Business Plan – Strength & Stability of Governing Body

Part I – Heritage Academy Governing Body – Roles and Expertise

Name	Role	Expertise
Earl Taylor, Jr.	President & Principal	Financial, Education
Wade Melchin	Clerk	Education, Athletics
Gary Helmbold	Rotating member (Parent and/or Teacher)	Education, Performing Arts
Marie Renard	Rotating member (Parent and/or Teacher)	Education, Languages
Ellen Burgoyne	PTO President (pending amendment approval)	Parents and families

In addition to the individuals listed above, a certified public accountant from Gallacher, Bosen & Goodman and legal counsel support the Governing Body and attend meetings as the agenda requires.

The Governing Body reviews the annual audits and financial statements submitted to the State of Arizona Department of Education and the Arizona State Board for Charter Schools. Open Meeting Laws are strictly followed. Members of the Governing Body receive no compensation or special benefits from Heritage Academy by virtue of their membership. All members of the Governing Body are required to have a current Fingerprint Clearance Card issued by Arizona Department of Public Safety.

Part II – Recruitment, Selection and Development of Governing Body

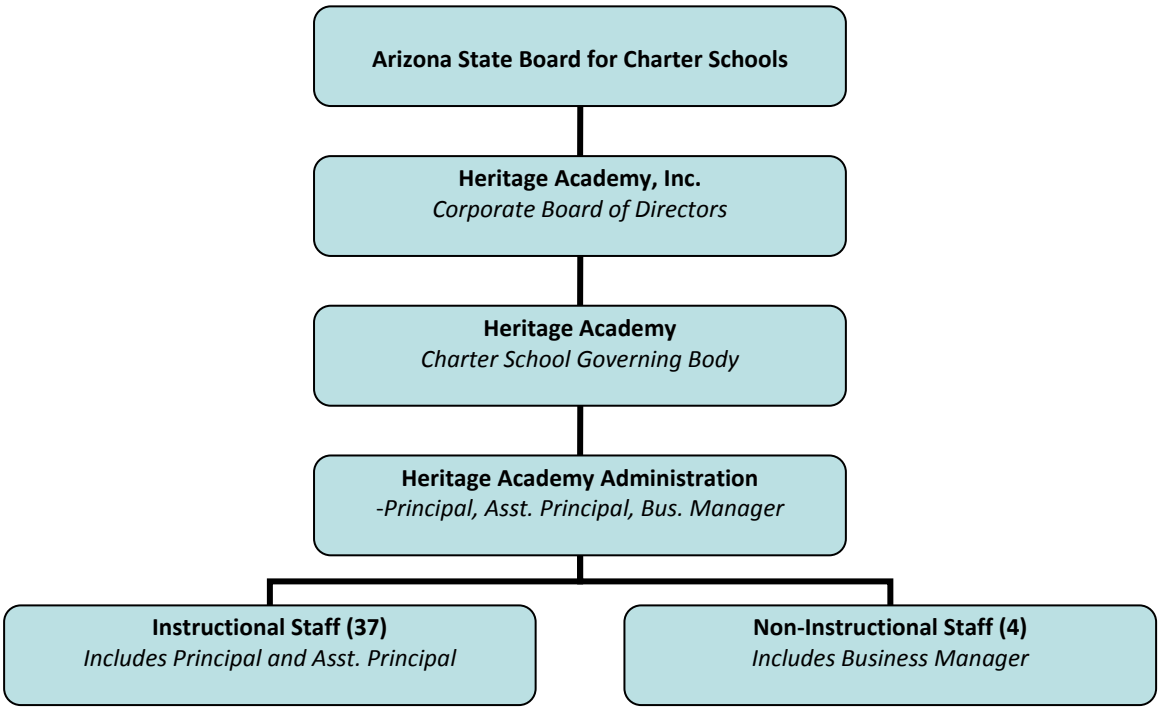
Recruitment and selection processes exist to accommodate changing circumstances. For example, as the seat occupied by a Heritage parent becomes vacant, another parent is nominated and voted on by the Governing Body in a regularly scheduled meeting.

Nominees are sourced by word of mouth from our stakeholder community and qualified based on the expertise needed by the School. The seat reserved for the PTO President is filled by the individual elected to this position through the PTO's own election process.

New members receive training by the President and/or Clerk within 30 days of their election. This training includes education on the history and mission of the school, its financial operations, decision making processes, and their role on the Governing Body.

Part III – Governing Body Operating Model

The chart below illustrates the communication and organization of the governing entities of Heritage Academy.



Although some members of the Corporate Board of Directors for Heritage Academy, Inc. are directly involved with the school, primary decision-making authority on all academic and operational matters resides with the school's Governing Body.

The Governing Body at Heritage Academy, Inc. provides direction on many topics including financial statements, curriculum development, and other administrative matters. Annual budgets, audits of financial and compliance processes provided to the AZ State Charter Board are reviewed and accepted by the Governing Body with a majority vote.

Open Meeting Laws are strictly followed. Robert's Rules enable a free-flow of discussion and decision making within the Governing Body. Copies of the meetings notes are taken by the Secretary and made publicly available on demand. All members of the Governing Body are required to have a current Fingerprint Clearance Card issued by the Arizona Department of Public Safety.

Part IV – The Governing Body's role in Academic Performance

The Governing Body has primary oversight of all academic and extra-curricular performance at Heritage Academy. They monitor academic performance in a number of ways.

a. All board members with specific concerns related to academic performance are encouraged to share these concerns and corresponding recommendations to resolve the matters.
b. Concerns from parents are shared via the PTO President's seat on the board.
c. Concerns raised through the community may also be reviewed by the board.

External assessments are summarized in a spreadsheet and reviewed by the members of the Board. Below is a sample of the spreadsheet used in the annual review process.

Heritage Academy AIMS/Terra Nova Test Results Percentages

Grade >	7 AIMS DPA				Nat	8 AIMS DPA				Nat	9 TerraNova	10 AIMS					11AIMS					12 AIMS				
Year	FFB	A	M	E	Prcntile	FFB	A	M	E	Prcntile	Median Nat. %	#	FFB	A	M	E	#	FFB	A	M	E	#	FFB	A	M	E
04-05																										
Reading	0	5	73	22		3	16	70	11		74.8		0	6	79	15		0	17	67	17		0	100	0	0
Writing	0	4	92	5		0	8	93	0		76.5 (Lang)		0	5	72	23		20	20	60	0		0	50	50	0
Math	0	7	66	27		3	20	66	11		72.3		8	3	42	47		0	5	84	11		17	17	67	0
05-06																										
Reading	0	11	73	16	78	0	7	87	7	75	79	49	0	4	84	12	3			33	67	2			50	50
Writing	1	0	95	4	80.6	1	1	97	1	80.3	73	49	2	6	76	16	1			100	0	2			100	
Math	1	13	64	22	69.7	2	6	74	18	75.8	74.3	48	8	4	58	29	6	17	33	17	33	0				
06-07																										
Reading	0	6	75	20	79.3	0	12	66	22	77	78.3	65	0	5	79	17	5	0	20	60	20	3	0	0	100	0
Writing	0	5	89	7	74	0	4	92	4	78.3	76.4	65	0	2	77	22	5	0	0	100	0	3	0	0	100	0
Math	2	7	57	33	71.3	3	6	69	22	76	79.3	63	2	3	81	14	3	0	0	67	33	0				
07-08																										
Reading	0	3	86	12	81.7	0	4	76	21	74.6	82.2	73	0	1	82	16	6	0	17	33	50	1	0	0	100	0
Writing	0	6	91	3	80	0	2	91	6	80.3	83.7	73	0	1	82	16	2	0	50	50	0	2	0	0	100	0
Math	0	3	71	27	71.7	0	13	70	17	70	71.7	73	1	3	71	25	3	0	0	1	2	0				
Science						5	9	40	46			72	8	17	32	43										

This data is also distributed annually to the teachers for review and analysis. Teachers also review the more detailed results related to their specific discipline and identify areas for improvement.

From all these reviews, feedback and concerns are discussed between members of the Board and the instructional faculty on how to increase the quality of our educational programs at Heritage.

Items of a significant nature may require board action. In these cases, recommendations and corrective action plans are discussed and voted on by a majority of the board members.

To support the annual review process, regular follow up on actions with teachers and department chairs occur throughout the year.