 3) schools under existing charter contracts moving from one location to another, and 4) new buildings/structures added to an existing school, until the school has submitted valid copies of the required Certificate of Occupancy and current Fire Marshal's Inspection Report for the new educational facility.

Once Board staff has verified that the appropriate documents for each school location have been received, the Board office will notify the Charter Holder and the ADE School Finance Unit's Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20<sup>th</sup> of any month will generate a payment for the next month's payment cycle. Schools marked eligible after the 20<sup>th</sup> of any month will not generate a payment in next month's payment cycle. No off-system payments will be made.

Charter Holder Information	
Name of Charter Holder Entity	Mary Ellen Halvorson Education Foundation dba Tri-City College Prep High School
School Location(s) for which the request applies	5522 Side Road, Prescott AZ, 86301

Signature
<p>By signing below, I understand the Board's policy and that I am required to submit an educational use Certificate of Occupancy and a current Fire Marshal's Inspection Report to the Board office for each school facility operated by the Charter Holder. These documents must be verified by Board staff prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this school.</p> <p>I acknowledge that if these documents are not submitted prior to occupancy, the school's opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.</p> <p>Charter Representative Signature: <u>Mary Ellen Halvorson</u> Date: <u>12-11-18</u></p>



# Arizona State Board for Charter Schools

## Agricultural Land Regulation Assurance and Understanding

Arizona Revised Statute §15-183 (U) states, "Charter schools may not locate a school on property that is less than one-fourth mile from agricultural land regulated pursuant to section 3-365, except that the owner of the agricultural land may agree to comply with the buffer zone requirements of section 3-365. If the owner agrees in writing to comply with the buffer zone requirements and records the agreement in the office of the county recorder as a restrictive covenant running with the title to the land, the charter school may locate a school within the affected buffer zone. The agreement may include any stipulations regarding the charter school, including conditions for future expansion of the school and changes in the operational status of the school that will result in a breach of the agreement."

Charter Holder Information	
Name of Charter Holder Entity	Mary Ellen Halvorson Education Foundation
Name of Charter School	Tri-City College Prep High School

Check box below to indicate which statement applies	
<input checked="" type="checkbox"/>	The charter school is not located less than one-fourth mile from agricultural land.
<input type="checkbox"/>	The charter school site is located less than one-fourth mile from agricultural land; the charter school site complies with Arizona law regarding the location of schools on a property that is less than one-fourth mile from agricultural land.

Signature	
By signing below, I understand and affirm that the forgoing information provided by me for the above listed Charter Holder is true and correct. Furthermore, if any part of the information provided proves to be false, I recognize that it shall be just cause for revocation of the charter by the Arizona State Board for Charter Schools.	
Charter Representative Signature: <u>Mary Ellen Halvorson</u>	Date: <u>12-11-18</u>

# CERTIFICATE of OCCUPANCY



Division of Building Inspection

*This certificate issued pursuant to the requirements of Section 110 of the International Building Code certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction use for the following:*

**Building Address:** 5522 SIDE RD., PRESCOTT, AZ

**Owner of Building at  
Time of Issuance of C.O.:** TRI-CITY PREP HIGH  
SCHOOL

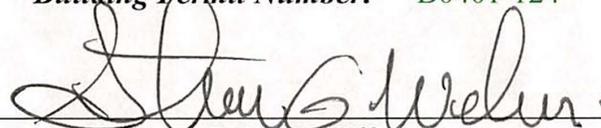
**Address:** 5522 SIDE RD.  
PRESCOTT, AZ.

**Occupancy Group:** E & A3

**Type of Construction:** VB

**Date:** JULY 7, 2005

**Building Permit Number:** B0401-124

  
\_\_\_\_\_  
**Building Official**

POST IN A CONSPICUOUS PLACE

# CERTIFICATE of OCCUPANCY



## Division of Building Inspection

*This certificate issued pursuant to the requirements of Section 110 of the International Building Code certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction use for the following:*

**Building Address:** 5522 SIDE RD

**Owner of Building at  
Time of Issuance of C.O.:** MARY ELLEN  
HALVORSON EDUC

**Address:** 3700 WILLOW CREEK RD  
PRESCOTT, AZ 86301

**Occupancy Group:** A-3

**Type of Construction:** VB SPRINKLER

**Date:** 9/10/2007

**Building Permit Number:** B0612-032

  
\_\_\_\_\_  
**Building Official**

POST IN A CONSPICUOUS PLACE

# CERTIFICATE of OCCUPANCY



## Division of Building Inspection

*This certificate issued pursuant to the requirements of Section 110 of the International Building Code certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction use for the following: TRI-CITY PREP LONGBOAT GARAGE*

**Building Address:** 5522 SIDE RD

**Owner of Building at  
Time of Issuance of C.O.:** MARY, ELLEN  
HALVORSON EDUC

**Address:** 3700 WILLOW CREEK RD  
PRESCOTT, AZ 86301

**Occupancy Group:** S2

**Type of Construction:** VB

**Date:** 5/6/2008

**Building Permit Number:** B0801-091

  
\_\_\_\_\_  
**Building Official**

POST IN A CONSPICUOUS PLACE



**Department of Forestry  
and Fire Management**  
Office of the State Fire Marshal



**ARIZONA STATE FIRE MARSHAL** - Wednesday, December 19, 2018 1:28:52 PM (**Christopher Jack**)

User Name	Christopher Jack	
User #	6025823645	
Form Started	12/19/2018 1:28:52 PM	
Form Submitted	12/19/2018 1:32:44 PM	
Inspection Date	Wednesday, December 19, 2018	
OSFM Facility ID	2245	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	High School	
Fire Alarm Coverage	Full Coverage	
Fire Alarm System Monitored	Yes	
Fire Sprinkler Coverage	Partial Sprinkler Coverage	
Facility Name	Tri-City College Preparatory	
Facility Address	5522 Side Road	
City	Prescott	
County	Yavapai	
Contact for Inspection	Keri Milliken	
Contact Phone Number	928-777-0403	
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007	1110 West Washington St. (O) 602.771.1400
DEPUTY FIRE MARSHAL:	Christopher Jack 84	

Inspector Signature

Cjack@dfm.az.gov



Phone (928) 300-4108

Permit Inspection No

Type of Inspection Scheduled

Inspection Periodic Fire Safety Inspection

Inspection Results

1 Violation Type No Violations

Congratulations At time of inspection this facility had no vilolations of the Arizona State Fire Code noted.,Approved for state licensure.

Violation Type N/A

Tag Pass

Inspection Time 1.0

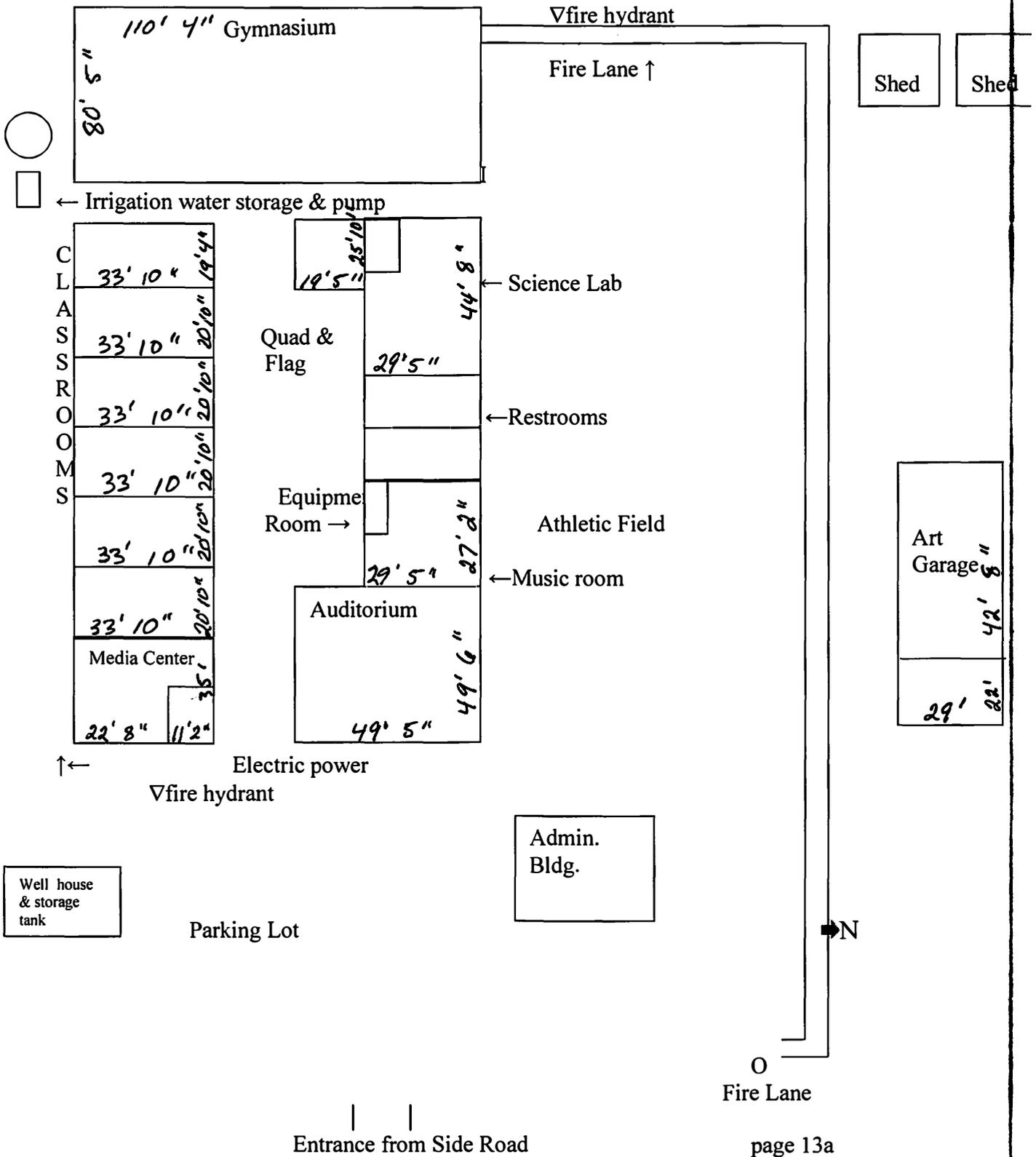
Travel Time 1.5

Mileage From Office 99.0

Fire Code Compliance Status The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 37-1307. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

Send Email To: Milliken@TRicityprep.ORG

Date Wednesday, December 19, 2018



# PROJECT INFORMATION

## BUILDING CLASSIFICATION AND ANALYSIS DATA

### BUILDING CODES

BUILDING CODE: INTERNATIONAL BUILDING CODE, 2003  
ACCESSIBILITY CODE: ADAGG, 1998 ICC/ANSI  
MECHANICAL CODE: INTERNATIONAL MECHANICAL CODE, 2003  
ELECTRICAL CODE: NATIONAL ELECTRICAL CODE, 2002  
PLUMBING CODE: INTERNATIONAL PLUMBING CODE, 2003  
FIRE PREVENTION CODE: INTERNATIONAL FIRE CODE, 2003  
FUEL GAS CODE: INTERNATIONAL FUEL GAS CODE 2003

ADDRESS: 5522 SIDE ROAD

PERMIT: 103-01-033C

PROJECT DESCRIPTION: NEW GYMNASIUM AT EXISTING SCHOOL, METAL FRAME

### BUILDING

OCCUPANCY GROUP  
GROUP ASSEMBLY

TYPE OF CONSTRUCTION

TYPE 5, B SPRINKLERED

IMPORTANCE FACTOR: 2003 IBC TABLE 1604.5

CATEGORY 3

WIND MIC SNOWWIND  
1.1 1.15

OCCUPANT LOAD

7 1/7sf 8,800sf / 7 = 1,257 OCCUPANTS

BUILDING HEIGHT

QUAL = 26'-8" FT

ALLOWABLE = 40 FT

NUMBER OF STORIES

QUAL = 01

ALLOWABLE = 01

## ALLOWABLE AREA CALCULATION

AREA MODIFICATIONS (IBC 506)

ALLOWABLE AREA PER FLOOR (Aa)

TABULAR AREA PER FLOOR (At)

AREA INCREASE FOR FRONTAGE (If)

AREA INCREASE FOR SPRINKLER (Is) x3

BUILDING PERIMETER PUBLIC WAY (F)

ENTIRE BUILDING PERIMETER (P)

MINIMUM WIDTH OF PUBLIC WAY (W)

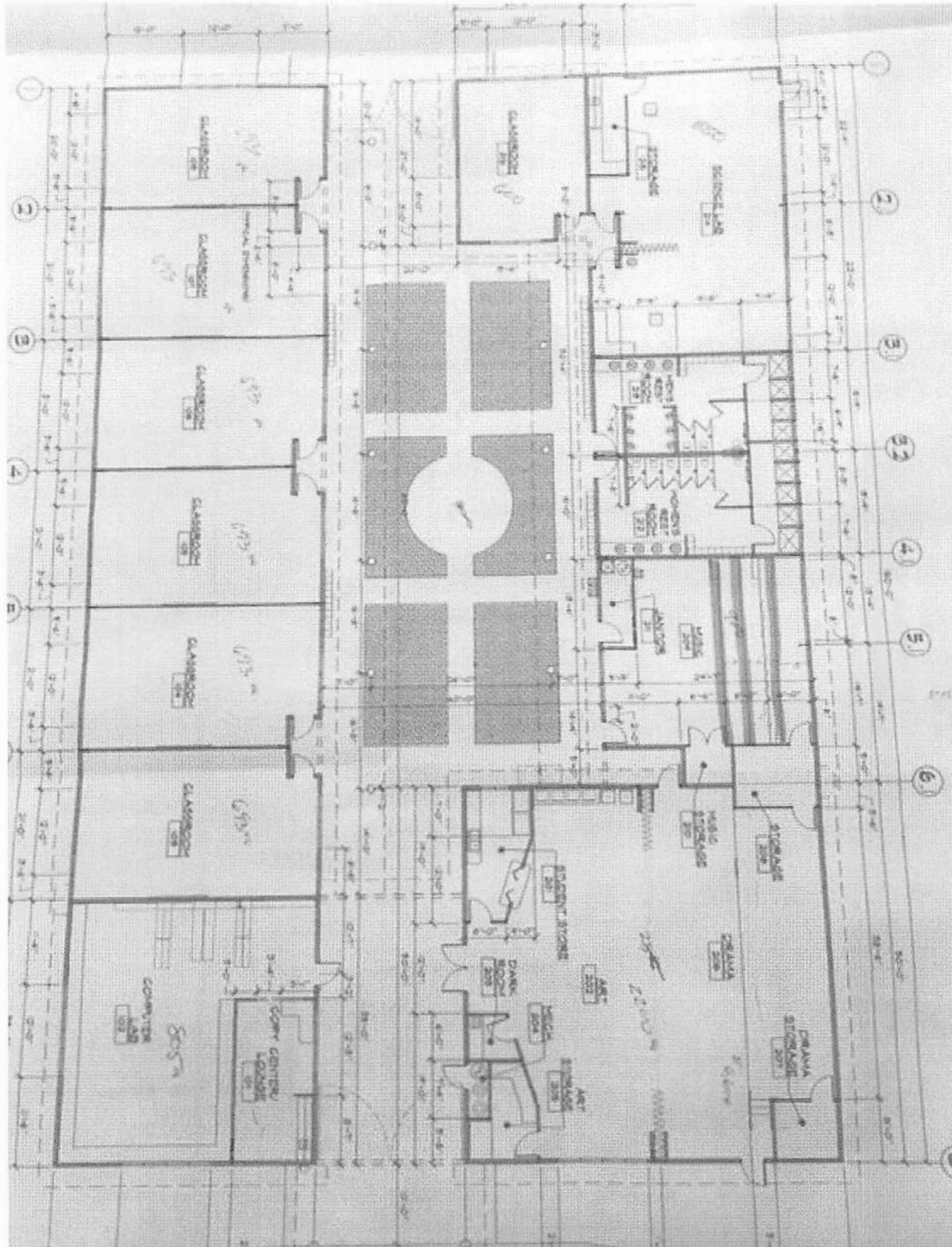
ALLOWABLE AREA (Aa)

UNLIMITED AREA FOR AFS

## MEANS OF EGRESS

ROOM OR AREA	OCC. LOAD	EXIT WID REQ'D	PRO'
ROOM	1,257	188" IN.	216

Prior Light



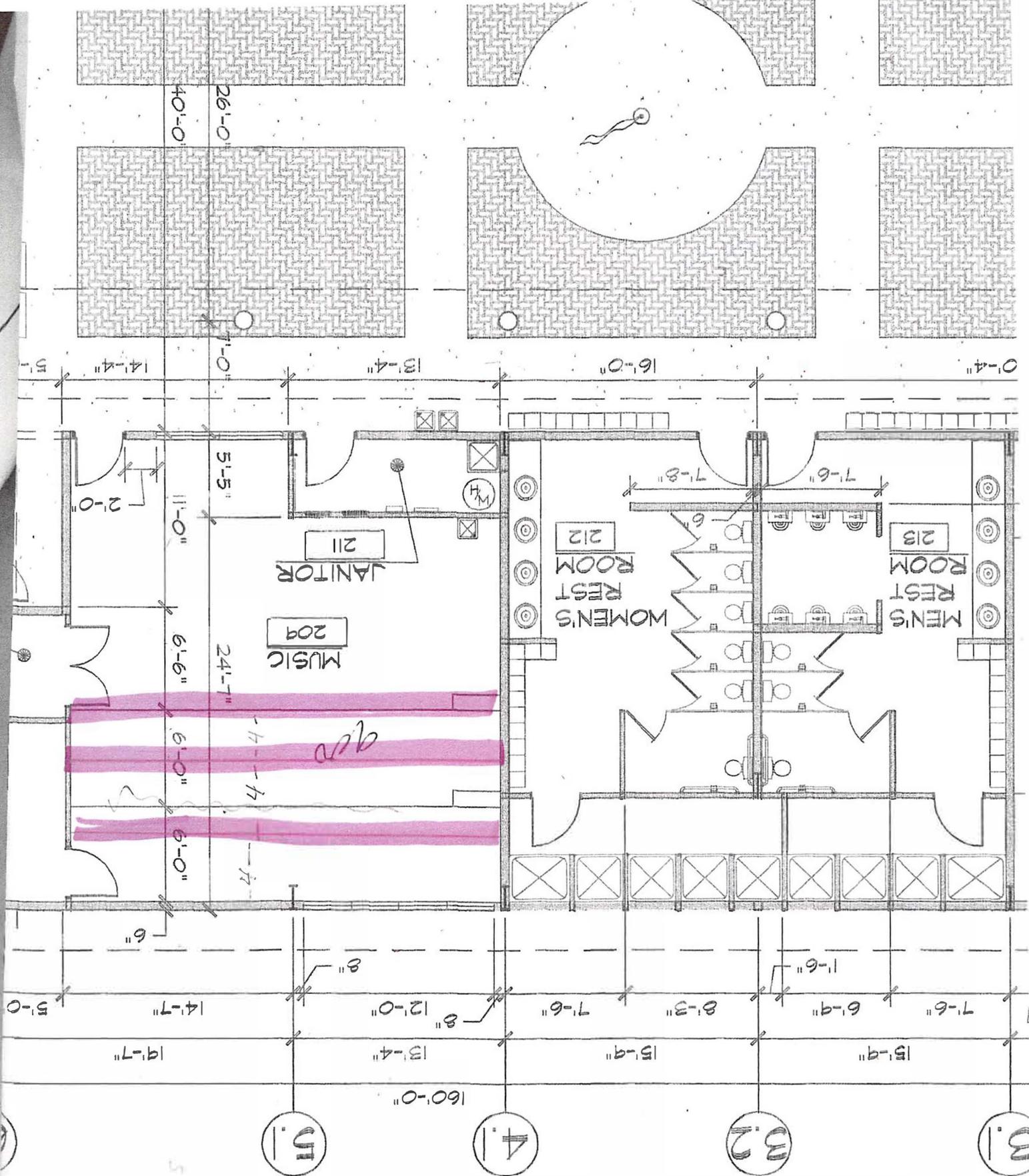
4  
5  
6

1  
2  
3

**Photograph of Architectural Drawings for Main Academic Complex**

(Enlargements on following 6 pages)

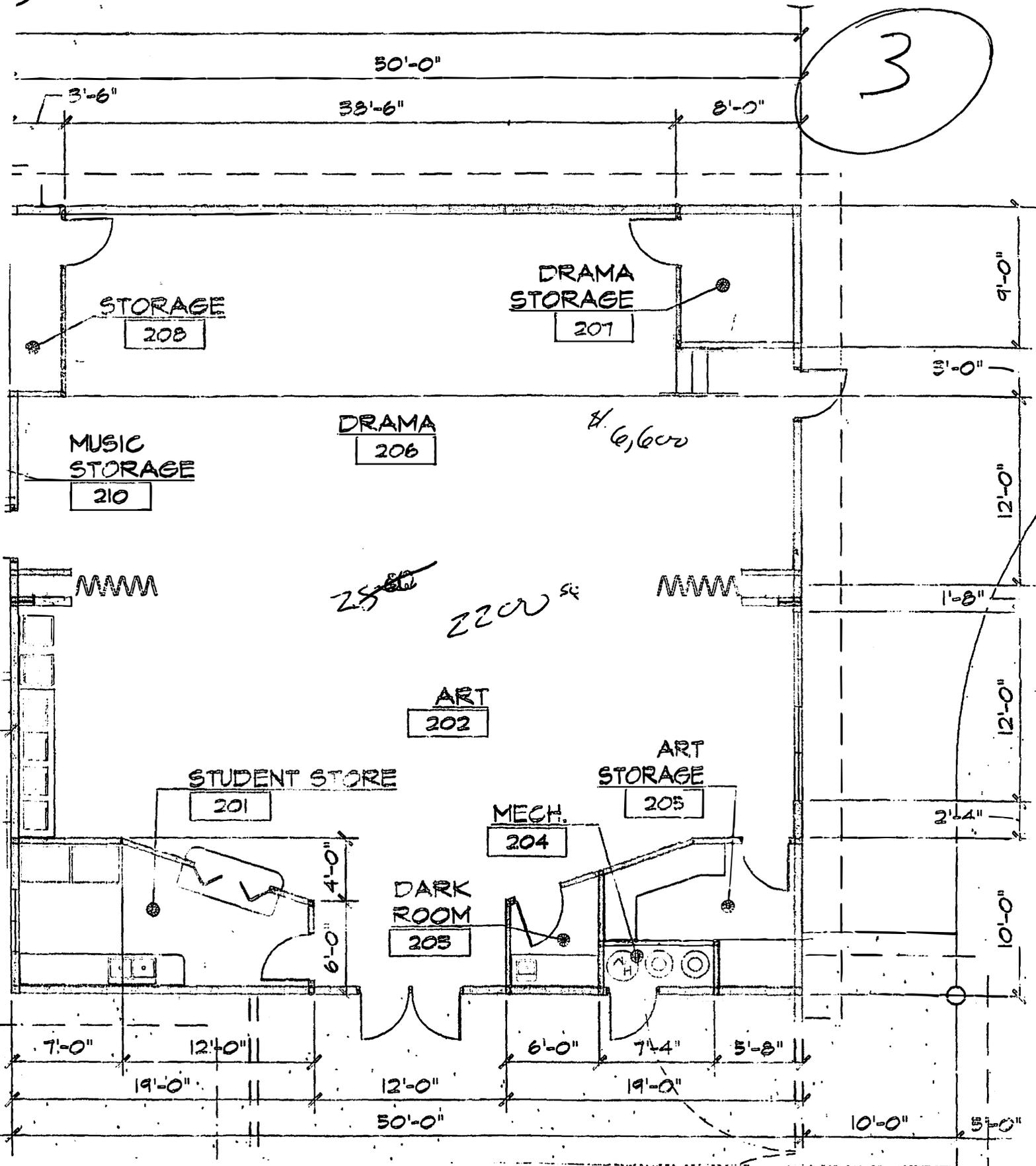


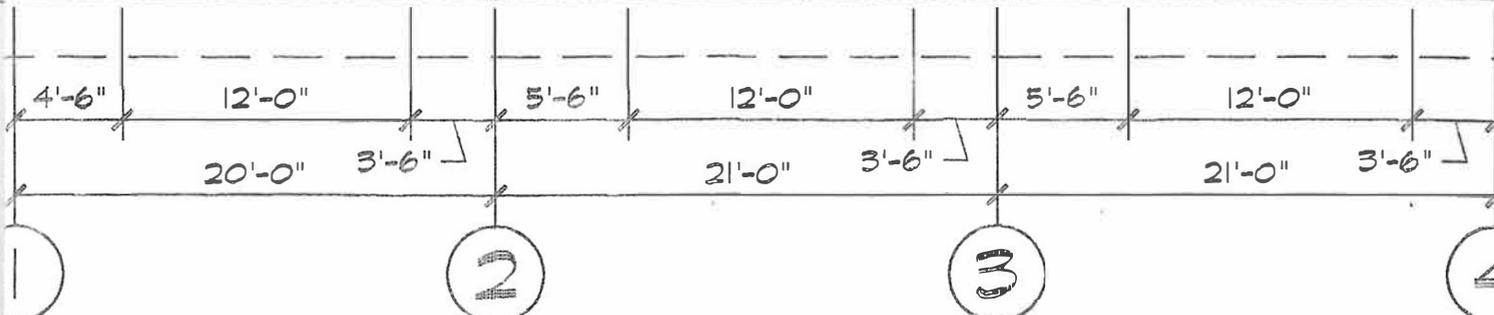
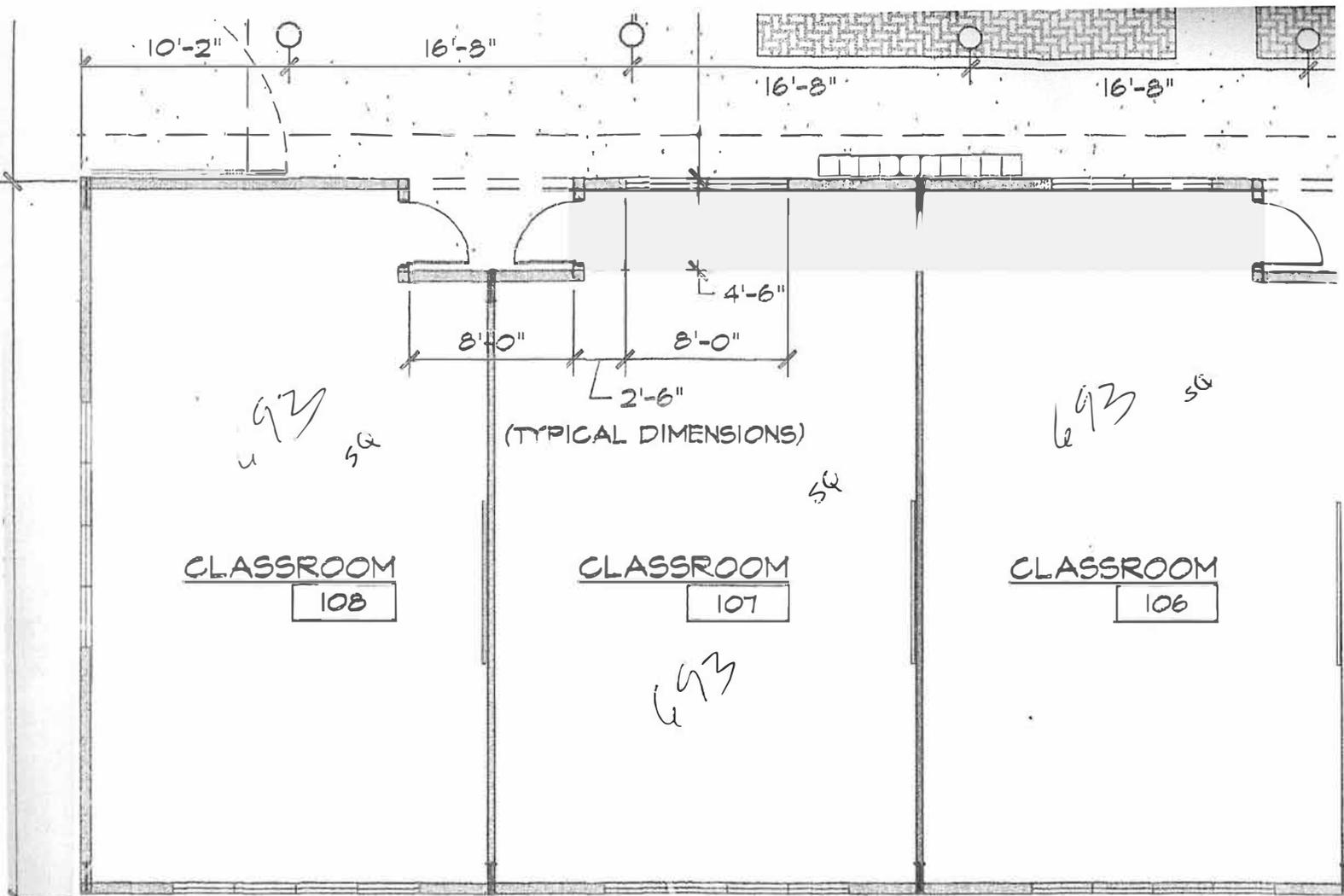


2

3 2 150' to 160'

3





**DIMENSION FLOOR**

4

693<sup>sq</sup>

693<sup>sq</sup>

693<sup>sq</sup>

CLASSROOM

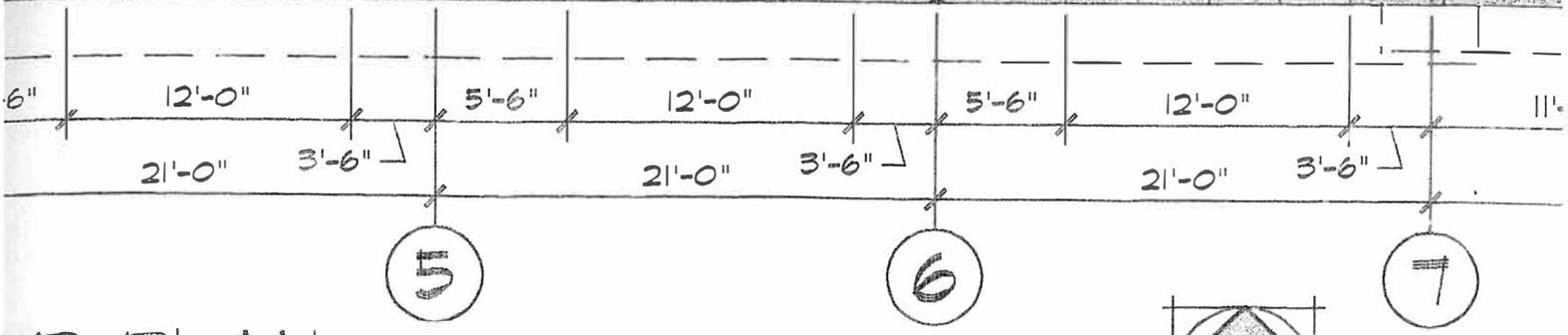
105

CLASSROOM

104

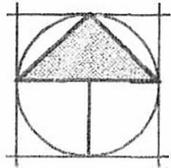
CLASSROOM

103

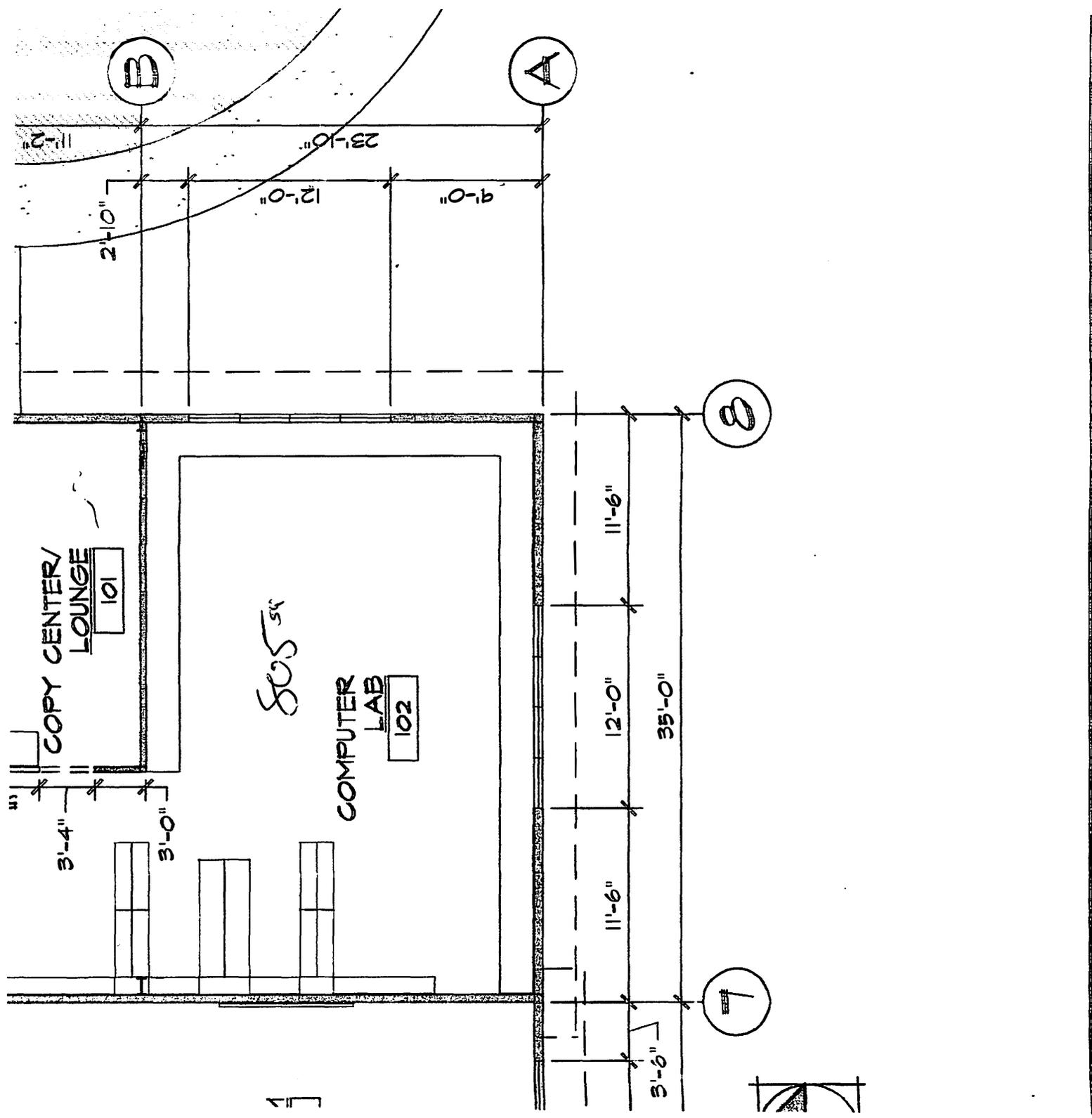


DR PLAN

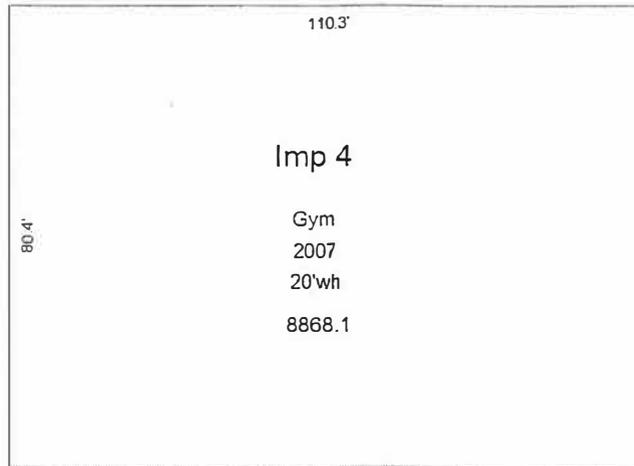
SCALE: 1/8" = 1'-0"



5



6



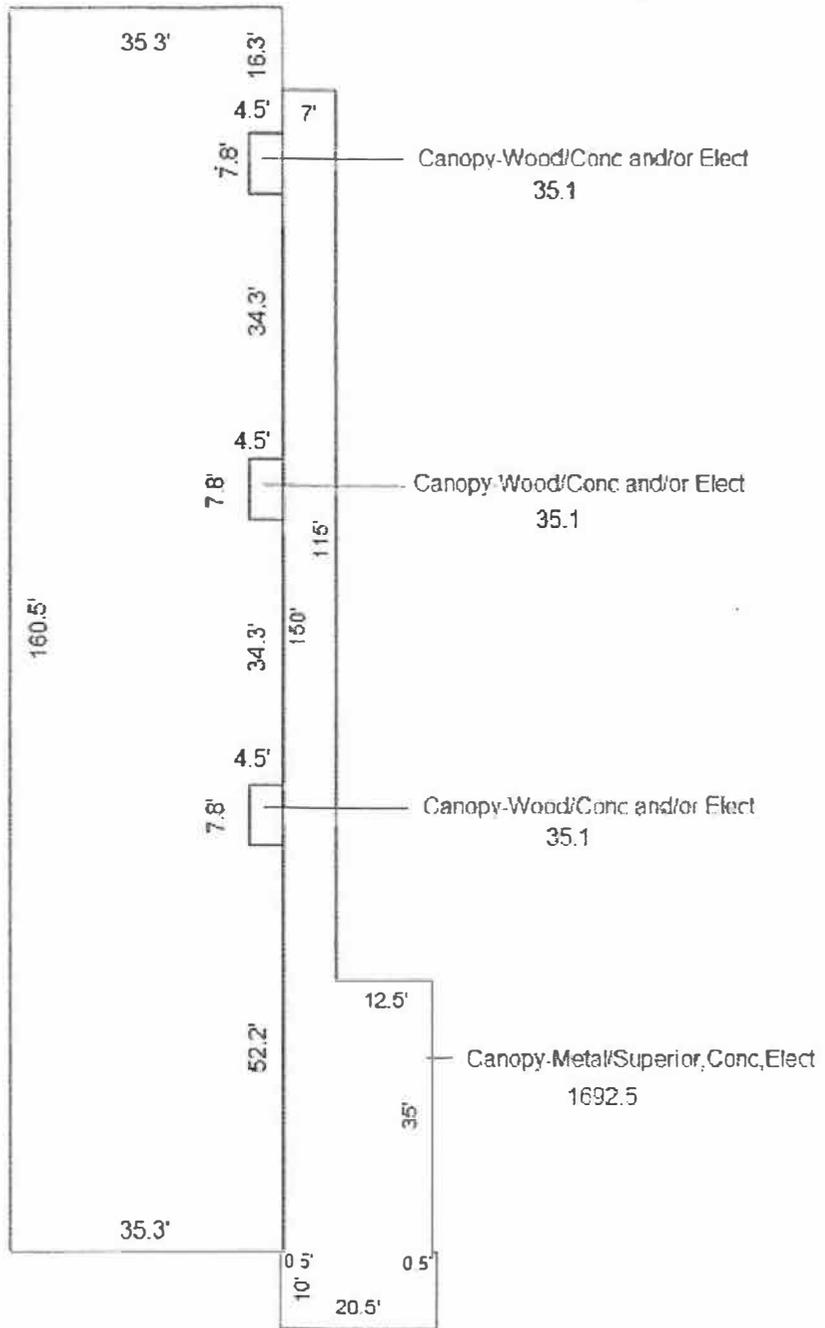
Conc 1116 SF



Improvement 4

Description: 80'4" x 110'3"

Imp 2  
 Main - Classrooms  
 2004  
 14'wh  
 5560.4



Improvement 2

Description: Building consists of 6 classrooms 21' x 35' each and a computer lab 34' x 35'

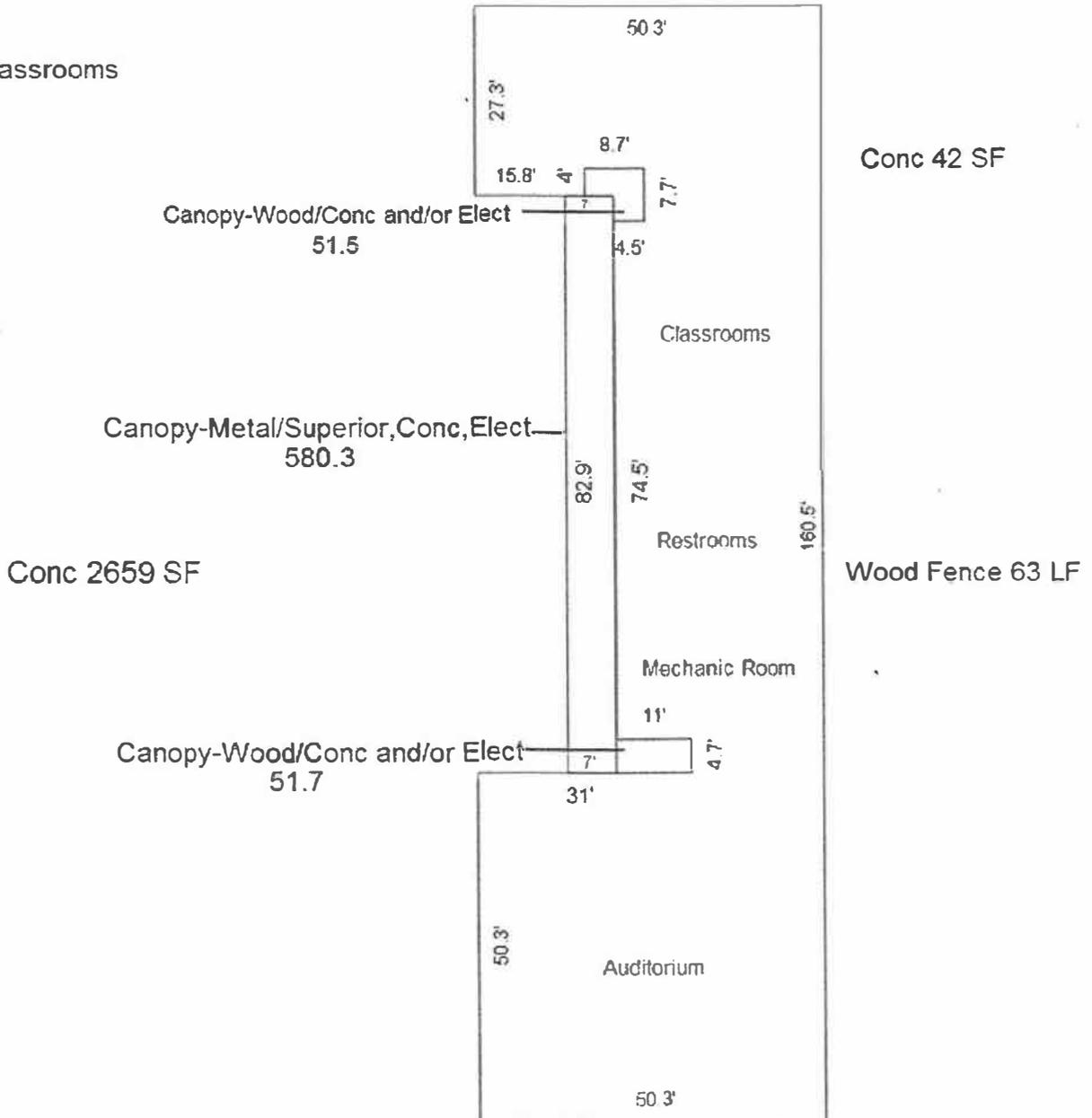
# Imp 3

Main - Classrooms

2004

14'wh

6312.0



## Improvement 3

Description: Building consists of an auditorium 50' x 50', music room 32'8" x 50', restrooms 15'9" x 50' each, science lab 45'7" x 50' and a classroom 20 x 30

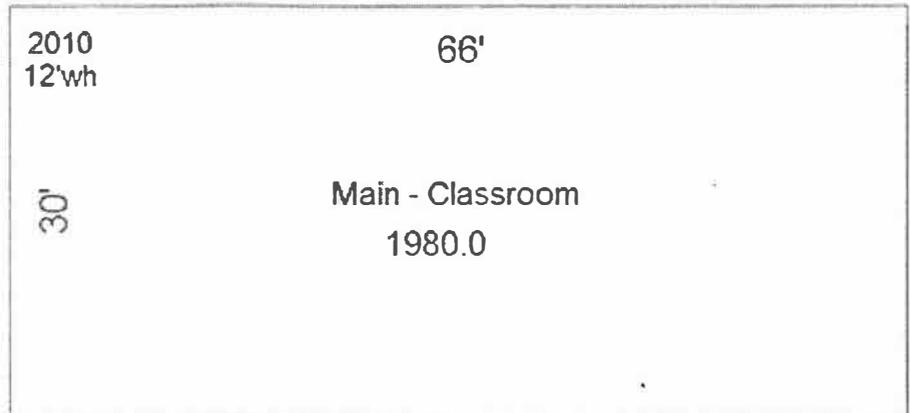
103-01-030C

Exempt Parcel

Tri City Prep

4 noted portable cstg bldgs

Conc 210 SF



Improvement 1

Description: art classroom 44' x 30' and classroom 22' x 30'