



Guidelines for 2015-2016 Petition to Establish a Charter School

Purpose

Charter schools must be designed to meet at least one of five purposes specified in Kansas charter school law, K.S.A. 72-1904 (but are not required to meet all of these purposes). Purposes include:

- Improved pupil learning;
- Increased learning opportunities for pupils in special areas of emphasis;
- Creative and unconventional instructional techniques and structures;
- New professional vistas for teachers who operate such schools or who choose to work in them; and
- Freedom from conventional program constraints and mandates.

Assurances

Petitioner(s) shall adhere to the following conditions:

- The proposed charter school is required to be individually accredited as a building within a district and needs to abide by the current [Quality Performance Accreditation Regulations](#).
- The proposed school will comply with all state statutes impacting schools in Kansas
- The proposed school will complete a request for a School Building Number under *Directory Updates*).
- The educational program and curriculum is planned/selected by properly licensed educators, employed by the sponsoring school district and/or under contract with an EMO/Education Service Provider.
- Properly licensed educators employed by the sponsoring district and/or under contract with an EMO/Education Service Provider will plan, deliver and evaluate instruction for each student enrolled in the school.
- All eligible students participate in state administered testing and local assessments required of the sponsoring district's schools.
- Daily attendance records are kept on a regular basis for each child enrolled in the school.

Eligibility

A petition for the establishment of a charter school may be prepared and submitted to the local board of education of a school district by or on behalf of a school building or school district employees group, an educational services contractor, or any other person or entity.

Awards

There is no federal funding available at this time.

Time Line for Petition Submittal

- **December 1** - submitted to local board no later than December 1 of the school year preceding the school year in which the charter school is proposed to be established.
- **February 1** - submitted to KSDE for review by February 1 of the school year preceding the school year in which the charter school is proposed to be established. Be sure to include your public hearing notice and board minutes of approval.
- **April 15** - approval or disapproval by the Kansas State Board of Education no later than April 15 of the school year preceding the school year in which the charter school is proposed to be established.
- Charter status may be obtained independent of receiving federal grant funds.

Directions for Completing the Charter School Petition

Part I – Contact Information

- Complete the contact information specific to the group/entity submitting the petition and check, if applicable, one of the two boxes indicating collaboration with an educational management organization or educational service center or collaboration with another non-profit organization.
- Complete the contact information specific to the district.
- Complete the contact information specific to the proposed charter school. Include anticipated numbers for the grade levels to be served and for the anticipated enrollment. Include the proposed opening date with enrolled students.
- Provide signatures for each section.

Part II - Opening, Converting, or Replacing a School

- Check Number 1 if the petition will open a new charter school within the district and provide the name.
- Check Number 2 if the petition will convert an existing public school into a charter school within the district. Complete the information for (a), (b), and (c).
- Check Number 3 if the petition will replace an existing public school within the district. Complete the information for (a), (b), (c) and (d).

Part III – Narrative Outline

Format the charter school petition following the outline and provide comprehensive responses to each of the following outline components:

- Need
- Mission
- Purpose
- Recruitment/Enrollment
- Educational Philosophy/Utilization of Physical Space
- Special Student Populations
- Support for Learning
- Staff
- Measurable Goals/Assessment
- Use and Reporting of Data
- Governance
- USD Sponsor Responsibilities
- Financial Management
- Budget Narrative
- Contracting with EMO, Educational Service Provider or Other Non-Profit Organization
- Assurances

Contact Information

To request the petition/application form: email jnoble@ksde.org

Please direct any questions concerning the Charter School Petition process to Jessica Noble (785) 296-3163 or jnoble@ksde.org.



2015-2016 Charter School Petition

Part I: Contact Information

Contact Information: for Group or Entity Submitting Petition

Name of Group or Entity Submitting Petition:

Contact Name:

Telephone:

FAX:

Email:

Address:

City:

State:

ZIP:

Signature: By placing your signature here, you acknowledge that you have reviewed this complete petition, including the statements of assurance, and agree to be responsible for fulfilling all the expectations contained herein.

(Check one of the boxes if applicable)

We are planning to contract with an educational management organization (EMO) or a Kansas Educational Service Center.

Name of Organization:

We are planning to contract with a non-profit organization other than a USD.

Name of Organization:

Contact Information: District

USD #:

USD Name:

Superintendent Name:

Telephone:

FAX:

Email:

District Address:

City:

State:

ZIP:

Signature: By placing your signature here, you acknowledge that you have reviewed this complete petition, including the statements of assurance, and agree to be responsible for fulfilling all the expectations contained herein.

Contact Information: Proposed Charter

Principal Name:

Telephone:

FAX:

Email:

School Name:

School Address:

City:

State:

ZIP:

Signature: By placing your signature here, you acknowledge that you have reviewed this complete petition, including the statements of assurance, and agree to be responsible for fulfilling all the expectations contained herein.

Year 1

Full Capacity

Anticipated Grade Levels Served

Anticipated Enrollment

Proposed opening date with enrolled students:

Part II: Opening, Converting, or Replacing a School

1. OPENING A NEW SCHOOL

☐ This petition will open a new charter school within the district.
(If you checked this box, please complete the information below)

a. Name of new school:

2. CONVERTING AN EXISTING SCHOOL

☐ This petition will convert an existing public school into a charter school within the district.
(If you checked this box, please complete the information below)

a. Building number and name of existing public school to be converted: (Building name/number remain the same.)

b. Explain how the school will benefit from becoming a charter school.

c. How will the conversion address the needs of the community?

3. REPLACING AN EXISTING SCHOOL

☐ This petition will replace an existing public school within the district.
(If you checked this box, please complete the information below.)

a. Building number and name of existing public school to be converted: (Building number remain the same.)

b. If the decision to reopen the existing school as a new charter school is providing a means to keep open a school that otherwise would be closed, why would the existing school close?

c. How have the students in the existing school been notified that if more students apply for admission than can be accommodated, they may or may not be able to enroll in the new charter school?

d. How have teachers in the existing school been notified that they may or may not be teachers in the new charter school?

Part III: Charter School Petition Narrative

Instructions: Format the charter school petition following this outline. Provide comprehensive responses to each of the following outline components.

Section 1: Need

Quality Indicators - Need:

Identifies a compelling description of whom the charter school intends to reach and the accommodations that will be implemented to address the target student population's unique need; provides a clear demonstration, including use of staff, parent, district and community data, that there is a commitment and support structure provided by the district and community; and provides a specific rationale for how this school will enhance or expand the educational options currently available to the target student population.

Please indicate the student population group(s) your new charter school would primarily target:

- ☐ Economically disadvantaged populations
- ☐ English Language Learners
- ☐ Students with disabilities
- ☐ Students at high risk of not meeting state academic standards
- ☐ Students residing in geographic attendance areas with low performing public schools
- ☐ Students with limited access to high quality public school choice options
- ☐ Students currently home-schooled
- ☐ Other (identify)

Explain the need for this particular school in the community it will serve and the target student population you have identified. Strong answers to this question will address why your school is needed beyond simply an analysis of school district statistics and a general discussion of school choice.

Discuss the compelling reason(s) for establishing this school and include identified student needs and accommodations that will be implemented to address those needs; evidence of staff and parent interest, district commitment, and other community support and how this will expand/enhance current educational options.

Section 2: Mission

Quality Indicators – Mission:

Petition provides a clear and compelling mission statement that is meaningful, manageable, and measurable.

Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree. Some schools also use their mission statement to (briefly) address how they will accomplish these things if methodology is a particularly important part of their vision.

Your mission statement should be written for a general audience. Avoid jargon and technical terminology—parents and members of the community who wish to know more about the school should be able to read the mission statement and get a clear sense of your school and its vision.

A mission statement that focuses on core elements and sets broad priorities will remind readers that you are responsible for following through on a very specific set of promises and that some aspects of school performance are more important than others. In selecting your mission statement consideration should be given to Quality Performance Accreditation requirements, No Child Left Behind Initiatives and ESEA flexibility waiver requirements, and school goals

Section 3: Purpose

Quality Indicators - Purpose:

Identifies one or more purposes for which the school intends to provide new opportunities; and provides a thorough and comprehensive description of how the school's mission will provide new opportunities to address the purpose(s).

Charter schools must be designed to provide new opportunities to meet at least one of five purposes specified in Kansas charter school law, K.S.A. 72-1904 (but are not required to meet all of these purposes). Identify which of the following five purposes the charter school intends to meet and provide a thorough and comprehensive description of how the school's mission will provide new opportunities for:

- Improved pupil learning;
- Increased learning opportunities for pupils in special areas of emphasis;
- Creative and unconventional instructional techniques and structures;
- New professional vistas for teachers who operate such schools or who choose to work in them;
- Freedom from conventional program constraints and mandates.

Section 4: Recruitment and Enrollment

Quality Indicators – Enrollment/Recruitment:

Petition demonstrates a convincing plan for broad outreach, including outreach to families traditionally less informed about options; identifies a detailed rationale for the anticipated enrollment; demonstrates that admission policies at the proposed school will comply with applicable law; and demonstrates an admission plan and a proposed lottery system, if necessary, that ensures adequate enrollment and full accessibility of the school to all eligible students.

Summarize the recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students as you seek to attract students to your school, including to families traditionally less informed about options. Pupils in attendance at the charter school must be reasonably reflective of the racial and socio-economic composition of the school district as a whole.

Indicate the anticipated enrollment number of students for each year and explain in detail your rationale for selecting this particular school size. Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the school's implementation of the random lottery process as required by law.

Section 5: Educational Philosophy and Utilization of Physical Facilities

Quality Indicators – Educational Philosophy:

*Describes a framework for instructional design, methods and flexibility of scheduling that are aligned with the school's mission and responds to the needs of the student population; provides specific examples and evidence of school models, educationally sound web resources and/or research-based studies that support the success of the proposed approach **OR** If innovative, presents a reasonable likelihood for success; shows evidence that this approach will meet the diverse needs of individual students and lead to improved student performance; discusses how modifications to the current physical facilities will support the mission and to what degree students will be engaged in the design of the physical space.*

If applicable, the Virtual Education Requirements Desktop Audit form has been completed attached and thoroughly addresses the required components.

Describe the educational foundation of the proposed school that will ensure all students meet challenging state student academic content and achievement standards. Include in this description a framework for instructional design and methods, and flexibility of scheduling that are aligned with the needs of the pupils that the charter school has identified as its target student population.

Include which school models, educationally sound web resources and/or research-based studies can be relied upon to demonstrate your proposed approach will be successful with your anticipated student population.

Discuss how you intend to use the physical space in which the charter school will be housed and to what degree students will be engaged in the design of the physical space. How will modifications to the current physical facilities support your intended mission?

If this proposal includes an on-line learning component, the developers must also complete a *Virtual Education Requirements Desktop Audit form* to be eligible to claim FTE for enrolled and attending virtual students. Please review the documents at the following website:
<http://www.ksde.org/Default.aspx?tabid=926>.

Section 6: Special Student Populations

Quality Indicators – Special Student Populations :

Petition identifies the strength and capacity of the school that will provide support in implementing accommodations for special student populations; and describes the support that will be provided in identifying children with special needs identification, developing individual educational plans and monitoring progress.

Drawing upon the existing resources within the district, identify the strength and the capacity of your proposed school in providing support in implementing accommodations for special student populations such as those with limited English proficiency and children with special needs, including those with exceptionally high needs.

Describe how the district or an outside provider will support the charter school in identifying children with special needs, developing plans for their education, and monitoring their progress.

Section 7: Support for Learning

Quality Indicators – Support for Learning:

Provides examples of student engagement strategies that will reduce student behavior and discipline problems; describes the procedures that will ensure the health and safety of students and staff; identifies the district resources that currently support family-school partnerships and how the school will gauge and disseminate parental satisfaction results; identifies the district resources that will support family-school partnerships and how the school will gauge and disseminate parental satisfaction results; and engages community partners in ways that elicit involvement in the school and contribution to student learning.

Describe the school's philosophy of student engagement strategies that will reduce student behavior and discipline problems for the general student population and special needs students. Summarize the school's discipline policy or code of conduct.

Describe the procedures that will ensure the health and safety of students and staff and the procedures to make available school health services and school security officers, as needed. Also describe the steps to ensure that criminal background checks and proof of an examination for tuberculosis are collected from all school personnel (the full policy, if developed, can be included in the attachments).

Identify the resources the district currently provides in building and maintaining family-school partnerships that focus on strengthening support for student learning, improving communication, and encouraging parental involvement in school operations. Describe how parental satisfaction in your school will be gauged and the process for gathering and publicizing parental satisfaction results. Provide concrete examples of how community partners will play an integral part in the life of the school.

Section 8: Staff

Quality Indicators - Staff:

Presents a staffing plan that is aligned with the mission and educational philosophy of the school and includes the composition and responsibilities of the staff; describes how building level autonomy will be ensured in determining the school staff composition employed by the district for assignment to the charter school; provides for an effective professional development program; and describes the staff evaluation system and how it will support the mission and educational philosophy.

Quality instruction is one of the most important determinants of student achievement. Discuss how you will ensure that the quality of your staff is capable of meeting the mission and educational philosophy of the school. Define all roles within the school in operational terms and describe the district's support for staffing special education. In addition, indicate how you will collaborate with the USD sponsor to ensure building level autonomy in determining the school staff composition employed by the district for assignment to the charter school.

Also, describe plans for developing and implementing an effective professional development program and detail how the staff evaluation system will support the school's mission and educational philosophy.

Section 9: Measurable Goals and Assessments

Quality Indicators - Measurable Goals/Assessment:

Petition defines a minimum of three (3) clear, specific, understandable academic and non academic goals that will lead to improved educational results for students; specifies skills, knowledge, and attitudes that reflect the school's clearly measurable educational objectives; and identifies how goals can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress.

Charter schools are results-oriented educational institutions. This section of the petition must set standards for ambitious and attainable educational results. State at least three but not more than six measurable goals that are reflective of your school's unique mission, characteristics, targeted student population, etc. Include both academic and non-academic goals.

Ensure that the goals are SMART goals. S.M.A.R.T. is an acronym for the 5 steps of specific, measurable, achievable, relevant, and time-based goals. Please use the following objective format outline and order when presenting each objective:

Goal Format Outline: Address all components for each goal before moving on to the next goal.

1. Identify the Goal
 - a. Measurable indicator(s) of success
 - b. Anticipated date(s) of completion.
2. Justification/Rationale for the Goal – How will the goal specifically contribute to the success of the school?
3. Assessing Annual Progress Towards the Goal
 - a. What types of assessment will be used to assess progress?
 - b. How will the school establish baseline measurement, including a description of pretests that will be used to establish the baseline data?

Section 10: Use and Reporting of Data

Quality Indicators – Use and Reporting of Data:

Provides a thorough, clear, measurable, externally credible and conceptually sound design for measuring and reporting the academic, social and individual development of its students and the overall performance of the school; includes examples of proposed quantitative, qualitative and anecdotal collection methods; and demonstrates how formative and summative performance data will be used to continuously improve educational services for all students, especially those working at levels above or below the school's performance standard.

Identify the academic, social and individual student data you will need to collect to support your mission, vision and goals. Outline the plan for collecting, analyzing, and reporting the data to KSDE, school staff, parents, and guardians on the progress of the charter school. Include examples of quantitative, qualitative and anecdotal collection methods.

Describe how formative and summative assessments will be used to continuously improve instruction, student learning and individual development and how the school will engage students who are working at levels that are either (a) above or (b) below the school's performance standard.

Section 11: Governance

Quality Indicators - Governance:

Articulates how decisions will be made and by whom during the pre-operational planning period and once operational; includes a description of management responsibilities in curriculum, staffing, special education, business and finance, reporting and school leadership; describes the plan to establish a charter school advisory board and describes the membership and its responsibilities; describes how the local school board will address contracts of employment if the charter school status is non-renewed or revoked or upon the decision of employees to discontinue participation in the operation of the school.; specifies the terms/conditions of employment; and reasons for waiver requests have been included if applicable.

Clearly articulate how decisions will be made and by whom during both the pre-operational planning period and once operational. Include in your description the management responsibilities in curriculum, staffing, special education, business and finance, reporting and school leadership.

Identify the plan to establish a Charter School Advisory Board that will be comprised of volunteers who will provide consultation, advocacy and support on behalf of the charter school in activities as approved in the original charter school petition.

Discuss how the local school board will address the manner in which contracts of employment and status of certified employees of the district who participate in the operation of the school will be dealt with upon non-renewal or revocation of the charter or upon a decision by any such employees to discontinue participation in the operation of the school. Specify the terms and conditions of employment in the charter school.

If a waiver is sought in order to facilitate operation of the school, include the school district policies and/or State Board of Education rules and regulations from which waiver is sought. Include the reasons such waivers are being requested.

Section 12: USD Sponsor Responsibilities

Quality Indicators – USD Sponsor Responsibilities:

Describes the specific role and support the USD sponsor will provide during the development of the charter school petition; describes how the USD sponsor will demonstrate a commitment to ensuring building level autonomy and decision making during the pre-operational planning period and once the school is operational; and clearly identifies how support will be extended to the charter school in implementing identified activities and evaluating progress towards identified goals.

A healthy and active relationship with a sponsor can greatly contribute to the success of a charter school. Outline the specific role and support of the USD sponsor during the development of the charter school petition.

Describe how the USD sponsor will demonstrate a commitment to ensuring building level autonomy and decision making during the pre-operational planning period and once the school is operational. Clearly identify how support will be extended to the charter school in implementing identified activities and evaluating progress towards identified goals.

Section 13: Financial Management

Quality Indicators – Financial Management:

Describes the fiscal controls and financial management policies the school will employ to track finances in its daily business operations; describes how the school will develop its annual budget and identifies the various funding streams that will support the proposed school; and describes the level of commitment and financial support of the USD sponsor during the grant funding period and how that will affect long-term sustainability once federal funds have been expended.

Describe the fiscal controls and financial management policies the school will employ to track finances in its daily business operations. Describe how the school will develop its annual budget and identify the various funding streams that will support the proposed school.

Describe the level of commitment and financial support of the USD sponsor in providing support for salaries and benefits, facilities and transportation during the grant funding period and how that will affect long-term sustainability once federal funds had been expended. (No federal funds are available at this time.)

Section 14: Budget Narrative

Quality Indicators – Budget Narrative:

Provides a realistic and comprehensive budget plan that will be implemented to support innovative educational practices consistent with the purpose, philosophy and goals of the application; Includes additional information supporting each budget category (i.e. specific cost descriptions, breakdowns, calculations, rationale, etc.).

Provide a comprehensive budget narrative that details your projected revenue and expenditure projections during the first fiscal year of operation. Also, explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred and b) any transportation costs necessary to ensure the school will be both open and accessible. The budget narrative should follow the budget summary and provide additional information (specific cost descriptions, breakdowns, calculations, rationale, etc.) for each budget category.

Section 15: Contracts

Quality Indicators – Contracting with EMO, Educational Service Provider or other Non-Profit

EMO/ Educational Service Provider: *Draft of the proposed contract is attached; explanation of choice of contracting entity is provided and includes a brief summary of the history, educational philosophy and past results; and describes how the charter school's advisory board's plans to oversee the contracting EMO/Educational Service Provider.*

Non-Profit Entities (college, university, museum, educational institution, etc.): *Explanation of choice of contracting with non-profit entity is provided and includes the following requirements: name of the organization; a letter of intent or commitment from a bona fide representative of the partner organization; and personal contact information for the partner organization.*

If you intend to enter into a contract with an education management organization (EMO) or an educational service provider, attach a draft of the proposed contract. Offer an explanation of why the EMO/Educational Service Provider was chosen and include the following:

- a brief summary of the history, educational philosophy, and past results; and
- describe the charter school's advisory board's plans to oversee the contracting EMO/Educational Service Provider.

If you are filing the petition in conjunction with a college, university, museum, educational institution, another not-for-profit entity, or any other partner, please provide the information below for each such entity:

- Name of the organization;
- A letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the partnership and the terms and extent of the undertaking;
- The name of a contact person for the partner organization;
- The address, phone number, facsimile number, and e-mail address of such contact person for the partner organization; and
- A description of the nature and purpose of the school's partnership with the organization.

Section 16: Assurances

As a part of this Petition, the State Board of Education is hereby assured that, if this Petition is granted, Petitioner(s) shall adhere to the following conditions:

- The proposed charter school is required to be individually accredited as a building within a district and will abide by the current [Quality Performance Accreditation Regulations](#).
- The proposed school will comply with all state statutes impacting schools in Kansas
- The proposed school will complete a request for a School Building Number (under *Directory Updates*).
- The educational program and curriculum will be planned/selected by properly licensed educators, employed by the sponsoring school district and/or under contract with an EMO/Education Service Provider.
- Properly licensed educators employed by the sponsoring district and/or under contract with an EMO/Education Service Provider will plan, deliver and evaluate instruction for each student enrolled in the school.
- All eligible students will participate in State administered testing and local assessments required of the sponsoring district's schools.
- Daily attendance records are kept on a regular basis for each child enrolled in the school.
- The sponsoring school district has lived up to any previously approved charter school petitions and was in compliance with all previous KSDE requirements. (Applicable only for districts that have had previous charter petitions approved.)

Acknowledgement of adherence to assurances in this section has been referenced in the petition.

Charter School Budget 2015-2016

	1000 Instruction	2100 Support Services (Students)	2200 Support Services (Staff)	2300 Support Services (Gen. Admin.)	2400 Support Services (School Admin.)	2600 Operation and Maintenance	2700 Student Transportation Services	3100 Food Services Operations	TOTAL
100 Salaries									
200 Employee Benefits									
300 Purchased Services									
400 Purchased Property									
500 Other Purchased services									
600 Supplies/ Materials									
700 Property									
800 Other									
TOTAL									
GRAND TOTAL									

Budget Line Items

Refer to the following budget expenditure codes for further clarification of specific **function** definitions.

1000 Instruction

Includes the activities dealing directly with the interaction between teachers and students. Included here are the activities of aides or classroom assistants which assist in the instructional process.

2100 Support Services (Students)

Activities designed to assess and improve the well-being of students and to supplement the teaching process. Include only staff in attendance and social work services, substance abuse, guidance, and health services.

2200 Support Services (Instructional Staff)

Activities associated with assisting the instructional staff in planning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc.

2300 Support Services (General Administration)

Activities concerned with the overall general administration of the program. These include all personnel and materials required to support the program. If a federal program is audited by a state auditor, the CPA audit costs may not be charged to the federal program.

2400 Support Services (School Administration)

Activities that have been assigned in addition to the normal contract concerned with directing and managing the operation of a particular school. Examples would include extended days, Title I summer school or alternative high school.

2600 Operation and Maintenance of Plant Services

Activities concerned with keeping the physical plant open, comfortable and safe for use and keeping the grounds, buildings and equipment in effective working condition and state of repair. May be used only if space would not be maintained in absence of federal funds.

2700 Student Transportation Services

Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school, and trips to and from school activities. Federal funds may not be used to supplant regular transportation costs.

3100 Food Services Operations

Activities concerned with providing food to students and staff in a school or LEA on an incidental basis during activities for Local Consolidated Plan programs.

Refer to the following budget expenditure codes for further clarification of specific **object** definitions.

100 Personnel Services – Salaries

Instructional salaries for full and part time certified and non certified employees.

200 Employee Benefit

F.I.C.A. – Group Insurance – Workman's Compensation, etc., for Personnel in 100 object above.

300 Purchased Professional and Technical Services

Into District: Consultants, counseling, guidance, medical, and accounting services.

400 Purchased Property Services

Lease, repair, maintain, and rent property and equipment owned or used by the district.

500 Other Purchased Services

Out of District: Staff travel, staff development, registration fees.

600**Supplies and Materials**

Items that can be consumed, worn out, or deteriorated through use. This includes software that was purchased independently of a hardware package. For Title I, this may be no more than 10 percent of the total allocation.

700**Property**

Initial, additional, or replacement equipment. This includes software that was purchased as part of a hardware package. For Title I, this amount may be no more than 10 percent of the total allocation, or \$2,000, whichever is more. For At-Risk programs, this amount can be no more than 25 percent of the At-Risk allocation.

800**Other**

Miscellaneous amount paid for goods and services not otherwise classified above.