

SUBJECT

American Heritage Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

American Heritage Charter School (AHCS) is a new public charter school authorized by the Public Charter School Commission (PCSC). Approved to open in fall 2013, AHCS is serving Idaho Falls area students in grades K-8 using the educational model developed by North Valley Academy.

DISCUSSION

AHCS has provided a written annual update.

AHCS began instruction as planned on September 3, 2013. The school currently has 227 students enrolled. Site visit observations revealed that the NVA model is being implemented in AHCS classrooms and student engagement appears to be quite strong.

Based on site visit observations and interviews, it appears that AHCS had a relatively smooth opening. During the site visit, PCSC staff noted concern regarding the division of responsibilities between the board and administration and a need for continued development of the special education program. In October 2013, the SDE notified AHCS of several special education issues that needed to be corrected. The school took corrective action and recently received notice from the SDE that the school is in full compliance.

The AHCS budget is appropriate for a first-year school; AHCS projects ending FY14 with a carryover of approximately \$78,000.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff makes no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

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Idaho Public Charter School Commission Site Visit Report

School	American Heritage Charter School
Address	1736 S 35 th West, Idaho Falls, ID 83402
Date of Site Visit	September 27, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Deby Infanger, Board Chair Tappia Infanger, Board Member
Administrator(s) Interviewed	Chad Harris, Principal
Business Manager / Clerk Interviewed	Angela Lords, Business Manager
Other Stakeholder(s) Interviewed	11 Teachers and Staff

Board Member(s) Interview

Deby Infanger, Board Chair, and Tappia Infanger, Board Member, participated in the interview. Deby and Tappia are founders of the school, which had its first day of instruction on September 3, 2013. They demonstrated a strong understanding of the school's mission to create patriotic and educated leaders, and expressed that they think the school opening is going really well. Though they have experienced a few bumps, things have gone quite smoothly, and they believe this is due to the model and support that American Heritage (AHCS) is receiving from its sister school, North Valley Academy (NVA).

The board members believe that their relationship with AHCS Principal, Chad Harris, is going well, though they recognize that he may not have been prepared for how hands-on the board is at this point. The board members feel they need to be closely involved since the school just opened and they want to ensure that the model created at NVA is closely replicated at AHCS. They conceded that this creates a "little more bureaucracy" than may be true for some administrators, including having Mr. Harris run decisions past Deby Infanger (Board Chair) and Gayle DeSmet (Lead Administrator for NVA and AHCS). The board is happy with Mr. Harris and feels he is adjusting well and doing a good job.

The board members feel that they are close to the ideal division of roles and responsibilities between the board and administration, since they feel they need to have more oversight for now in order to ensure the charter and the model are followed.

Board training is a regular agenda item for AHCS; the board is currently focusing on pieces of the charter. The board performs self-evaluations by reflecting on their roles and implementation at the end of each training session during the board meetings.

When asked about concerns they have for the school, the board members noted that while they're always anxious about finances and the fund balance, they have no significant concerns, particularly since one of their donors has assured them of assistance if needed. Additionally, their parent association has already begun implementing a successful fundraising campaign. The board members did note that though they feel teaching at AHCS is strong, they recognize that there is a learning curve for teachers as they adjust to the rigorous Core Knowledge curriculum, so they believe that this will be an area for ongoing growth and development. Also, Tappia Infanger (who is involved in the leadership of the parent association) noted that despite having an active parent association, the school would benefit from more parents volunteering in classrooms.

Administrator(s) Interview

Chad Harris, Principal, participated in the interview. Mr. Harris feels that the implementation of AHCS's mission and educational program as outlined in the charter is going well. They begin each day with the American Heritage curriculum, and teachers and the administrator have already seen the school culture developing.

Mr. Harris measures success at AHCS based on success in implementing the curriculum, the degree to which staff communicate and work together to identify and address needs and challenges, and whether the environment is positive for the staff and students. He believes that these are key factors toward developing a strong school that will have good student outcomes, including test scores. Mr. Harris has worked hard to develop a strong relationship with the staff and believes that they have a strong working relationship. He also stated that he has a good relationship with the board.

Principal Harris believes that AHCS is moving in the right direction in terms of implementation of the Common Core State Standards (CCSS), since their curriculum is well aligned. Teachers are expected to post their academic objectives and the corresponding standard on the boards each day. Mr. Harris feels less prepared for the transition to the Smarter Balanced Assessment (SBA), but communicated his intention to do professional development related to the SBA later in the year. He is also hoping that additional support and resources will come from the state. PCSC staff made some recommendations regarding places to go for information.

When asked about his concerns related to the school's academics, operations, or finances, Mr. Harris noted that providing special education and other pullout services has been challenging due to lack of space. However, he had positive feedback about other aspects of school operations; he is happy with how quickly the school culture is developing and that the staff work together well.

Business Manager / Clerk Interview

Angela Lords, Business Manager, participated in the interview. Ms. Lords stated that though it will be tight, she believes the school is doing pretty well financially. The budget was developed by the board with support from the NVA Business Manager, so Ms. Lords is in the process of meeting and communicating with the NVA Business Manager. She is in the process of learning more about the budget and her role in the process of budget creation and monitoring of expenses. She reviews each account to ensure that the revenue and expenditures appear to be tracking as anticipated and provides reports to the AHCS board.

Meeting with Teachers and Staff

The PCSC staff member had the opportunity to meet with eleven (11) teachers and staff. When asked for open and honest feedback, staff gave the following responses to the following questions.

How can this school improve?

- We could use more in-class help from volunteers or aides, particularly in the younger grades.
- Class sizes feel large and our physical space is limited.
- The span of learning / ability levels of students in our classrooms is really large – sometimes we struggle to manage and teach to these varying skill levels (from very low to very high). Again, aides or volunteers might help.

December 12, 2013

- The curriculum we're using is brand new to most of us, and it's hard to make that adjustment. Some of us could probably use more follow-up / accountability regarding curriculum implementation. Short refreshers for certain parts of the curriculum (like Everyday Math) a little later in the year after we've had a bit more time implementing them in the classrooms might allow us to identify and address aspects of the curriculum with we're struggling.
- There are four or five ways to communicate with parents – it would help if this was streamlined so there are fewer and the expectations are clearer for both staff and parents.
- There are some materials we still need to get in place (workbooks, textbooks, etc.).
- It would be very helpful if teachers could have more prep / planning time.
- The grading system (School Dex) is not user-friendly or intuitive. It's slow and the interface is difficult and inefficient. We've had issues with it.
- In middle school, we don't have a standard grading system, and that would be useful since students have more than one teacher. Since we're using a PLC (professional learning community) model, it seems like we should be developing assessments and grading that is similar.
- We could improve the scheduling some (when and where classes are held).

Describe the professional development / training you receive. How effective is it? Do ideas and strategies learned during professional development get applied?

- Prior to school, we did a lot of training. In some ways, it felt like too much all at once. It was hard to take in. In the future, it might be better to have more short sessions (rather than really long ones) and spread them out a little.
- It would help if we could have more collaboration time. We would like to have opportunities to meet with each other without students and without a specific training so we can have discussions about the challenges were facing and how to best implement the curriculum.

How do you feel about the implementation of the Common Core State Standards (CCSS) this year and your school's level of preparedness for the transition to the Smarter Balanced Assessment next year?

- We discussed the CCSS at the beginning of the year in terms of how the Core Knowledge curriculum is aligned to it.
- We feel like we could still do more to discuss the CCSS and ensure that we're doing well at implementing the new standards.
- We don't know much about the Smarter Balanced Assessment and feel that we could use some collaboration time / training about it (a little later in the year).

What is going well at AHCS? What do you like about working here?

- Our administrator works hard and is doing awesome. He really listens to us, supports us, and tries to meet our needs. He helps us identify practical solutions to problems. We feel really comfortable going to him. He is easy to work with.
- I love the high ideals and culture. We have our fun times and more strict times. The structure is good. The school climate is good. You don't see bullying.
- Our staff works really well together.

- The kids are amazing and they love the school. They are helpful and respectful to each other, us, and visitors. They have also given feedback that they feel respected.
- We like having uniforms.
- Parents are active and want to help; they have positive feedback about the school.
- Overall, technology is a strength.

Documents Review

Finances

Since the school began operations only a couple of weeks prior to the PCSC staff member's site visit, there was limited financial information to review. The year-to-date FY 14 finances were provided by the Business Manager, Angela Lords. The PCSC staff member had no significant questions related to the financial documents and did not ask the Business Manager to make any end-year projections at this time. Based on the limited information available at the time of the site visit, the budget appears to be tracking appropriately.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff member for review. Ms. Hurst, Special Services Director, was available to answer questions. The files differed in regards to organization, however, Ms. Hurst communicated her plan get all of her files well organized, and given how recently the school had opened when the PCSC staff member visited, the lack of organization does not present a significant concern at this time. Two of the three IEPs were created by other schools / districts. All IEPs were up-to-date, including LRE information and accommodations. Eligibility testing documentation was included and up-to-date.

Classroom Observations

The PCSC staff member had the opportunity to visit nine (9) classrooms at NVA. The grades and subjects of the classes varied. The school environment generally seemed conducive to learning; hallways were quiet and students were respectful of each other, teachers, and the PCSC staff during transitions. Teaching methods observed included lecture, discussion, and independent practice / assignments. In six (5) of the nine (9) classes observed, students were interacting with the teacher as a whole group; in the remaining four (4) classrooms, students were working in pairs (one classroom) or independently (three classrooms). In seven (7) of nine (9) classes, students were identified as either engaged or highly engaged. In the remaining two (2) classes, the PCSC identified students as partially engaged and noted that while some students were clearly engaged in their work, others were being social or sitting quietly but not working. This did not appear to be a significant issue, particularly since in one (1) of these classes the teacher began to redirect these students as the PCSC staff member was concluding the observation. Behavior management was relatively strong, with six (6) of nine (9) teachers demonstrating strong classroom management techniques during the brief observation time. Transitions (between topics or activities) could be improved; the PCSC staff noted that three (3) of the nine (9) teachers seemed to struggle with pacing and behavior management during transitions. Again, this reflects a relatively minor issue, since transitions are often difficult and the majority of these teachers were able to re-engage students over time. Overall, classroom observations were positive and students appeared to be engaged in their learning.

Summary

Strengths

- Early establishment of a school culture and positive learning environment
- Classrooms observed had engaged students
- Staff have developed strong working relationships with each other and the Principal
- The organization and appearance of the facility and teacher reports that technology is generally working well indicate that some key pre-opening activities (particularly those related to the facility) went smoothly and according to schedule

Challenges or Areas for Improvement

- It appears that the division of roles and responsibilities between the board and administrator may be less than ideal, particularly in regards to the principal's ability to independently make day-to-day operational and financial decisions.
- Based on observations and conversations, as well as feedback from the SDE, PCSC staff has reason to believe that the special education program is not in compliance. This may be, in part, due to the fact that the Special Services Director has such a wide variety of duties and responsibilities.

Concerns

The PCSC staff member who conducted the visit has concerns about the special education program at AHCS.

Recommendations

- PCSC staff recommends that the AHCS board conduct a self-evaluation to identify whether / how the division of roles and responsibilities between the board and administration may be out of balance and how this can be improved.
- PCSC staff recommends that board and administration support the Special Services Director in identifying methods to improve the quality and quantity of special education services (including identifying appropriate space(s) for services) and ensure that the special education program (and other special services programs) are in compliance.

Materials or Follow-up Requested of the School

If the school receives notice of special education non-compliance from the SDE, the school should supply the PCSC with such notice in accordance with IDAPA 08.02.04.300.04. When findings have been addressed, the school should provide the PCSC with documentation to demonstrate the changes / improvements made.

December 12, 2013

An Idaho public charter school creating patriotic & educated leaders
Located in the Historic New Sweden Building
1736 S 35th W, Idaho Falls, Idaho

Memo

December 1, 2013

To: Tamara Baysinger, Alison Henken, Commission

From: Deby Infanger, Board Chair

Re: AHCS Site visit

Dear Commission Staff/Members,

The following three items were marked as Not Compliant in the SDE findings by Mr. William Morris:

- #1) Adoption for the SPED Manual (adopted November 7, 2013)
- #2) Commitment to engage in "Child Find" (Recommended language on website and enrollment forms)
- #3) Training of Admin and statement from the board in regard to AHCS' responsibility to follow all IEPs regarding special needs in transportation and extended school year. (Letter regarding this was sent to William Morris)

We appreciate the efforts of the SDE to help train our schools. The charter states that we will adopt the SPED manual (which includes the provisions and requirements in #2 and #3 above) but the formal adoption of the manual by the board had slipped through the cracks.

Even with the three year management contract with NVA, we aren't perfect! (yet)

Ms. Henken also referenced the need for continuing board self-evaluation of the proper relationship between the board and the principal which we will certainly do.

We have identified a space (the principal's office) as a place for the SPED Director to hold small group or one-on-one student interaction.

We are committed to making AHCS a 5 star school and appreciate your support of our efforts.

Deby Infanger

December 12, 2013



An Idaho public charter school creating patriotic & educated leaders
Located in the Historic New Sweden Building
1736 S 35th W, Idaho Falls, Idaho

November 12, 2013

Idaho Public Charter School Commission
Chairman Allen Reed
P.O. Box 83720
Boise, ID 83720-0037

Dear Chairman Reed and Commissioners:

Please find enclosed the documents pertaining to our Dashboard for the current school year.

American Heritage Charter School has been very pleased with the support from our stakeholders in Idaho Falls. The VanderSloot Foundation has done an excellent job with the restoration of the historic New Sweden School. It is beautiful and functional.

The local school District #91, under the leadership of Superintendent George Boland and their Board, has allowed our students to participate in their school bus transportation and some of our students attend their PACE Gifted and Talented program one day a week. We appreciate their cooperative attitude and we are determined to be good neighbors.

There have not been any real surprises. We are working through the normal issues that come with a start-up year. The three year agreement with our sister school, North Valley Academy, which is part of our charter, has been a key piece in our smooth opening. We hope to build off of their 5 Star success and to achieve the same heights at AHCS.

We enjoyed our post opening visit with Alison Henken. She expressed satisfaction with our progress thus far. We look forward to implementing our new Performance Certificate as crafted with the assistance of Tamara Baysinger and Ms. Henken. It was an arduous task given the importance of the contract and the limited time frame to prepare it. We appreciate your continued support of our efforts and expect that we will continue to refine these certificates in the future.

Sincerely,

Deby Infanger

Deby Infanger
Board Chair

*"The advancement and diffusion of knowledge is the only guardian of true liberty."
~James Madison*

CHARTER SCHOOL DASHBOARD

Date: 12 November 2013

School Name: American Heritage Charter School
 School Address: 1736 S. 35th W., Idaho Falls, ID 83402
 School Phone: 208-529-6570
 Current School Year: 2013-2014

School Mission: American Heritage Charter School creates patriotic and educated leaders.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Debra A. Infanger	Chairman (9/03/13-9/03/15)	Business, Insurance, Property development, Construction	debyinfanger@yahoo.com	208-539-7271
M. Trent VanderSloot	Vice Chair (9/03/13-9/03/15)	Business Management, Marketing, Advertising, Radio	trent@rbhi.us	208-681-9826
Michael D. Infanger	Treasurer (9/03/13-9/03/14)	Insurance, Entrepreneurship, Construction, Facilities Management	mikeinfanger@gmail.com	208-589-0240
Sara Schofield	Secretary (9/03/13-9/03/16)	Small Business Owner, Retail, Youth volunteer, 4- H Leader	sbschofield@yahoo.com	208-821-4978
Valerie Horlacher	Director (9/03/13-9/03/14)	Business Owner, Cosmetologist, Elected Parent seat	valandnate@msn.com	208-403-7767
Tappia Infanger	Director (9/03/13-9/03/16)	Appointed Parent seat, PFA President, Insurance, Music/Dance	tappiainfanger@gmail.com	208-589-5249
Tony Lima	Director (9/03/13-9/03/16)	Public Relations, Business, HR, Advertising	tlima@melaleuca.com	208-313-2679

ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	24	24	99.58	55	NA	NA
1	24	24	99.67	57	NA	NA
2	26	26	97.58	1	NA	NA
3	26	26	94.49	54	NA	NA
4	28	28	97.69	18	NA	NA
5	28	28	97.69	22	NA	NA
6	28	28	93.85	1	NA	NA
7	30	29	95.53	0	NA	NA
8	22	14	94.13	0	NA	NA
TOTAL	236 (@ 92%)	227	96.36	208	NA	NA

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	7 - 3%	0 - 0%	216 - 95%	2 - 1%	2 - 1%	0 - 0%	61 - 27%	5 - 2%
Previous	NA	NA	NA	NA	NA	NA	NA	NA

FACULTY AND STAFF

Administrator Name(s): Chad SW Harris
 Administrator's Hire Date: 1 July 2013
 Administrator Email(s): harrisc@ahcspatriots.us

Current Classified Staff (# FTE): 4
 Current Faculty (# FTE): 12

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? NA
 Does your school currently have a school improvement status with the SDE? No
 If yes, please specify your school's status (Focus, Priority): NA

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:

Although we calculated the enrollment projection at 9 more students than our actual enrollment, we conservatively budgeted at a lower ADA (92%) than our actual ADA (96%). We also have been able to work with the local school district to transport our students. We are holding two half day sessions of Kindergarten instead of one full day. These three steps have had a significantly positive impact on our budget.

Please describe the greatest successes experienced by your school in the past year:

Our Open House captured the greatest success nomination. To open the doors with the blessings of our community represents a relationship seldom carried by a charter school and its neighbors. This building is the dividend of hard work to bring into fruition the vision and mission of a school bent on educating patriotic leaders in an age of apathy and entitlement. Our community stepped forward and made it clear that this is the direction they want their children and grandchildren educated.

The Open House was planned and managed by the VanderSloot Foundation. 2000 brochures were distributed outlining the history of the building and the contributions of the Foundation and the Founding Board of AHCS. We also enjoy a good working relationship with the local school district. These relationships are crucial for our schools continued success.

We held one full week and two three day sessions of professional development. The teachers and support staff are anxiously engaged in making AHCS a success.
 Many of our students say that our hot lunch is the best they have ever had!

December 12, 2013

Please describe any challenges you anticipate during the upcoming year:

We stand at two months into our first year and our parents want us to march forward towards a high school. Our challenge will be to achieve accreditation and to attract 8th and 9th grade students that round out our rosters. As we follow the charter and expand into the High School grades, it should insulate us from some of the losses expected by K-6 or K-8 charter schools in their 6-8th grades.

Please add any additional information of which you would like to make your authorizer aware:

Our parent organization is fantastic! Their fundraising efforts have made it possible for us to order some playground equipment and we are researching options for adding more laptops with money raised by our PFA.

REQUIRED ATTACHMENT

PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-		-	
415000 Earnings on Investments	-	-	73.62	(73.62)		200.00	
416100 School Food Service	25,000.00	32,000.00	9,147.00	22,853.00	29%	32,000.00	
416200 Meal sales: non-reimbursable	-	1,200.00	433.00	767.00	36%	1,200.00	
416900 Other Food Sales	-	-	-	-		-	
419100 Rentals	-	-	-	-		-	
419200 Contributions/Donations	325,000.00	270,000.00	254,580.00	15,420.00	94%	270,000.00	
419900 Other Local Revenue	-	-	1,344.00	(1,344.00)		1,344.00	
431100 Base Support Program	873,825.00	891,569.00	597,043.00	294,526.00	67%	891,569.00	
431200 Transportation Support	67,500.00	-	-	-		-	
431400 Exceptional Child Support	-	2,800.00	-	2,800.00	0%	2,800.00	
431600 Tuition Equivalency	-	-	-	-		-	
431800 Benefit Apportionment	109,825.00	100,769.00	-	100,769.00	0%	100,769.00	
431900 Other State Support	11,806.00	11,806.00	600.00	11,206.00	5%	11,806.00	
439000 Other State Revenue	44,068.00	44,068.00	-	44,068.00	0%	44,068.00	
442000 Indirect Unrestricted Federal	-	-	-	-		-	
443000 Direct Restricted Federal	-	-	-	-		-	
445000 Title I - ESEA	14,983.00	14,983.00	-	14,983.00	0%	14,983.00	
445500 Child Nutrition Reimbursement	67,980.00	50,000.00	125.00	49,875.00	0%	50,000.00	
445600 Title VI-B IDEA	34,421.00	6,000.00	-	6,000.00	0%	6,000.00	
445900 Other Indirect Restricted Federal	5,000.00	5,000.00	-	5,000.00	0%	5,000.00	
451000 Proceeds	-	-	-	-		-	
460000 Transfers In	-	10,000.00	-	10,000.00	0%	10,000.00	
TOTAL REVENUE	\$1,579,408.00	\$1,440,195.00	\$863,345.62	\$576,849.38	60%	\$1,441,739.00	

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	646,096.00	615,520.00	124,109.00	491,411.00	20%	617,064.00	
200 EMPLOYEE BENEFITS	211,390.00	179,415.00	50,449.00	128,966.00	28%	179,964.00	
300 PURCHASED SERVICES	217,911.00	153,639.00	43,557.00	110,082.00	28%	153,639.00	
400 SUPPLIES	270,650.00	246,198.00	76,113.00	170,085.00	31%	246,198.00	
500 CAPITAL OUTLAY	175,000.00	150,517.00	109,024.00	41,493.00	72%	150,517.00	
600 DEBT RETIREMENT	-	-	-	-		-	
700 INSURANCE	8,000.00	6,168.00	6,168.00	-	100%	6,186.00	
920000 TRANSFERS OUT	-	10,000.00	-	10,000.00	0%	10,000.00	
TOTAL EXPENDITURES	\$1,529,047.00	\$1,361,457.00	\$409,420.00	\$952,037.00	30%	\$1,363,568.00	
TOTAL FUND REVENUES OVER EXPENDITURES	\$50,361.00	\$78,738.00	\$453,925.62			\$78,171.00	

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
TOTAL BEGINNING BALANCE (All Funds)	\$0.00	\$0.00	\$0.00			\$0.00	
TOTAL CHANGES (All Funds)	\$50,361.00	\$78,738.00	\$453,925.62			\$78,171.00	
ENDING BALANCE (All Funds)	\$50,361.00	\$78,738.00	\$453,925.62			\$78,171.00	
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
100 Changes in Fund Balance	\$50,361.00	\$78,518.00	\$390,128.62			\$77,951.00	
100 Ending Fund Balance	\$50,361.00	\$78,518.00	\$390,128.62			\$77,951.00	
23x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
23x Changes in Fund Balance	\$0.00	\$0.00	\$84,453.00			\$0.00	
23x Ending Fund Balance	\$0.00	\$0.00	\$84,453.00			\$0.00	
251 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
251 Changes in Fund Balance	\$0.00	\$0.00	(\$11,205.00)			\$0.00	
251 Ending Fund Balance	\$0.00	\$0.00	(\$11,205.00)			\$0.00	
257 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
257 Changes in Fund Balance	\$0.00	\$0.00	(\$594.00)			\$0.00	
257 Ending Fund Balance	\$0.00	\$0.00	(\$594.00)			\$0.00	
271 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Changes in Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
271 Ending Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
290 Changes in Fund Balance	\$0.00	\$220.00	(\$8,857.00)			\$220.00	
290 Ending Fund Balance	\$0.00	\$220.00	(\$8,857.00)			\$220.00	

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- GENERAL 100 Fund

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.415000	Earnings on Investments			73.62	(73.62)		200.00	
100.419100	Rentals				-			
100.419200	Contributions/Donations	75,000.00	20,000.00	4,580.00	15,420.00	23%	20,000.00	
100.419900	Other Local Revenue			1,344.00	(1,344.00)		1,344.00	
100.431100	Base Support	873,825.00	891,569.00	597,043.00	294,526.00	67%	891,569.00	
100.431200	Transportation Support	67,500.00	-		-			Contracting with Dist. #91
100.431400	Exceptional Child Support		2,800.00		2,800.00	0%	2,800.00	
100.431600	Tuition Equivalency				-			
100.431800	Benefit Apportionment	109,825.00	100,769.00		100,769.00	0%	100,769.00	
100.431900	Other State Support	11,806.00	11,806.00	600.00	11,206.00	5%	11,806.00	
100.439000	Other State Revenue	44,068.00	44,068.00		44,068.00	0%	44,068.00	New Facility/Differential
100.460000	Transfers In				-			
TOTAL GENERAL FUND REVENUES		\$1,182,024.00	\$1,071,012.00	\$603,640.62	467,371.38	56%	\$1,072,556.00	
EXPENDITURES								
100.512100	Elementary Salaries	366,792.00	278,456.00	47,446.00	231,010.00	17%	280,000.00	
100.512200	Elementary Benefits	126,289.00	84,451.00	28,604.00	55,847.00	34%	85,000.00	
100.512300	Elementary Purchased Services	8,000.00	16,000.00	3,917.00	12,083.00	24%	16,000.00	
100.512400	Elementary Supplies	72,000.00	50,000.00	6,134.00	43,866.00	12%	50,000.00	
100.512500	Elementary Capital Outlay			7,944.00	(7,944.00)			
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance				-			
100.515100	Secondary Salaries	63,658.00	160,871.00	26,812.00	134,059.00	17%	160,871.00	
100.515200	Secondary Benefits	25,760.00	43,830.00	8,838.00	34,992.00	20%	43,830.00	
100.515300	Secondary Purchased Services	5,000.00	2,500.00		2,500.00	0%	2,500.00	
100.515400	Secondary Supplies	35,000.00	25,000.00	2,551.00	22,449.00	10%	25,000.00	
100.515500	Secondary Capital Outlay				-			
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- GENERAL 100 Fund

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR- END	NOTES
100.521100	Exceptional Child Salaries	47,500.00	34,233.00	5,704.00	28,529.00	17%	34,233.00	
100.521200	Exceptional Child Benefits	15,144.00	14,500.00	2,359.00	12,141.00	16%	14,500.00	
100.521300	Exceptional Child Purchased Services				-			
100.521400	Exceptional Child Supplies				-			
100.521500	Exceptional Child Capital Outlay				-			
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			
Subtotals: Instruction		765,143.00	709,841.00	140,309.00	569,532.00	20%	711,934.00	
100.611100	Attendance-Guidance-Health Salaries				-			
100.611200	Attendance-Guidance-Health Benefits				-			
100.611300	Attendance-Guidance-Health Purchased Services				-			
100.611400	Attendance-Guidance-Health Supplies	2,000.00	1,000.00		1,000.00	0%	1,000.00	
100.611500	Attendance-Guidance-Health Capital Outlay				-			
100.611600	Attendance-Guidance-Health Debt Retirement				-			
100.611700	Attendance-Guidance-Health Insurance				-			
100.616100	Special Services Program Salaries	3,186.00			-			
100.616200	Special Services Program Benefits				-			
100.616300	Special Services Program Purchased Services		5,000.00		5,000.00	0%	5,000.00	
100.616400	Special Services Program Supplies				-			
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services		10,791.00		10,791.00	0%	10,791.00	Authorizer Fee
100.631400	Board of Education Program Supplies	20,000.00	10,000.00	1,782.00	8,218.00	18%	10,000.00	Advertising
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance	8,000.00	6,168.00	6,168.00	-	100%	6,186.00	
100.641100	School Administration Program Salaries	60,000.00	60,000.00	17,140.00	42,860.00	29%	60,000.00	
100.641200	School Administration Program Benefits	17,598.00	11,154.00	4,850.00	6,304.00	43%	11,154.00	
100.641300	School Administration Program Purchased Services	2,800.00	2,800.00	2,594.00	206.00	93%	2,800.00	
100.641400	School Administration Program Supplies	1,000.00	1,000.00	1,791.00	(791.00)	179%	1,000.00	
100.641500	School Administration Program Capital Outlay				-			
100.641600	School Administration Program Debt Retirement				-			
100.641700	School Administration Program Insurance				-			

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- GENERAL 100 Fund

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.651100	Business Operation Program Salaries	45,000.00	45,000.00	18,406.00	26,594.00	41%	45,000.00	
100.651200	Business Operation Program Benefits	8,834.00	8,834.00	2,719.00	6,115.00	31%	8,834.00	
100.651300	Business Operation Program Purchased Services	9,000.00	9,000.00	3,685.00	5,315.00	41%	9,000.00	
100.651400	Business Operation Program Supplies	1,500.00	1,500.00	275.00	1,225.00	18%	1,500.00	
100.651500	Business Operation Program Capital Outlay				-			
100.651600	Business Operation Program Debt Retirement				-			
100.651700	Business Operation Program Insurance				-			
100.656100	Administrative Technology Service Salaries				-			
100.656200	Administrative Technology Service Benefits				-			
100.656300	Administrative Technology Service Purchased Services		10,000.00		10,000.00	0%	10,000.00	Student Info software
100.656400	Administrative Technology Service Supplies	906.00	906.00	225.00	681.00	25%	906.00	
100.656500	Administrative Technology Service Capital Outlay				-			
100.656600	Administrative Technology Service Debt Retirement				-			
100.656700	Administrative Technology Service Insurance				-			
100.661100	Buildings - Care Program Salaries				-			
100.661200	Buildings - Care Program Benefits			232.00	(232.00)			
100.661300	Buildings - Care Program Purchased Services	32,700.00	50,000.00	7,483.00	42,517.00	15%	50,000.00	
100.661400	Buildings - Care Program Supplies	7,000.00	15,000.00	2,812.00	12,188.00	19%	15,000.00	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance				-			
100.664100	Maintenance - Student Occupied Salaries	7,500.00	-		-			
100.664200	Maintenance - Student Occupied Benefits	506.00	-		-			
100.664300	Maintenance - Student Occupied Purchased Services				-			
100.664400	Maintenance - Student Occupied Supplies	3,000.00	3,000.00	1,055.00	1,945.00	35%	3,000.00	
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services				-			
100.665400	Maintenance - Grounds Supplies		1,000.00		1,000.00	0%	1,000.00	
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			
100.667100	Security Program Salaries				-			
100.667200	Security Program Benefits				-			
100.667300	Security Program Purchased Services	1,000.00	1,000.00		1,000.00	0%	1,000.00	
100.667400	Security Program Supplies				-			
100.667500	Security Program Capital Outlay				-			
100.667600	Security Program Debt Retirement				-			
100.667700	Security Program Insurance				-			

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- GENERAL 100 Fund

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR- END	NOTES
100.681100	Pupil-to-School Transportation Salaries				-			
100.681200	Pupil-to-School Transportation Benefits				-			
100.681300	Pupil-to-School Transportation Purchased Services	134,990.00	15,000.00	1,986.00	13,014.00	13%	15,000.00	Contracting with Dist. #91
100.681400	Pupil-to-School Transportation Supplies				-			
100.681500	Pupil-to-School Transportation Capital Outlay				-			
100.681600	Pupil-to-School Transportation Debt Retirement				-			
100.681700	Pupil-to-School Transportation Insurance				-			
100.682100	Pupil-Activity Transportation Salaries				-			
100.682200	Pupil-Activity Transportation Benefits				-			
100.682300	Pupil-Activity Transportation Purchased Services		2,000.00		2,000.00	0%	2,000.00	
100.682400	Pupil-Activity Transportation Supplies				-			
100.682500	Pupil-Activity Transportation Capital Outlay				-			
100.682600	Pupil-Activity Transportation Debt Retirement				-			
100.682700	Pupil-Activity Transportation Insurance				-			
Subtotals: Support Services		366,520.00	270,153.00	73,203.00	196,950.00	27%	270,171.00	
100.710100	Child Nutrition Salaries				-			
100.710200	Child Nutrition Benefits		2,500.00		2,500.00	0%	2,500.00	
100.710300	Child Nutrition Purchased Services				-			
100.710400	Child Nutrition Supplies				-			
100.710500	Child Nutrition Capital Outlay				-			
100.710600	Child Nutrition Debt Retirement				-			
100.710700	Child Nutrition Insurance				-			
Subtotals: Non-Instruction		-	2,500.00	-	2,500.00	0%	2,500.00	
100.920000	Transfers Out		10,000.00		10,000.00	0%	10,000.00	
100.950000	Contingency Reserve				-			
Subtotals: Other		-	10,000.00	-	10,000.00	0%	10,000.00	
TOTAL GENERAL FUND EXPENDITURES		\$1,131,663.00	\$992,494.00	213,512.00	\$778,982.00	22%	994,605.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		\$50,361.00	\$78,518.00	\$390,128.62			\$77,951.00	
BEGINNING FUND BALANCE (July 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$50,361.00	\$78,518.00	\$390,128.62			\$77,951.00	
ENDING FUND BALANCE AS OF _____		\$50,361.00	\$78,518.00	\$390,128.62			\$77,951.00	

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- FUNDS 230-239 (Local Special Projects)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
23X.419200	Contributions/Donations	250,000.00	250,000.00	250,000.00	-	100%	250,000.00	
23X.419900	Other Local Revenue				-			
23X.460000	Transfers In				-			
TOTAL FUND REVENUE		\$250,000.00	\$250,000.00	\$250,000.00	\$0.00	100%	\$250,000.00	
EXPENDITURES								
23X.512100	Elementary Salaries				-			
23X.512200	Elementary Benefits				-			
23X.512300	Elementary Purchased Services		6,483.00	6,483.00	-	100%	6,483.00	
23X.512400	Elementary Supplies	75,000.00	75,000.00	41,734.00	33,266.00	56%	75,000.00	
23X.512500	Elementary Capital Outlay	100,000.00	90,517.00	42,076.00	48,441.00	46%	90,517.00	
23X.512600	Elementary Debt Retirement				-			
23X.512700	Elementary Insurance				-			
23X.515100	Secondary Salaries				-			
23X.515200	Secondary Benefits				-			
23X.515300	Secondary Purchased Services		10,000.00	9,210.00	790.00	92%	10,000.00	
23X.515400	Secondary Supplies		8,000.00	7,040.00	960.00	88%	8,000.00	
23X.515500	Secondary Capital Outlay	75,000.00	60,000.00	59,004.00	996.00	98%	60,000.00	
23X.515600	Secondary Debt Retirement				-			
23X.515700	Secondary Insurance				-			
23X.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$250,000.00	\$250,000.00	\$165,547.00	\$84,453.00	66%	\$250,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$84,453.00			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	\$84,453.00			\$0.00	
	ENDING FUND BALANCE AS OF	\$0.00	\$0.00	\$84,453.00			\$0.00	

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- FUND 251 (Title I-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
251.443000	Direct Restricted Federal				-			
251.445100	Title I - ESEA	14,983.00	14,983.00		14,983.00	0%	14,983.00	
251.445900	Other Indirect Restricted Federal				-			
251.460000	Transfers In				-			
TOTAL FUND REVENUE		\$14,983.00	\$14,983.00	\$0.00	\$14,983.00	0%	\$14,983.00	
EXPENDITURES								
251.512100	Elementary Salaries	10,000.00	5,000.00	3,296.00	1,704.00	66%	5,000.00	
251.512200	Elementary Benefits	4,983.00	2,935.00	1,027.00	1,908.00	35%	2,935.00	
251.512300	Elementary Purchased Services		7,000.00	6,834.00	166.00	98%	7,000.00	
251.512400	Elementary Supplies		48.00	48.00	-	100%	48.00	
251.512500	Elementary Capital Outlay				-			
251.512600	Elementary Debt Retirement				-			
251.512700	Elementary Insurance				-			
251.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$14,983.00	\$14,983.00	\$11,205.00	\$3,778.00	75%	\$14,983.00	
TOTAL FUND REVENUE OVER EXPENDITURES		\$0.00	\$0.00	(\$11,205.00)			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	(\$11,205.00)			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	(\$11,205.00)			\$0.00	

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- FUND 257 (IDEA Part B)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
257.443000	Direct Restricted Federal				-			
257.445600	Title VI-B IDEA Federal Revenue	34,421.00	6,000.00		6,000.00	0%	6,000.00	
257.445900	Other Indirect Restricted Federal				-			
257.460000	Transfers In				-			
TOTAL FUND REVENUES		\$34,421.00	\$6,000.00	\$0.00	\$6,000.00	0%	\$6,000.00	
EXPENDITURES								
257.621100	Exceptional Child Salaries	15,000.00	4,500.00		4,500.00	0%	4,500.00	
257.621200	Exceptional Child Benefits	1,065.00			-			
257.621300	Exceptional Child Purchased Services	18,356.00			-			
257.621400	Exceptional Child Supplies		1,500.00	594.00	906.00	40%	1,500.00	
257.621500	Exceptional Child Capital Outlay				-			
257.621600	Exceptional Child Debt Retirement				-			
257.621700	Exceptional Child Insurance				-			
257.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$34,421.00	\$6,000.00	\$594.00	\$5,406.00	10%	\$6,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	(\$594.00)			\$0.00	
	BEGINNING FUND BALANCE (JULY 1, 2013)	\$0.00	\$0.00	\$0.00			\$0.00	
	CHANGES IN FUND BALANCE	\$0.00	\$0.00	(\$594.00)			\$0.00	
	ENDING FUND BALANCE AS OF	\$0.00	\$0.00	(\$594.00)			\$0.00	

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- FUND 271 (Title II-A, ESEA)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
271.443000	Direct Restricted Federal				-			
271.445900	Other Indirect Restricted Federal	5,000.00	5,000.00		5,000.00	0%	5,000.00	
271.460000	Transfers In				-			
TOTAL FUND REVENUES		\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	0%	\$5,000.00	
EXPENDITURES								
271.621100	Instruction Improvement Salaries				-			
271.621200	Instruction Improvement Benefits				-			
271.621300	Instruction Improvement Purchased Services	5,000.00	5,000.00		5,000.00	0%	5,000.00	
271.621400	Instruction Improvement Supplies				-			
271.621500	Instruction Improvement Capital Outlay				-			
271.621600	Instruction Improvement Debt Retirement				-			
271.621700	Instruction Improvement Insurance				-			
271.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	0%	\$5,000.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	\$0.00			\$0.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	\$0.00			\$0.00	
ENDING FUND BALANCE AS OF		\$0.00	\$0.00	\$0.00			\$0.00	

December 12, 2013

AMERICAN HERITAGE CHARTER SCHOOL --- FUND 290 (Child Nutrition)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
290.416100	School Food Service	25,000.00	32,000.00	9,147.00	22,853.00	29%	32,000.00	
290.416200	Meal sales: non-reimbursable		1,200.00	433.00	767.00	36%	1,200.00	
290.416900	Other Food Sales				-			
290.443000	Direct Restricted Federal				-			
290.445500	Child Nutrition Reimbursement	67,980.00	50,000.00	125.00	49,875.00	0%	50,000.00	
290.445900	Other Indirect Restricted Federal				-			
290.460000	Transfers In		10,000.00		10,000.00	0%	10,000.00	
TOTAL FUND REVENUES		\$92,980.00	\$93,200.00	\$9,705.00	\$83,495.00	10%	\$93,200.00	
EXPENDITURES								
290.710100	Food Service Salaries	27,460.00	27,460.00	5,305.00	22,155.00	19%	27,460.00	
290.710200	Food Service Benefits	11,211.00	11,211.00	1,820.00	9,391.00	16%	11,211.00	
290.710300	Food Service Purchased Services	1,065.00	1,065.00	1,365.00	(300.00)	128%	1,065.00	
290.710400	Food Service Supplies	53,244.00	53,244.00	10,072.00	43,172.00	19%	53,244.00	
290.710500	Food Service Capital Outlay				-			
290.710600	Food Service Debt Retirement				-			
290.710700	Food Service Insurance				-			
290.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$92,980.00	\$92,980.00	\$18,562.00	\$74,418.00	20%	\$92,980.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$220.00	(\$8,857.00)			\$220.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$220.00	(\$8,857.00)			\$220.00	
ENDING FUND BALANCE AS OF		\$0.00	\$220.00	(\$8,857.00)			\$220.00	

December 12, 2013

THE HISTORIC RESTORATION OF THE NEW SWEDEN SCHOOL



RESTORED FOR THE
**AMERICAN
HERITAGE**
CHARTER SCHOOL



Built in 1927, the New Sweden School closed its doors in 1979.

Alumni Memories

“My fondest school memories of my time in New Sweden: peanut butter sandwiches in the cafeteria, softball games, snowball fights, swinging the merry-go-round, playing jacks, Mrs. Lundblade’s cupcakes, ringing the school bell, dances in the gym, Christmas programs, etc.”

— **D. A. Snarr Carter**

“I remember the fun we had racing to the baseball diamond to see who would pitch, chasing the boys, the dances and the parties we had, and playing spin the bottle.”

— **Janna Becker Jensen**

“It was a magical time in my life, delivering precisely the memories that should be associated with youth. It was a care-free time of friendship and acceptance, of support and encouragement.”

— **Dr. Kenneth Scott**

The New Sweden School: Then and Now

Ever since Swedish immigrants settled the land in the late 1800s, education has been an important part of the New Sweden community, with the first schoolhouse being built in 1895.

On March 4, 1927, to accommodate a growing student body, the school's board of directors contracted with F. L. McGrew, C. S. Crabtree and the C. W. & M. Company to build a new school with a budget of \$25,000. The finished building, which opened Sept. 12, 1927, included seven classrooms, a kitchen, one lunchroom, a library, and three acres of playground space.

The building was home to grades 1–8 until 1960 when seventh and eighth graders began attending Clair E. Gale Jr. High. By 1979, the student body had increased to the point that a new building was needed and the New Sweden School would be closed.

In May of 1979, the New Sweden School ended its final academic season. For 34 years, the building remained vacant and sustained significant internal vandalism. Witnessing the deterioration of the community's beloved landmark was painful for residents. In 2012, Frank and Belinda VanderSloot purchased the property and, as a labor of love, committed to restoring the school. They began the extensive process of renovating the historic school at a cost of approximately \$2 million. They then donated the school to the VanderSloot Foundation. The foundation is, in turn, donating the use of the school to the American Heritage Charter School.

The VanderSloots contracted with B&B Construction to renovate the school, giving direction to preserve as many of the school's original features as possible while still meeting current building codes and standards. They did everything they could to meticulously preserve and restore the building as close as possible to alumni's childhood memories. "We wanted them and their grandchildren to hold the same handrails, walk on the same floors, and pass through the same doorways," Mr. VanderSloot explained.

The entire community pitched in to help. The City of Idaho Falls made special accommodations to quickly establish a necessary sewer line and several of the school's neighbors granted easements on their property to facilitate it.

After several months of preparation and renovation, the New Sweden School is opening its doors for the first time in almost 35 years as the new American Heritage Charter School in District 91.

Alumni are invited to remember their experiences in this historic school as they walk through the building and think, "I used to touch this railing, look at these walls, and play in this gym when I was a student here."



The Exterior and Schoolyard

The Architecture

The concrete entablature with the old school district name (No. 27) remains above the main door. The double doors at the school's front entrance are replicas of the original doors. The majority of the internal doors in the building are original.

The Bell Tower

Originally, a cupola-like bell tower stood on the roof of the building. The bell tower was removed when deterioration made it unsafe. The bell tower has been rebuilt and a new bell hangs where the original bell hung almost 90 years ago. The rope to ring the bell hangs in the front foyer above the stairs, exactly where the rope was hung years ago.

An exhaustive search was made for the original school bell, and it was discovered that more than one bell graced the bell tower from 1927 to 1979. One of these bells, created by a local manufacturing company, eventually developed a crack. It was returned to the manufacturer for repairs that were never completed. This bell is now displayed in the front yard of the original manufacturer's family home on the corner of June and 13th Street in Idaho Falls. At least one other bell made of brass hung in the bell tower prior to the bell tower being removed. It has been identified and purchased for display at the school. The bell that currently hangs in the bell tower was donated by Frank and Belinda VanderSloot. It came from a quaint schoolhouse in New England.

The Merry-Go-Round, Fireplace, and the Swings

The merry-go-round and swing set on the playground are original as is a stone fireplace on the far side of the schoolyard.



The Brick



The restoration team needed to replace the mortar on the old chimney and planned to reuse the bricks. But one brick didn't rejoin the others. As the mason began working on the top three feet of the chimney stack, he noticed a brick just one foot above the roof line that had etchings on it and pulled it out. The brick has the name "Benson Dowd" carved in it with the date "Aug. 3, 1927," which would have been just weeks before the school opened.

Benson's real name was Jarvis Benson Dowd, but he went by "Benson." He was just 17 years old, beginning his career as a brick mason, when he inscribed his name on the brick that he installed on the New Sweden School chimney.

Benson later enlisted in the U.S. Army on February 18, 1943. He was a member of the Airborne Glider Group. Sadly, he was killed in battle during World War II on December 7, 1944, shortly after the invasion of Normandy. The brick will become a part of the school's museum along with other artifacts discovered during the renovation.

Main Level, and Gym

The Wood Floors

The wood floors throughout the building are original. Some say, “they’ll speak to you if you listen.” Former students remember playing jacks and marbles on the wood floors of their classrooms during the winter.

The Janitor’s Apartment

The school’s janitor used to live in a furnished apartment right below the principal’s office. The room was eventually turned into a teachers’ lounge. Students remember how cigar and cigarette smoke would billow out whenever the door opened. It is now the administration office.

The Windows

The original school had a tremendous advantage over modern-day schools in that windows were plentiful and outdoor light gave a fresh feeling to every room. The original double-hung sash windows have been replicated, and generous outdoor light continues to grace every classroom.

The Principal’s Office

In the past, a trip up the wooden staircase to the principal’s office was never a student’s most delightful moment. The original staircase leading up to the principal’s office and the internal window have been replicated, while the original closets and flooring are still intact, giving the feeling that nothing has changed. And with the school’s history of student pranks—like putting a cat in a teacher’s desk drawer—the ability to strategically keep an eye on a new generation of fun-loving rascals is definitely an asset.

The Gym

A gymnasium was added in 1955. It was attached to the building through an enclosed hallway. The gym’s wood ceiling and beams are original while the original hardwood floor, damaged by water from a leaky roof, has been totally replaced.

Over the years, school activities such as sports, band, choir, dances, and the annual carnival took place in the gym. The eighth-grade dance was one of the most memorable events held there.



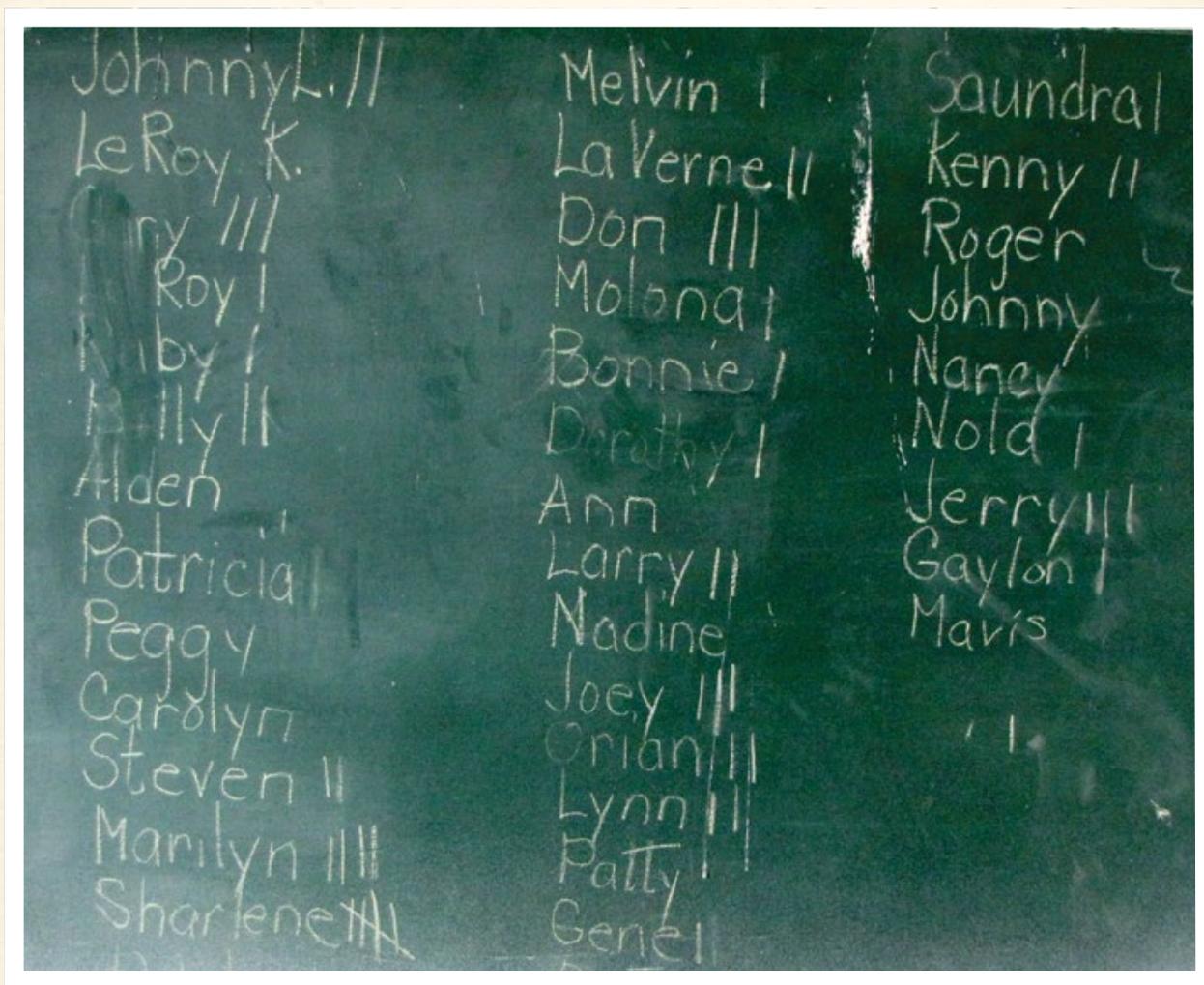
The Chalkboards

If walls could talk, they might share the story about how a number of students earned marks next to their names on an old chalkboard that was discovered at the school.

To make way for new white boards that were installed in the classrooms, restoration workers removed the old black slate chalkboards only to find green chalkboards behind them. One of the original green chalkboards still had a list of student names with numerous marks next to them, preserved as if the tally marks had been made only minutes earlier.

The names on this chalkboard have been covered by a clear plexiglass cover to preserve the history. Since the names have now become a permanent part of the school, the mystery remains as to why the teacher was keeping a tally beside each child's name.

While not every room had writing hidden beneath the slate chalkboards, a section of the black slate boards in many of the classrooms has been preserved along with the chalk rails.



Lower Level, Kitchen, and Lunchroom

Lower Level

The lower level will house the orchestra room and four classrooms, bathrooms, and several storage closets.

The raised concrete basement features the original walls. The closet in the lower level entryway is original as is the white bead board in the foyer that leads down to the lower level.

The Wooden Staircase (Foyer)

The wooden banister leading to the main level is replicated in exactly the same style as the original, but is four inches taller to match new building codes. The metal banisters leading to the lower level are original.

The Coal Bin and Boiler Room

The space where the new first-grade classroom is located (on the lower level) was a coal bin and the other side of the new room was originally restrooms. And, of course, the boiler room was next to the coal bin. Since the coal bin and boiler room are no longer necessary, their removal allowed for an additional classroom as well as expanded, modernized bathrooms.

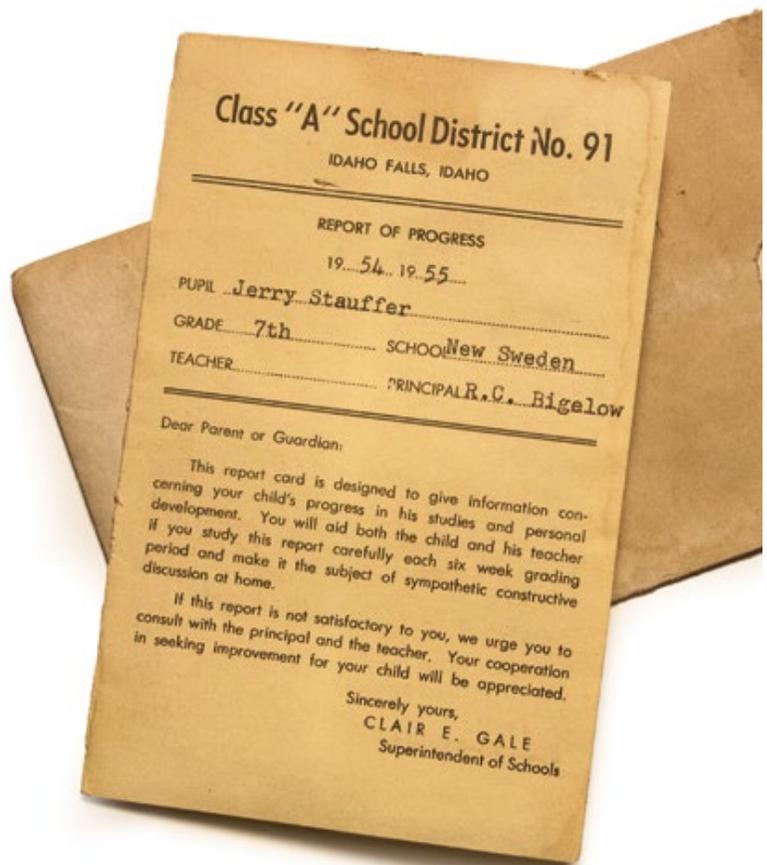
The Kitchen and Old Lunch Room

The PTA, officially organized in 1945, was in charge of facilitating the school lunch program. For many years, parents could bring in fresh produce and meat from area farms, make homemade cookies and treats for dessert, and help the kitchen staff can fruit and vegetables. Some people remember holding “canning parties” in the gym after hours.

The kitchen and cafeteria used to be located in the lower level. The kitchen was located to the left of the lower staircase. If you look closely, you can still see where a serving window was once placed. Now, the former lunchroom has become the fourth-grade classroom. The new kitchen is next to the gym where the showers and a storage closet used to be.

The Report Card

During the renovation, an old report card was found on the top shelf of a coat closet, resting there—evidently out of sight—for almost 60 years. The card belonged to Jerry Stauffer who was in the seventh grade at the time it was lost. It was apparently misplaced in the middle of the 1954 school year as Jerry’s parents had signed the card for the first two “semesters” but not the last two. The grades were pretty good, which implies that Jerry did not misplace it on purpose.





A New School For a Historic Building

The Idaho Public Charter School Commission approved American Heritage Charter School's charter on August 7, 2012. The American Heritage Charter School officially opened its doors for learning in September 2013. It serves kindergarten through eighth-grade students and offers a free, rigorous, patriotic educational choice for families in Southeast Idaho.

Modeled after the highly successful North Valley Academy in Gooding, Idaho that achieved the prestigious five-star rating in 2013 by the Idaho State Department of Education, the school's mission is to create patriotic leaders. It is designed to give students the greatest possible educational advantage through a cutting-edge curriculum, high-performing educators, and advanced technology.

The Curriculum

American Heritage creates a dynamic learning environment by using the Core Knowledge curriculum, which exposes students to a wide base of history, geography, science, art, literature, computer skills, music, math, and language arts. The school also features a robust string orchestra program, currently led by the conductor of the Teton Chamber Orchestra.

Added to this demanding curriculum are several character-education programs—Great Expectations, Ron Clark's Essential 55, Study of Heroes, We the People, and Cowboy Ethics—that teach responsibility and personal values. All of the curriculum and materials used comply with content standards established by the Idaho State Department of Education.

The Culture

With fewer than 250 children at the school, American Heritage offers small class sizes and only has one class per grade. This family-like setting allows the staff to know every student and for the students to become acquainted with the teachers and other students at the school.

American Heritage Charter School Creed

"I am an American Heritage Charter School patriot. I am unique and intelligent. I am respectful, honest, and kind. I have high hopes for my future and great expectations for myself. I promise to be the best I can be using the life principles of our country's great heroes to guide me. I promise to enrich the world by serving others. I am a patriot—strong, proud, and brave. I am a leader today and tomorrow."



AMERICAN HERITAGE CHARTER SCHOOL **A COMMUNITY ENDEAVOR**

The restoration of the New Sweden School and the creation of the American Heritage Charter School are a product of a wide range of organizations and individuals working together to create a place where students can once again feel a sense of community while receiving a high-quality education. We would like to thank these groups and individuals for their hard work, donations, and time:

- **Frank and Belinda VanderSloot**—Funded the entire project with more than \$2 million of personal funds and donated hundreds of hours of time toward the project.
- **Deby Infanger**—The creation of the American Heritage Charter School was Deby’s vision. She is the founder of the school. She has donated hundreds of hours, has guided the project throughout the chartering process, and has directed the program’s curriculum and staffing endeavors.
- **Trent VanderSloot**—Project Manager. Trent directed and guided the restoration process and was the liaison between the VanderSloot Foundation and the general contractor.
- **Sara Schofield**—Sara managed the charter school’s first lottery and did much of the front-office work before a paid staff was hired.
- **Chris Schofield**—Chris served as property manager and supervised the landscaping and grounds work as well as the sewer installation.
- **B&B Builders**—General Contractor. Provided excellent craftsmanship on a very difficult and challenging restoration project.
- **Riverbend Ranch**—Provided several crew members to work on special projects in support of the 18-month restoration project. This team performed heavy labor ranging from asbestos removal to a sprinkler and sod installation.

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- **Melaleuca**—Supported the school’s creation by providing a variety of marketing, production, and special event services at no cost.
- **Riverbend Communications**—Donated thousands of dollars’ worth of airtime on five radio stations in support of the school.
- **DePatco**—Installed the sewer system, sidewalks, driveway, and parking lot at a discount.
- **Idaho Falls City Council**—Worked quickly and without obstruction to clear the pathway to allow the school to connect to the city’s sewer system.
- **Jim Dixon and Pam Lyons**—Graciously provided the school with an easement on their properties for the sewer system.
- **Jeff Gardetto**—As the school’s neighbor, he irrigated the field and kept it green not only this year but for many prior years.
- **Gayle DeSmet**—Provided leadership and expert council in developing the new school’s charter.
- **Cathy Thompson**—Provided accounting and training services for the new charter school.
- **District 91**—Instrumental in developing a cooperative arrangement for transportation, sports, and extracurricular activities for American Heritage Charter School.
- **Jim Dalton**—Graciously donated his time in performing all of the school’s legal work for no fee.
- **CCI Crane Inc.**—Donated the crane and crew to perform the bell tower and capstone event.
- **Printcraft Press**—Donated the printing of the New Sweden School’s restoration brochure.
- **Alphagraphics**—Donated the printing of signage and flyers for the event.
- **Falls Printing**—Donated the printing of signage and flyers for the event.
- **Fusion**—Donated the printing of signage for the New Sweden School restoration event.
- **Corey Cook**—Donated many hours providing landscaping services.
- **Idaho Sod**—Donated 1,600 square feet of sod around the playground.
- **Reed’s Dairy**—Provided refreshments at a discount and volunteered employees.
- **American Heritage Charter School PFA, led by Tappia Infanger, PFA President**—For volunteering whenever something was needed, cleaning the building several times, laying wood chips in the playground, filling a new school library with books, and more.
- **American Heritage Charter School staff**—For going above and beyond the call of duty in donating hundreds of hours to thoroughly prepare this school for operation and ready the building.
- **American Heritage Charter School board of directors/founders**—For steering the ship in the right direction and dedicating so much time to create this important new school.