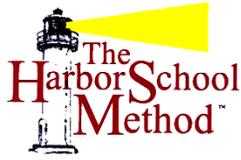


Legacy Public Charter School



A Harbor MethodTM School

Approved Charter for School Year Starting 2011-2012

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Tab 1

A. Articles of Incorporation & By-laws

See Appendix A for Articles of Incorporation and Appendix B for By-laws.

B. Signatures of Qualified Electors

See Appendix C.

C. Mission Statement & Philosophy

Vision

At Legacy Public Charter School, students will develop a strong academic foundation, strength of character, and the work ethic and attitudes to achieve success in their chosen careers and in all aspects of their lives.

Mission

Legacy Public Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.

Philosophy

The philosophy of the Legacy Public Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Legacy Public Charter School setting. The founders believe that a "kind" environment should be extended through the potentially tumultuous junior high/middle school years.

Tab 2

A. Rationale for Legacy Public Charter School

As of 2009, there were 22 traditional public schools serving a student population of over 14,000 within the Nampa School District. In addition, there were four public charter schools and a number of private schools. Of the traditional public schools, none use the Harbor School Method™. Two of the public charter schools, Liberty Charter School and Victory Charter School, use the Harbor School Method™. Liberty Charter School has been in operation since 1998. After its initial lottery, Liberty's waiting list was approximately 300 students. With Liberty's academic success and high level of parental satisfaction, its waiting list continued to grow to over 700 students by 2002. At that time, parents who wanted to provide an education for their children based upon the Harbor School Method™, sought and received approval for a second public charter school utilizing this successful model and Victory Charter School opened its doors in fall of 2004.

Even with a second Harbor School, the number of students whose parents seek to enroll them in a school utilizing the Harbor School Method™ still exceeds the enrollment capacity of both Liberty and Victory. The combined waiting lists have grown to over 3,600 students for kindergarten through 8th grade. Many parents have had their children on a waiting list for Liberty or Victory for several years with little hope of having their child attend either school prior to 8th grade due to the large waiting lists.

Therefore, to address the continued demand by Nampa families, it is in the best interest of the parents, students and general public in Nampa to open another public school dedicated to providing an education based upon the Harbor School Method™. Nampa parents have made it clear that they support choice in education by the overwhelming growth of both public charter schools and of small school learning environments created within the traditional Nampa School District. It is important that the public school system continue to respond to the demands of taxpayers and offer the types of choice that they support for their children. Legacy Public Charter School is a response to a need that has clearly been demonstrated for over a decade.

The founders' purpose for opening Legacy Public Charter School is to provide parents with an educational option based upon the Harbor School Method™ which provides high expectations and standards in academics and behavior in a safe environment with an emphasis on training students to succeed in the workplace. It is the founders' intent to replicate the educational culture and academic success exemplified at Liberty Charter School. Liberty Charter School is the most successful Harbor Method school in the state.

Target Student Population I.C. 33-5205(4)

Primary Attendance Area

Legacy Public Charter School is anticipated to be located at the southeast corner of Locust Lane and Southside Road intersection within the Nampa School District. Based upon this location, the primary attendance area would be as follows:

- North Boundary: The center of East Greenhurst Road to include only property on the south side of the road.
- East Boundary: The center of Happy Valley Drive to include only property on the west side of the road.
- South Boundary: The center of East Lewis Lane to include only property on the north side of the road.
- West Boundary: The center of South Powerline Road to include only property on the east side of the road.

If Legacy’s location is different than the anticipated location, Legacy founders will construct a similar Primary Attendance Area.

Legacy Public Charter School’s goal is to open in the fall of 2011 with grades kindergarten through 8th grade with only one class for each grade. If fewer than 30 students enroll for 8th grade prior to July, 1, 2011, Legacy will not offer 8th grade the first year of operation but will add it the second year.

Legacy Public Charter School’s enrollment cap will be 283 students. There is no plan to increase the enrollment cap through the addition of more kindergarten through 8th grade classes or with the addition of a high school.

B. Potential Impact on Nampa School District

Legacy’s founders are aware that opening Legacy Public Charter School will have a potential impact on the Nampa School District; however, Nampa’s growth should minimize the impact of taking students from their current schools to Legacy Public Charter School. In the past several years the Nampa School District has opened several, new elementary schools and two middle schools to address the district's growth. Most recently, Lake Ridge Elementary and Lone Star Middle School both opened in the fall of 2008, while Endeavor Elementary opened in the fall of 2007. With an overall school enrollment of 290 students, Legacy will not have a huge impact in relation to the district's nearly 15,000 student-body enrollment. In fact, Legacy's total enrollment is less than 2%

of the Nampa School District's total enrollment. For the four middle schools that now serve Nampa, Legacy will affect approximately 102 students and that is only if all the students come from Nampa School District schools. However, it's anticipated that Legacy's student population will include home-schooled students, students from private schools, other charter schools, and virtual charter schools. On the elementary side, Legacy will serve approximately 188 students. The closest elementary schools to Legacy's proposed site are Ronald Reagan Elementary, Sunnyridge Elementary, and Greenhurst Elementary. Again, it's anticipated that in addition to these nearby elementary schools, Legacy will draw students from home-schools, private schools, other charter schools, and virtual charter schools. As a result, Legacy founders estimate that perhaps 60-70% of its enrollment, or approximately 175-200 students, could choose to come to Legacy that had been attending Nampa School District schools.

While in these slower economic times it's perhaps more difficult to project school district growth, historically the Nampa School District has reported annual growth of four to seven percent, or approximately 600-1,000 students. The Nampa School District population is expected to increase as the population of Nampa grows. Currently, the Nampa Chamber of Commerce projects the city of Nampa's population to reach approximately 91,000 residents by the 2010 census.

Additionally, Legacy Founders are committed to remain a small school, with total enrollment capped at less than 290 students in Kindergarten through eighth grade. Therefore, Legacy will not impact the Nampa School District in future years through expansion.

According to the Idaho State Department of Education (2008), only 4% of the state's total public education budget goes towards charter schools. No charter school funding is provided by individual traditional school district funds. Districts, including Nampa School District, are able to acquire additional funding through levies and bonds, regardless of the student population. While Nampa School District will not receive the ADA funding for students enrolled full-time at Legacy Public Charter School, Nampa School District will avoid the costs associated with meeting the demands of growth in their coverage areas. There is a significant benefit to the Nampa School District as current economic trends may make it more difficult to budget for new school facilities and gain local taxpayer support for bonds and levies required for new school buildings. There is no financial support that would be provided by the Nampa School District for students that attend Legacy Public Charter School. It is important to remember that charter schools are public schools, and the money that they receive is not being "drained" from public education at all. The founders of Legacy believe that the minimal impact of 175-290 students moving from the traditional school district to Legacy Public Charter

School will be neutralized within a very short period of time and that the district will benefit and continue to grow.

C. Facilities to Be Utilized

Legacy's founders have identified one strong option. Legacy would purchase approximately 3.5 acres of land located at Lava Springs, on the southeast corner of Locust Lane and Southside Road intersection in Nampa, Idaho, and contract to design, build and lease, or purchase a facility.

The first choice is to purchase property and design and build a new facility for Legacy. A new facility provides numerous benefits such as: (i) it may be more economical than leasing or purchasing an existing facility; (ii) it promotes a sense of permanence and stability; (iii) it provides more flexibility in terms of design; and (iv) it can avoid certain pitfalls and uncertainties associated with leases. In an effort to provide the most detailed plans possible, the founders have requested site plans or floor plans (with estimated costs) from a developer regarding our facility options. The developer has indicated that actual site plans would require significant testing and engineering, however, they have been willing to provide us with proposed floor plans, estimated costs, and projected time frames for completion of a Legacy facility.

After researching this issue and speaking with various schools that have secured financing for their facilities in the first year of operation, the founders have identified the general process and organizations that have experience in this area. Preliminary designs have been developed for a 26,597 square foot facility for a fall 2011 opening. The design is similar to the facilities used by Liberty Charter School and Victory Charter School for their kindergarten through eighth grade students. This design has proven to be functional in terms of its floor plan and is economical to build. Although the Lava Springs opportunity is extremely viable, the founders are actively pursuing other facility locations and options.

Notwithstanding the appeal of a new facility, the founders recognize that due to unforeseen events or circumstances, Legacy may not be able to have a new school facility ready for fall of 2011. Therefore, the founders are in the process of developing other alternatives for temporary lease options. One alternative will be to identify a facility with a short term lease option (2-6 months) to ensure a location if a permanent building cannot be completed on time for fall opening in 2011 but can be completed within the first year of operation. In the event the founders are unable to secure a permanent site for the first year of operation, other possible lease options will be found to temporarily (1-3 years) house Legacy until a permanent site is acquired and a new facility is completed. The founders have been communicating with a local realtor who is also the owner of property

located at 904 12th Avenue South in Nampa. The facility was originally a church building but has been utilized as a temporary facility for two different schools. Idaho Arts Charter School utilized the facility until its permanent facility was completed. Most recently, in 2008-2009 school year, a private elementary school leased the facility. The facility has ample classrooms, has been updated for use as a school and has ADA compliant bathrooms. The owner has expressed his intention to enter into a lease with Legacy and will negotiate a lease within the market rate.

See Appendix D for facility documentation.

D. Administrative Services

In order to ensure Legacy Charter School is able to operate efficiently and accomplish its goals, it is the intent of the Governing Board to hire an administrator who has an understanding of and experience in the implementation of the Harbor School MethodTM. The administrator in a Harbor School is intimately involved in the day-to-day operations of the school through actively monitoring the implementation and quality of the academic program and working to create the Harbor School culture. The administrator is also responsible for the school's financial operations including the development of a budget consistent with the values and goals of the Harbor School MethodTM.

Because the role of administrator is critical to the success of a Harbor School, the Governing Board will ensure that the Legacy Charter School administrator is fully trained in the Harbor School MethodTM and has resources available to successfully implement the Method. The Governing Board will contract with Rebecca Stallcop to serve as Superintendent of Legacy Public Charter School for the first three years of operation. Mrs. Stallcop developed the Harbor School MethodTM and has successfully implemented the program at Liberty Charter School for the past ten years. Mrs. Stallcop will provide training for the Legacy administrator in all aspects of his or her duties and specifically in the implementation of Harbor culture and financial operations, oversight of staff training, and development and implementation of the school budget. Additionally, as Superintendent, Mrs. Stallcop will be the final authority for the administrator in all aspects of school management, subject only to the authority of the Governing Board. After the first three years, Mrs. Stallcop will evaluate Legacy annually to ensure compliance with the Harbor School MethodTM. See Appendix E for Letter of Intent to Contract from Rebecca Stallcop.

In the event Mrs. Stallcop is unable to serve as the Legacy Harbor School trainer or perform her Superintendent duties, the Governing Board will appoint an individual with administrative training in the Harbor School MethodTM from a list of pre-designated individuals approved by Mrs. Stallcop to serve in her capacity. Mrs. Stallcop will submit

to the Governing Board a list of individuals she has approved as qualified to take her place along with a plan for transition. That list and plan will be reviewed at least annually by Mrs. Stallcop and the Governing Board to ensure the most qualified individuals and current transition plan are available.

E. Civil Liability

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement between the state and Legacy Public Charter School.

Types of Insurance

Legacy Public Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Legacy Public Charter School will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. A copy of the proof of insurance will be given to the Idaho Public Charter School Commission each time it is renewed to ensure continuous coverage. Legacy Public Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school. Legacy's authorizer will be named as a co-insured on any liability policy that is secured.

An insurance quote from Moreton & Company, P.O. Box 191030, Boise, ID 83719, has been received. See Appendix F for documentation.

Tab 3

A. Educational Program I.C. 33-1612 & 33-5205(3)(a)

The Harbor School Method™

Legacy Public Charter School's mission and educational program are built upon the foundation of the Harbor School Method™. The Harbor School Method™ was originally founded by Rebecca Stallcop, currently the principal of Liberty Charter School. Long before Liberty existed, Mrs. Stallcop and talented teachers brought their beliefs, knowledge and skills to bear to create a school where students learned more because they were taught more and where expectations for conduct were shared throughout the school. Mrs. Stallcop's passion remains focused on the preparation of future generations who can contribute to a democratic society as exemplars of learning, leading and citizenship.

The Harbor School Method™ is a way of teaching, a way of learning and a way of schooling. It is an integrated model designed to educate children to be capable graduates ready to contribute to a democratic society. Harbor Schools create a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the manner in which these elements have been brought together to create a culture – a way of being as a school.

The Harbor School Method™ integrates elements from five key areas: Student Learning, School Culture, Instructional Fidelity, School Leadership, and Parent Participation. The following is a brief overview of the five key areas taken from the Harbor Essentials Manual. A more detailed description of Student, Teacher, Principal and Parent Responsibilities in each of the five areas is found in the Harbor Essentials Manual in Attachment O.

Student Learning

Children learn in a social context of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. The Harbor School Method™ is built on the belief that all students should know that their teachers have high expectations for their academic accomplishments and for their conduct. Harbor educators intentionally design every aspect of school to provide clear and consistent expectations for students. This helps students know what is expected of them at school. The Harbor School Method™ is centered on student learning in and out of the classroom.

Work habits are established early in life and the Harbor Method intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Harbor School. An environment in which high academic achievement is an expectation for all students is foundational. The goal of a Harbor School is to

help all students develop their capacity for knowledge, skills and dispositions that equip them to be work and college ready.

What We Believe:

- Teach to the high. All children are capable of learning more than we think.
- Safety is fundamental to learn, develop and succeed.
- Make learning personal and important for students.

School Culture

School cultures teach. They teach through the expectations set for and by the people working in them, both children and adults. They teach through the visible and invisible ways that people work together. They teach through the ways in which people treat one another. Safe, supportive school cultures mitigate the potential effect that differences among students could have on their learning. Harbor principals are accountable for the school culture and must intentionally create the conditions consistent with Harbor philosophy and practices.

Harbor schools intentionally create a culture that lives what it believes. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. We are intentional about shaping that behavior.

The practices and conduct of the adults in the school are expected to be a primary model for students as they learn the character traits and work habits that will be life-long assets to them.

Harbor Schools focus on safety by removing fear, threat and intimidation from the learning environment. A focus on kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow. Adult decisions are made based on what is in the best interest of the students and the development of their knowledge, skills and dispositions. There is evidence of kindness between students and students, students and adults, and adults with adults. Adults demonstrate their respect and their responsibility to maintain a clean, orderly environment. They extend themselves to one another and to the students. Respect and personal responsibility is visible in all interactions.

Instructional Fidelity

The quality of learning for students has everything to do with the quality of teaching. Three key elements distinguish a Harbor school:

1. Faculty and staff who decide to work in a Harbor School commit to adopting the beliefs that ground the school's philosophy. Their teaching, leading and working habits emerge from those beliefs.

2. Faculty and staff are prepared to meet clear expectations through the use of specific curriculum, teaching strategies and student management practices that support the intellectual as well as the social, emotional and character development of children.
3. Faculty and staff understand the importance of instructional fidelity. Instructional fidelity is defined as being consistent with the Harbor philosophy and practices to achieve program coherence throughout their school. Program coherence matters for students. The consistency of structure, expectations and instruction accelerates learning. This is a key component for school-wide high performance.

Program and instructional coherence is a signature feature of Harbor Schools. This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn that they have multiple opportunities to learn information and to demonstrate their understanding and skill. Students learn the instructional routines in early grades which accelerate their ability to focus on new information, skill development and thinking skills. The core instructional methodology is consistent across teachers yet implemented with the unique creativity and talents of each teacher. Pacing of accelerated objectives is coordinated between grade levels.

School Leadership

The quality of a school, the quality of teaching and the confidence of parents rest on the competence of the school's leaders. Leadership comes from two functions of a Harbor School. 1) The Board of Directors which is responsible for the governance, policies and strategic direction of the school, as well as the link to the parent community; and 2) The school principal, who carries out the expectations of the Board and insures the quality of the school programs.

The ability of a Harbor School to carry out its mission depends heavily upon the strength of its governing board. An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school's mission, possess substantial leadership skills and expertise, set policy that guides the school's work, and evaluate both the school and itself with an eye toward continuous improvement.

Leadership has a profound effect on the conduct and achievement of students and the adults who contribute to their learning in the school setting. We believe that the principal has a direct accountability for the environment in which teachers teach and students learn. The principal's primary responsibility in a Harbor School is to support teachers and protect teaching time. This is not merely a function of scheduling or other administrative activities, but of the principal's presence throughout all student contact areas during school hours. Principals in Harbor Schools are extremely visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. They use all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. The principal's

presence in this manner provides daily supervision and support of teachers to ensure instructional fidelity.

Parent Participation

Harbor Schools depend on the support and engagement of parents. Harbor educators must cultivate strong parental engagement. The school actively works to earn parent trust and confidence to provide a safe and productive learning environment for their children.

It is essential that parents are well informed on the elements of the Harbor School Method™. All Harbor parents understand that they are their child's first teacher. All parents should have sufficient understanding of the method upon enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience the method through classroom visits. Their understanding of Harbor practices is essential for them to support their child's education. Harbor Schools encourage parents to volunteer in various ways to enhance the program's effectiveness.

School- to-Work Emphasis

At Legacy Public Charter School, students will be prepared to enter the work force with the knowledge, skills, and attitudes necessary to be good employees. The Harbor School Method™ curriculum and culture gives students the foundational knowledge base necessary for success. Students learn persistence, good study skills, respect for authority, leadership, cooperation, kindness and respect for peers. Academically, students are challenged and encouraged to go the extra mile to be successful. They gain confidence in their ability to succeed as a result of hard work.

Legacy's policies are intentionally designed to prepare students for the rigors and challenges of the workplace. Policies establishing strict attendance requirements, respect for authority, real life consequences for both positive and negative behaviors and a culture of respect and kindness, train students to become accustomed to an employer's expectations.

Legacy recognizes that the most important factors defining satisfying and successful employment are "Attitude and Effort." Employers look specifically for enthusiasm, efficiency and excellence in those they hire. Legacy will purposefully train its students to develop these characteristics. Work-related programs designed for each grade level teach work ethic, positive attitude and effort. Training culminates in the eighth grade when each student spends two weeks working in the café under the direct supervision of the Administrator. The Administrator works alongside students giving feedback and issuing a final grade based upon work performance. See Attachment P for a detailed description of Legacy's School-to-Work criteria.

Thoroughness Standards I. C. 33-1612

Legacy Public Charter School will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

Standard	Goal	Objective
<p>Standard 1: A safe environment conducive to learning is provided.</p>	<p>Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.</p>	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights and staff monitoring responsibilities. 2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools. 3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs. 4. Create an environment that strongly encourages parents and other adults to visit the school and participate in the school's activities.
<p>Standard 2: Educators are empowered to maintain classroom discipline.</p>	<p>Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.</p>	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. 2. There will be school-wide process for teachers to handle minor and major infractions in the classroom setting. 3. Teach appropriate behaviors and foster responsible decisions-making skills. 4. Establish and maintain consistent rules aligned throughout the school.
<p>Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.</p>	<p>Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.</p>	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values. 2. Emphasize the importance of adults modeling important values at school. 3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff. 4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.
<p>Standard 4: The skills necessary to communicate effectively are taught.</p>	<p>Teach students a range of effective communication skills appropriate for the 21st century.</p>	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization. 2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet.. 3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost

		English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.
Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.	Develop an educated citizenry for the 21 st century through a proven academic program where all students are offered an advanced curriculum.	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods. 2. Use the Harbor School Method to ensure student learning including but not limited to: phonics, reading, mathematics, science, history, and literature. 3. Develop a personalized learning goal for each student. Together, the student, parents and educator will consider the student's strengths and weaknesses. Faster students will continuously be presented with new challenges, while the slower learner benefits from help, multiple methods and different environments. 4. Offer a solid health curriculum as required by the state.
Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive citizens.	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature. 2. Provide a technology oriented environment, encouraging the use of technology as a toll in the workplace of the 21st century. 3. Enable the students to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems, locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. 4. Enable student to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
Standard 7: The students are introduced to current technology.	Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Use technology as tools in an integrated educational program rather than as a primary instructional delivery system. 2. All students leaving Legacy Public Charter School will be proficient in using both a word processing and a spreadsheet program. 3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.
Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.	Provide students with the skills and the intellectual foundation to become responsible citizens in our society.	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Provide a program of community service for 7th and 8th grade students that reflects responsible citizenship in a democratic society and an interdependent world. 2. Provide school work experiences for 1st through 8th grade students with 8th grade students supervised by the administrator emphasizing work ethic, attitude and effort. 3. Enable student to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration

		<p>and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.</p> <p>4. Enable students to understand and apply concepts and principles embedded in each of the social science: history, geography, political science and economics.</p>
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Legacy Public Charter School will achieve the Thoroughness Standards through its curriculum and the unique aspects of the school. The instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc., creates an environment allowing for student peace of mind which then maximizes learning potential. We believe every student is responsible for his or her own learning. We recognize that all children are capable of achieving their potential to the fullest extent if they so choose. We must cultivate a learning environment that encourages full development in all these areas even as we remain dedicated to teaching students effectively as a caring adult can.

Curriculum Overview

In keeping with Legacy Public Charter School’s mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Legacy Charter emphasizes both the acquisition and application of knowledge.

The Legacy Public Charter School curriculum contains both traditional academic subjects and additional language areas that make the Legacy Charter unique. The Idaho State Department of Education’s “Standards and Benchmarks” serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. Legacy Public Charter School will provide solid preparation in the fundamental academic skills of reading, writing, mathematics and science.

Unique Aspects

The distinctive aspects of Legacy Charter include the addition of seventh and eighth grade, the study of a second language, piano lessons for Kindergarten through third-grade students, enriched gifted and talented services, and integration of community service into the learning process.

Seventh/Eighth Grade Opportunity – We recognize that the junior high/middle school years are critical to a child’s self-esteem. Therefore, the focus of the seventh and eighth grades is to

provide an environment different from what has been the traditional junior high/middle school setting in order to create a learning atmosphere where students experience less stress. There is less movement from room to room, fewer teachers (eliminating the one-teacher-per-subject format), and fewer students (only one class per grade). The result is a smaller arena that is less threatening to a student's self esteem when taking risks or making mistakes.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Legacy Charter curriculum. We will provide instruction in Spanish Language beginning in 3rd grade. Research demonstrates that the study of a second language boosts English proficiency improves memory and self-discipline, and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- knowledge of a second language is essential in over 60 occupations
- each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad
- commercial language schools now have waiting lists, due to increased demands in business and industry for people with strong language skills
- 1,261 companies surveyed reported 60,687 positions requiring a second language.

Music: Piano Lessons for Kindergarten through third grade. .5 hours per week - It is our belief that early musical training - particularly on the piano - will dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Studies in California and Wisconsin show that after only six months, pre-school piano students outperformed those who had not studied piano by 35% on measured intelligence tests. Further studies have shown the best time to boost brainpower through music is between the ages of two and ten.

The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns - linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

Therefore, we will create a piano lab where primary students (grades K - 3) will learn the basics of playing the keyboard. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life.

Core Curriculum

Language Arts – Students will study language and literature through reading aloud, grammar and mechanics, vocabulary and spelling instruction. The curriculum is literature based.

Comprehension skills, grammar and vocabulary are integrated within the literature program.

Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository writing. Communication skills include speaking and writing.

Science and Health - The Legacy Public Charter School science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations. As students progress through the curriculum, they deepen and extend their understanding of the basic principles of sciences through a variety of scientific media and through the development of subject-appropriate vocabulary skills. Students will study earth, life and physical science.

Math – Our math program was developed by the K-8 teachers at Liberty Public Charter School. The program is taught in a fast-paced, direct teaching method. We will have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students will learn numbers and operations, including numeration, basic operations, properties of numbers and operations, and estimations. Students will also learn Algebra and Geometry. Additionally, students will learn measurements and perform data analysis and probability including data collection and representation, data set characteristics, and probability. Students will also learn problem-solving skills and tools including problem-solving strategies, reasoning and proof.

Social Studies and Community Service - Kindergarten through 8th grade will follow the state standards and benchmarks. American history will be taught in Kindergarten through 8th grade. In fourth grade, the history of Idaho and the Pacific Northwest region will be taught. In the fifth grade, students will be introduced to world history with a four-year sequential study of Ancient Egyptian, Greek, Roman, and Medieval Civilization. In addition, there will be an emphasis on community service in the seventh in eighth grades as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Technology – Technology will be used to support a child’s natural way of learning through individual and group discovery and seeking solutions to real life challenges. Legacy will provide our learners with technology skills that prepare them for future employment. One source of

technology will be the internet. We have developed a draft Computer Use Policy which will be in compliance with the Children's Internet Protection Act. See the Draft Policies.

B. An Educated Person *I.C.33-5205(3)(a)*

Change remains a core characteristic of the 21st Century. Individuals, as a part of the future workforce, will change jobs an average of eight times, and as knowledge continues to multiply, information management, technology and communication will become tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. Our nation will require a citizenry who have learned to learn and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, some education or training will be required at an institution of higher learning.

Legacy's mission seeks to develop an educated citizenry for the 21st Century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following academic habits:

- Curiosity;
- Lifelong learning;
- Clear oral and written communication;
- Thinking creatively;
- Thinking logically and making informed judgments;
- Adapting to new situations and responding to new information;
- Finding, selecting, evaluating, organizing and using information from various sources;
- Making easy and flexible connections among various disciplines of thought.

They will develop personal habits and attitudes of:

- Accepting responsibility for personal decisions and actions;
- Investment in and awareness of the needs of others;
- Academic honesty and the ability to face challenges with courage and integrity;
- A healthy lifestyle;
- Empathy and courtesy for others and respect for differences among people and cultures;
- Self-confidence and willingness to risk setbacks in order to learn;
- Concentration and perseverance;
- Seeking a fair share of the workload;
- Managing time in a responsible manner;
- Working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes requires a climate that is conducive for learning. The philosophy of Legacy Public Charter School is that learning occurs when:

- Learners construct meaning;
- Learners see connections between what they learn and the real world;
- Learners are actively engaged in purposeful tasks;
- Activities are integrated and meaningful;
- Learners work individually and as members of a group;
- Learners work side-by-side with community members to develop solutions and opinions on issues that can be presented to local policy makers;
- Learners internalize that what they learn and do in school makes a positive change in the community;
- Challenged learners have an individual plan and support is an intrinsic part of the educational program;
- Learners are supported with coaches, mentors and advocates;
- All learners have advanced learning opportunities.

Instructional Methods I.C. 33-5205(3)(q)

Methods

Legacy Public Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly-defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. The Charter aims to add computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual, by allowing students to develop goals for their self-study. The reasons for learning thus become one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to

recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning Opportunities

The most significant learning opportunity for our students at Legacy is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is, *"If you don't get it today, you'll get it tomorrow. If you don't get it tomorrow, you'll get it next month. If you don't get it next month, you'll get it next year."* This learning advantage alleviates student anxiety and the feeling of desperation if the student doesn't get it quickly enough.

Other learning opportunities are afforded to Legacy students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

Problem-solving groups apply knowledge they have acquired and to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and "learning buddy" activities.

All students will experience a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century.

Our students will be able to:

- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;

Legacy Public Charter School's learning program is built on the belief that all children can learn, but not in the same way, or equally well from the same sources. It recognizes that children are variously gifted. It is based on the work of Howard Gardner of Harvard, who has identified the following seven capabilities or "intelligences":

- Linguistic
- Mathematical/logical

- Intrapersonal (self)
- Interpersonal (others)
- Bodily-kinesthetic
- Spatial
- Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Legacy Public Charter School will retain the traditional focus on linguistic and mathematical/logical areas, and implement a unique musical component, a piano lab.

One way of accomplishing this focus will be through the Personalized Learning Goal. Working together, student, parent and educator consider learner strengths and weaknesses. They then identify an academic and a personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement. The Personalized Learning Goal Plan will be signed by the student, parent, and teacher.

The personalized goal encourages learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Through the use of this personalized goal, Legacy Public Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods and multiple environments. The learning program supports Legacy Public Charter School's mission of developing "lifelong learners." It is designed to stimulate the desire to learn, and it is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Legacy Public Charter School learns and grows.

The staff and parents of Legacy Public Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character.

Harbor School Method™ Instructional Approach

The Harbor Method™ is an instructional approach that provides students with a coherent system of learning from grade to grade. It is a synthesis of multiple instructional approaches that are well-documented for their effects on learning. Over the past several years, research on learning has established key attributes for effective teaching and effective learning. The Harbor Method incorporates these key elements into its pedagogy. Instruction of concepts and skills is *frequent* and *integrated* into multiple contexts. Concepts and skills are not taught in isolation, but incorporated throughout the day. Teachers *motivate* students through instructional design and

through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The Harbor Method does not separate the development of character in children from the development of their academic skills.

Harbor Schools utilize the Harbor Curriculum for reading, language arts, and math which includes the Idaho State Standards as a foundation. It extends student learning through designation of objectives as either “essential,” which are expected to be mastered at that grade level or “accelerated,” which are expected to be introduced or repeated at that grade level. Teachers design instruction based on the level of cognitive demand that they are helping students achieve.

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented. The Harbor Method focuses on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. The Harbor Method incorporates both information and skill development as requirements for tasks of high cognitive demand. Teachers skillfully scaffold student learning, building on their success from year to year and increasing the cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. They learn skills that need to be automatic. Instruction emphasizes opportunities for students to develop thinking skills that:

- acquire and integrate knowledge
- extend and refine knowledge
- use knowledge meaningfully

As students progress through grades, teachers design learning to incorporate these areas and develop the ability of each of the students to be a critical thinker and a self-directed learner.

A detailed overview of the specific curriculum and teaching strategies is provided in the Harbor Essentials Manual in Attachment O.

Math Instruction

The hallmark instructional strategy of the Harbor Method is the *Concept Board*. It is used to teach both the essential and accelerated objectives of the Harbor Curriculum in a repetitive manner. Teachers use their classroom white boards to display the daily concepts, implementing them through direct instruction, and then scaffolding them to build on the skills which are repeated every day. Students respond by engaging in oral recitation and joining in choral response. This provides a safe environment in which students can learn and teachers can monitor

each child's progress. By modeling and reinforcing as a group, the students do not feel singled out, but rather know that if they do not get it today, they will get it tomorrow.

Teachers are provided CDs illustrating *Concept Boards* that should be used as outlined during the first year of the program. These "boards" have been created by skilled master Harbor Method teachers at every grade level and are artfully constructed to contain both the essential and accelerated curricular expectations for that grade level.

As teachers become more comfortable with the Harbor School Method™, they may alter the *content* in subsequent years, to meet students' needs and curricular expectations. The *Method*, however, does not change.

Mad minutes are done daily in grades 1-8. All teachers do at least one mad minute. Grades 3-6 assess students' skills in timed tests. Math manipulatives are also used to deepen students' understanding. Teachers often incorporate these manipulatives in other instructional activities where they fit. Grade levels utilize Problem Solvers to strengthen the problem-solving component of math. This series incorporates various strategies such as Guess & Check, Draw a Picture, Use Logical Thinking, Work Backwards, etc., to reinforce/practice solving mathematical situations. This connects to the *Concept Board* as well as real-life situations, which is important to Harbor philosophy.

Reading Instruction

The method of Direct Instruction, which ensures quick pacing, repeated and spiraling concepts, and realistic application are used. There are essential elements in literacy instruction that have proven to be highly effective for student learning and can complement any reading program.

It is essential to the Harbor Method that educators be well-versed in research findings of reading. Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- **Phonemic awareness**—the ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.
- **Phonics**—the relationship between the letters of written language and the sounds of spoken language.
- **Fluency**—the capacity to read text accurately and quickly, including oral reading skills.
- **Vocabulary**—the words students must know to communicate effectively.
- **Comprehension**—the ability to understand and gain meaning from what has been read.

Vocabulary Instruction

Vocabulary development is a key component of a Harbor School. Students learn words taken from numerous sources including the literature used at each grade level as well as the book, *110 Words to Pass the SAT and ACT*, and ISAT vocabulary lists. Students learn words in the context of daily teaching and through “whole body learning” which uses recitation, dramatization, and choral speaking. Teachers integrate new vocabulary into writing, speaking and real life contexts.

Language Arts

There are essential features of the Harbor School Method™ that contribute to the development of competent speakers and writers. Teachers use the Shurley Method to teach the mechanics and the linguistic characteristics of their language. The Harbor Method utilizes the Shurley Method because the successful results of this method have been well-documented. The Shurley Method prepares students to be excellent writers and users of their language as well as more astute learners of foreign languages. The understanding of the parts of speech is integrated into reading, writing and not practiced in isolation.

C. Special Needs Students I.C. 33-5205(3)(q)

Legacy Public Charter School will identify special needs students, including LEP (Limited English Proficient), gifted and talented, and students qualifying for Section 504 and IDEA. Legacy will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with state and federal statutes and regulations. The Idaho Special Education Manual will be used as a guide on developing individualized education plans, planning services, developing our discipline policy, budgeting and providing transportation for special needs students, as necessary. The Legacy Public Charter School Special Education administrator will be the Section 504 Compliance Officer.

Special Education

If a student is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

- Legacy Public Charter School will form a multidisciplinary team to consider a student’s eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. Providers will meet all applicable licensure and certification requirements. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12, and titled “Student Discipline”) to address these issues. See the draft policies for Discipline of Students with Disabilities and Drug and Alcohol Use.

- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the Least Restrictive Environment as defined by the student's IEP. A paraprofessional will be used to support instruction as allowed by IDEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Legacy Public Charter School will contract with private providers for the provision of related services. All providers will meet the applicable licensure and certification requirements appropriate for the services they are providing. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Legacy Public Charter School will determine the least restrictive environment complying with PL 94-142.

Limited English Proficient

- Legacy Public Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the Legacy LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.
- Legacy Public Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students. A sample Home Language Survey is included in Appendix Q.

Home Language Survey (HLS)

- Registration cards must include at least the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey must go home to the parents.
- If a district has Native American students, more questions should be included such as: Is the student's language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have a least on grandparent that is part of a federally recognized tribe?
- If the survey comes back indicating that a student maybe Limited English Proficient (LEP), they must be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)

- If the student tests less than proficient on the English language proficiency test, then a letter must go home to the parents indicating that their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired.
- If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student must be placed in a program of “high quality language instruction, based on scientifically based research” (Section 3115 (c) (1)), as determined by the individual district.
- Those children placed in a program can be counted for state and Federal funding.
- Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.
- Those students whose parents waive the services may not be considered as “LEP” for state and Federal funding purposes and ISAT coding. However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Once LEP students are identified, Legacy Charter School will meet the linguistic, academic, and cultural needs of these learners in a number of ways. An LEP teacher will be identified and will meet the appropriate certification and endorsement requirements to serve students identified. The LEP teacher will teach English language acquisition and will work with Legacy general education teachers to provide support in the general education classroom. Because the Harbor Model is effective in providing support and intervention for students with a variety of needs, the Legacy LEP program will be designed to allow students to participate in the core curriculum as much as possible. The LEP teacher will identify additional curricula to support specific language acquisition needs after analyzing specific student assessment data. The LEP teacher will also identify and instruct teachers regarding modifications that will be made in the core classes.

Professional development will be given to administrators and teachers specific to meeting the needs of LEP students through two in-service trainings each year. Both trainings will focus on the specific needs of English Language Learners and one will be designed to increase collaboration among general education teachers and the Legacy LEP teacher, Title I teacher and Special Education teacher to create and adjust the model of providing instruction, intervention and support to students to allow them to meet their language acquisition goals and participate as fully as possible in the general education curriculum. In addition, in the spring or summer, prior to administration of the Home Language Survey and identification of LEP students, Legacy will conduct training for staff members to ensure that information collected is accurate and students are identified appropriately. Prior to administration of the IELA, proctors will be trained to administer the assessments and instructed regarding the use of accommodations and modifications in order to make sure Legacy assessments are administered appropriately.

Other Special Needs Student Services

Because gifted and/or talented, LEP, Title I, Section 504, and IDEA students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. . Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student's IEP team. Transportation will be provided as required by the student's IEP.

D. Dual Enrollment *I.C. 33-203(7) & 33-5205(3)(r)*

Legacy Public Charter School students will be permitted to dually enroll as Idaho Code 33-203 permits.

Tab 4

A. Measurable Student Educational Standards *I.C. 33-5205 (3)(b)*

The goal Legacy Public Charter School will constantly strive for and expect is that 100% of our students will exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. Students who have been enrolled at the school for three consecutive years will meet the following educational standards:

95% of kindergarteners, 1st, 2nd, and 3rd graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).

95% of 5th, 7th, and 9th graders will score a “3.0” or better on the Direct Writing Assessment.

95% of 4th, 6th, and 8th graders will score a “3.0” or better on the Direct Math Assessment.

95% of 3rd, 4th, 6th, 7th and 8th graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Test.

B. Student Assessment *I.C. 33-52-5(3)(c)*

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), Idaho Direct Math Assessment (DMA), Idaho Direct Writing Assessment (DWA), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NEAP), if selected.

C. Standardized Tests *I.C. 33-5205(3)(d)*

Legacy Public Charter School students participate in the state assessment system as defined by the Idaho Board of Education. This state assessment system currently requires the following:

The IRI is a 10-minute assessment of early reading skills.

Grades K-3, administered in the fall, winter and spring.

The Idaho Standards Achievement Tests.

Spring scores are used to determine AYP for Legacy Public Charter School.

The DMA is a five performance assessment that requires students to show their working knowledge of math.

Currently, grades 4, 6, and 8 will take this assessment.

The DWA is a performance assessment of standard written English.

Special needs students who meet the criteria for alternative assessment according to the Idaho Special Education Manual will take the IAA in the spring through special education.

If selected, grades 4 and 8 will participate in the NEAP.

The NEAP will assess reading, mathematics, science, and writing.

Student assessment evaluation, reported annually, will consist of:

Student baseline developed during the first year using testing results;

A comparison of annual results with baseline scores to assess progress;

Grade-level and school composite scores;

A graph of annual results showing year-to-year change;

A graph of school scores relative to state and national averages; and

Sub-analysis of a variety of variables to identify areas for improvement.

Monitoring progress of our students and evaluating innovations in education procedures are important parts of our curriculum development process.

D. Accreditation *I.C. 33-5205(3)(e) & IDAPA 08.02.140*

Legacy Public Charter School will obtain accreditation through the Northwest Association of Accredited Schools (NAAS). Throughout the implementation of the school plan, Legacy will utilize the Self-Assessment Idaho School Accreditation Quality Indicators as a guide. The Self-Assessment consists of six standards:

Vision, Mission, and Policies

Highly Qualified Personnel

Educational Program

Learning Environment

Continuous School Improvement

Student Achievement

E. Improvement Planning

Legacy Public Charter School is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as outlined in the No Child Left Behind Act, the Administrator and the Governing Board would meet with Rebecca Stallcop and/or educators selected by her who are familiar with the Harbor School Method™ and develop a comprehensive plan for improving performance. The Governing Board would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Legacy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

In the event Rebecca Stallcop is unable to fulfill her role in the improvement planning process, the Governing Board will appoint a Harbor School founding board member and two Harbor School founding teachers to develop the improvement plan. Mrs. Stallcop will submit the names of the founding board member and founding teachers selected by her to the Governing Board at the Annual Meeting each year.

Tab 5

A. Legacy Public Charter School, Inc.

Legacy Public Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available. The school's Bylaws and Articles of Incorporation are provided in Tab 1. The Governing Board will be the public agents who control and govern the charter school. In addition, the Governing Board shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Governing Board meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school (I.C. 33-5205(3) (f)).

Organizing Group

The organizing group of founding families has written the petition and elected the initial Governing Board. The Governing Board will recruit candidates for the position of Administrator, and establish a preliminary operating budget. The current function of the organizing group is to serve as a data-gathering resource and to provide input and advice to the Governing Board. See Appendix H for Organization Chart.

Board of Directors/Governing Board

Initial Formation

The Governing Board of Legacy Public Charter School shall be comprised of five (5) Directors. Two of the Directors shall be either a parent or guardian of a student enrolled in the school. Two of the Directors need not be a parent or guardian but must be conversant with and supportive of the Harbor School Method™ as evidenced by their service for at least five (5) years as a Director on Liberty Charter School's Board of Directors while Rebecca Stallcop was an administrator, by having taught for at least five (5) years at Liberty Charter School while Rebecca Stallcop was an administrator, or by having been endorsed or certified as being conversant with both the philosophy and technique of the Harbor School Method™ by either Rebecca Stallcop or the entity holding the intellectual property rights for the Harbor School Method™. The fifth Director may be either a parent or guardian of a student at Legacy or meet the criteria of an experienced qualified board member or teacher at a Harbor School or endorsed or qualified by Rebecca Stallcop as set out above.

Selection and Replacement

Legacy's Founders believe that the leadership of its Governing Board is critical to the school's success. Members of Legacy's Governing Board must have clear understanding of the Harbor School Method™ and a strong commitment to its mission and methods. The most effective way to maintain the mission and vision of the school is to appoint individuals to the board who have that strong commitment to Legacy and the Harbor School Method™. Appointment of members of the Governing Board will be staggered with varying length of terms according to the Bylaws.

Powers and Limitations

Legacy Public Charter School, Inc. will be a legally and operationally independent entity established by the nonprofit corporation's Governing Board. The Governing Board will be legally accountable for the operation of the charter school. Legacy Public Charter School acknowledges that upon approval of the petition, the school's Governing Board will be public agents required by its authorizer to oversee the school. Legacy Public Charter School commits to comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Governing Board will have the responsibility to approve the selection of the Administrator, who may not be one of its members. The Governing Board also will be responsible for hearing, and approving or disapproving, the recommendations of the Administrator with respect to changes in staffing, program or curriculum. The Governing Board will, when necessary, adjudicate disagreements between parents and the administration. Legacy Public Charter School commits to keeping complete and accurate Governing Board meeting minutes and to making them available to the public.

Relationship between Governing Board and the Administrator

Administrator- Legacy Public Charter School recognizes the Administrator as the key leader responsible for implementing the Harbor School Method™ as well as institutional procedures and policies. It is only under the leadership of a strong Administrator that Legacy will succeed in creating a strong Harbor school culture. In conjunction with a Governing Board that understands the Harbor Method and acts to support the Harbor trained Administrator and enforce policies on a consistent basis, the Administrator is responsible for meeting Legacy's mission as described in the authorized charter. The Administrator is accountable to the Governing Board for successful implementation of all curriculum and educational programs and for meeting the measurable student educational standards set out in the charter.

We anticipate contracting with an Administrator prior to the opening of the school to assist in purchasing, recommending teacher applicants to the Governing Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Administrator is included below. A more detailed description of the Administrator's responsibilities in a Harbor Method School is identified in Harbor Essentials document in Appendix O.

Responsibilities:

1. Maintain a coordinated and challenging K-8 curriculum which effectively implements the Harbor School MethodTM and successfully fulfills the school's mission.
2. Supervise administrative staff with an effective blend of delegation and authority, measures of accountability and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures, and the Harbor School MethodTM.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the board as required regarding:
 - a. Coordination with the Authorizer
 - b. Staff communications
 - c. Meeting coordination
 - d. Parent interactions, and
 - e. Staff information review.
7. Attend or conduct meetings of various constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions or delegate attendance at those meetings so that the school is benefited from the training/information and the Administrator is not absent from the school during the school day.
8. Insure all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate.

9. Develop and follow a financial budgeting plan that is fiscally conservative, meets State and Federal requirements and is consistent with the Harbor Method.
10. Perform other duties as assigned by the Governing Board.

Upon hire, the Administrator position may be evaluated semi-annually by the Governing Board based on mutually agreed upon criteria.

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of a service organization serving the school, the Administrator of the school, and school employees. The Administrator will be empowered to provide educational direction, administration, and on-site, day-to-day operation, among other areas, as directed by the Governing Board.

Standing Committees and Ancillary Support Personnel

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, a fundraising committee, a Parent-Teacher Association (PTA), as well as others.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through grants, volunteers, and fundraising efforts.

B. Parental Participation *I.C. 33-5205(3)(f)*

The PTA and Governing Board of Legacy Public Charter School may provide consultation to the Administrator regarding on-going plans for the school. Legacy Public Charter School is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each year begins which will include signing the following eight specific policy letters: fighting and its consequences, liability issues concerning supervision on the premises, field trip policy, bus safety, insurance and student injuries, homework policy, dress policy, and the discipline plan.

2. Parents will be highly encouraged to attend two parent-teacher conferences per year.
3. Parents will fill out an in-depth student profile based on Cynthia Ulrich Tobias's book, *The Way They Learn*.
4. Parents will be asked to complete a survey during the school year addressing at least one of the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
5. Parents will be highly encouraged to provide an appropriate learning environment at home for study.
6. Parents will be highly encouraged and welcomed to volunteer in their child's(ren's) classroom(s).
7. Parents will be highly encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents.
8. Parents will be highly encouraged to attend and participate in the Governing Board monthly board meetings.

Community and Business Partnerships

Legacy Public Charter School has no formal business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

C. Annual Programmatic Operations Audit I.C. 33-5205(3) (k)

Legacy Public Charter School, will conduct an annual programmatic operations audit for the purpose of providing Legacy Public Charter School an opportunity for self-reflection and outside observation to help ensure operational success and fulfillment of the Legacy Public Charter School's vision, to assist Legacy Public Charter School with school improvement and strategic planning, and to identify and inform its authorizer of Legacy Public Charter School's strengths and deficiencies, including failure to comply with statute, administrative rule, or the terms of the charter. Legacy Public Charter School is committed to comply with all Idaho statutes and Idaho Public Charter School Commission policy with regard to programmatic operations audits.

Deadline for Programmatic Operations Audit

Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to Legacy's authorizer no later than October 15th for the previous school year (IDAPA 08.03.01.301.12).

Participation in the Programmatic Operations Audit

In its first three years of operation, Harbor Method Founder Rebecca Stallcop will lead the annual programmatic audit to ensure not only proper reporting of the school's overall annual education outcomes, but also to ensure compliance in successfully implementing the Harbor Method educational model. The programmatic operations audit will be conducted with the input of at least two persons outside the immediate stakeholder group of Legacy Public Charter School. These persons may include other public charter school administrators or board members, local school district board members or staff, representatives of charter school support entities such as the Idaho Charter School Network, and other knowledgeable members of the public. Other members of the programmatic operations audit team may include current and former governing board members, founders, teachers, parents, students, representatives of the authorized charter entity, and other stakeholders.

Dispute Resolution

The school's authorizer and the Governing Board of Legacy Public Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan.

D. Annual Financial Operations Audit *I.C. 33-5205(3)(k)*

Legacy Public Charter School will conduct a full and complete audit of the financial statements of the school as required by Idaho Code Section 67-450B and prepare an annual statement of financial condition and report of the school as of the end of fiscal year in a form prescribed by the state superintendent of public instruction as required by Idaho Code Section 33-701. Legacy will contract with a Certified Public Accountant to conduct the financial audit and shall file one (1) copy of the audit report with the State Department of Education and one (1) copy with its authorizer no later than November 10 of each year.

Tab 6

A. Employee Qualifications *I.C 33-130 & 33-5205(3)(g)*

Legacy Public Charter School's full time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Legacy Public Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1).

Instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g). Legacy Public Charter School reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interest of the educational program. Additionally, Legacy Public Charter School reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

The Administrator will make recommendations to the Governing Board for approval of instructional staff. Each professional staff member (teachers and the Administrator) will be on a written work agreement approved by the Legacy Public Charter School's Governing Board.

Professional Opportunities

Faculty at Legacy Public Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Administrator will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. In-service training days will be held as much as possible before the first day of school.

Background Checks

All employees will undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

Targeted Staff Size

Legacy Public Charter School will employ one full time teacher per grade level, with additional staff for music, physical education, computer and foreign language as the budget permits. We will utilize educational assistants in classes where needed.

Estimated Staff: 18 FTE in Year 1

Administrator – 1 FTE

Kindergarten -- .5 FTE

First Grade –1 FTE

Second Grade – 1 FTE

Third Grade – 1 FTE

Fourth Grade – 1 FTE

Fifth Grade – 1 FTE

Sixth Grade – 1 FTE

Seventh Grade – 1 FTE

Science -- .5 FTE

Music -- .5 FTE

Educational Assistants – 6 FTE (includes PE, Computer and Spanish teachers at .5 FTE)

Administrative Assistant – 1.5 FTE

Special Education Teacher – 1 FTE

If enrollment interest permits the addition of 8th grade the first year of operation, Legacy will add the following:

Eighth Grade – 1FTE

Educational Assistants -- .5 FTE

Teacher Certification

A copy of the certificate for all certified teachers/staff members will be kept on file at Legacy Public Charter School and will be provided upon request.

B. Health and Safety *I.C. 33-5205(3)(h)*

To ensure the safety of our employees and students, Legacy Public Charter School will comply with the following health and safety procedures:

Conduct criminal history checks for all employees in compliance with Idaho Code Section 33-130. This requirement is a condition of employment.

Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at the Legacy Public Charter School.

Require that all visitors sign in at the office when visiting the school building.

Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.

Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies at minimum address the above and the following items:

Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.

Policies relating to preventing contact with blood borne pathogens.

A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.

Policies relating to the administration of prescription drugs and other medicine.

Policies establishing that the school functions are a gun-free, drug-free, alcohol-free, and tobacco-free workplace.

Policies will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis in the school’s staff development efforts.

C. Employee Benefits *I.C. 33-52-5(3)(m)*

All employees will participate in the following programs and benefits: group health insurance, sick leave benefits, Public Employee Retirement System of Idaho (PERSI), Federal Social Security, Unemployment Insurance, and Worker’s Compensation Insurance to the extent allowed and required by law.

D. Transfer Rights *I.C. 33-5205(3)(o)*

Employees of Legacy Public Charter School are not employees of the Nampa School District. They may apply to teach in any school district. Teachers at Legacy Public Charter School will not be eligible for an in-district transfer to another school within the Nampa School District.

Experience

Certified teachers at Legacy Public Charter School are public school teachers. Their service at Legacy Public Charter School counts as one year experience on the state indexing scale.

E. Collective Bargaining *I.C. 33-5205(3)(p)*

Legacy Public Charter School's staff and employees will be a separate unit for purposes of collective bargaining.

F. Written Contract *I.C. 33-5206(4)*

All teachers and administrators will be on a written contract with Legacy Public Charter School, Inc., as approved by the state superintendant of public instruction. All employees will undergo an annual performance review.

Tab 7

A. Admission Procedures I.C. 33-5205(3)(i)

Enrollment Opportunities I.C. 33-5205(3)(s)

The Governing Board will take the following steps to insure the Nampa community is aware of the enrollment opportunities at Legacy Public Charter School: while taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline, enrollment information will be posted in highly visible and prominent locations within the Legacy Public Charter School attendance area. In addition, the Governing Board shall ensure that such process includes the dissemination of press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of Legacy Public Charter School. The Governing Board will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in Legacy Public Charter School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment Deadline

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Legacy Public Charter School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

Legacy Public Charter School will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Legacy Public Charter School. In the case of a family with more than one (1) child seeking to attend Legacy Public Charter School, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Legacy Public Charter School on or before the enrollment deadline established by the Governing Board. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to Legacy Public Charter School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Governing Board shall be permitted in the lottery. Only written requests for

admission shall be considered by the Governing Board. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences *I.C. 33-5206 & 33-5205(3)(j)*

Legacy Public Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Legacy has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

Priority of Preferences for Initial Enrollment

If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Legacy. Legacy will follow Idaho Code Section 33-5205(3)(j). Prospective students will be placed in priority groups as follows:

- a. First, to the children of founders and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Legacy Public Charter School).
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area of Legacy Public Charter School.
- d. Fourth, students who reside outside the primary attendance area of Legacy Public Charter School.

Priority of Preferences for Subsequent Enrollment Periods

Preferences for subsequent enrollment periods shall be as follows:

- a. First, to pupils returning to Legacy Public Charter School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Legacy Public Charter School.

- c. Third, to siblings of pupils already enrolled in Legacy Public Charter School.
- d. Fourth, to prospective students residing in the primary attendance area of Legacy Public Charter School.
- e. Fifth, to prospective students residing outside the primary attendance area of Legacy Public Charter School.

Proposed Attendance List for Lottery

Each year the Governing Board shall create an attendance list containing all the names of all prospective students on whose behalf a written request for admission was timely received by Legacy Public Charter School, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the Governing Board will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference, and “E” for students residing outside the primary attendance area.

Equitable Selection Process

If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Governing Board shall determine the students who will be offered admission to Legacy Public Charter School by conducting a lottery. The selection procedure, unless otherwise determined by the Governing Board and then approved by the school’s authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a founder or full-time employee, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside the primary attendance area of Legacy Public Charter School, then the letter “E” shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time.

With regard to the founder’s and full-time employee’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of Legacy Public Charter School for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder’s and full-time employee’s preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “E,” based on the chronological order of the selection number written on each index card; followed finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to Legacy Public Charter School in that grade, and shall be offered admission to Legacy Public Charter School in such grade until all seats for that grade are filled.

Notification and Acceptance Process

Legacy Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Subsequent School Years

Legacy Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

Enrollment Cap

Each grade shall be made up of one class per grade level kindergarten through eighth grade and the total enrollment capacity for the school will be 283 students. The enrollment cap for each grade level shall be:

- Kindergarten 24 students
- First Grade 28 students
- Second Grade 30 students
- Third Grade 30 students
- Fourth Grade 33 students
- Fifth Grade 33 students
- Sixth Grade 33 students
- Seventh Grade 36 students
- Eighth Grade 36 students

B. Discipline Procedures *I.C. 33-5205(3)(l)*

Legacy Public Charter School is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Legacy Public Charter School will assemble a student handbook that describes school rules and procedures including expectations and consequences for unacceptable behavior. Parents/guardians will be notified of violations of the code of conduct or school policy via phone calls, in writing, or during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Administrator or to the Governing Board for further discussion and appropriate action.

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to, the following steps:

Step 1: Parent/Guardian notification by teacher or staff (Written and Verbal).

Step 2: Parent/Guardian notification by teacher/staff or administrator (Written and Verbal) and possible parent/teacher/administrator conference.

Step 3: Suspension with parental notification

- a. Three Day Suspension with re-admission after a conference with student, parents, and Administrator; or
- b. Five Day Suspension with re-admission after a hearing within five (5) school days with the Governing Board. Pursuant to Idaho Code Section 33-205, the Governing Board may extend the suspension.

Step 4: Expulsion to be determined by the Governing Board in compliance with Idaho Code Section 33-205.

See Disciplinary Policy, Appendix R.

C. Alcohol or Controlled Substances

Legacy Public Charter School will comply with Section 33-210, Idaho Code for students using or under the influence of alcohol or controlled substances. In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Legacy Public Charter School is committed to the concept of having a drug free work and student environment. Programs and activities will be planned and carried out by the professional staff that will enable the school to achieve this goal.

See Drug and Alcohol Policy, Appendix R.

D. Public School Attendance Alternative I.C. 33-5205 (3)(n)

Because Legacy Public Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Nampa School District. Students located within the attendance area of Legacy Public Charter School would have the option to enroll in existing charter or non-charter public school serving the area. Enrollment is not mandated based upon residential proximity to Legacy Public Charter School, but through parental choice and equitable selection.

E. Public Notice of Enrollment Opportunities

The process by which Nampa area citizens will be made aware of the enrollment opportunities include:

Public service announcements through media outlets,

Public notices at public buildings,

Publications sent home with students.

Announcement through school web site.

F. Denial of School Attendance *I.C. 33-205 & 33-5205(3)(i)*

Legacy Public Charter School will comply with Idaho Code Sections 33-205 and 33-206 regarding denial of enrollment or denial of school attendance by expulsion. The Governing Board will establish the procedure to be followed by the Administrator for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process (I.C. 33-205).

See Appendix R for Discipline Policy, Suspension and Expulsion.

G. Student Handbook

Legacy Public Charter School will produce a complete student and parent handbook that describes the school rules and procedures before parents begin the admission procedure. The handbook will be available in printed form as well as on the school's website. For current draft see Appendix N. A final handbook will not be approved by the Governing Board until the Administrator has reviewed it.

Tab 8

A. Business

i. Business Description

Legacy Public Charter School, Inc. is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, Legacy Public Charter School shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c) (3) of the Internal Revenue Code of 1986 (or corresponding provisions of any future United States Internal Revenue law), or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law). Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available.

ii. Marketing Plan

1. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. To ensure those who would like the opportunity to have their child(ren) attend Legacy Public Charter School, or, if demand exceeds the school's stated enrollment, to place their child(ren) in the school's lottery, the following marketing plan has been established: Because Legacy has been formed as a result of the continued demand for an additional Harbor Method School in Nampa, Legacy will provide printed post cards, postage, and reimbursement of incidental costs to Liberty Charter School and Victory Charter School, Nampa's already existing Harbor Method Schools, for the purpose of notifying those on these two schools' waiting lists of Legacy's opening and notice of information meetings. [Time/work by employees at either Liberty or Victory Charter School in regards to this effort will be carried out either before or after school hours and reimbursed by Legacy.] The postcards may be sent up to three times before the school's enrollment or lottery deadline.
2. Upon approval, Legacy representatives will conduct information meetings in Nampa to notify residents of the school's opening, its mission/vision/philosophy, learning program, and other information pertinent to assisting parents in making an informed decision about their children attending the school. There will be a representative available with Spanish-speaking abilities should there be those in attendance needing such assistance. It's anticipated at least three meetings will occur prior to the school's opening.
3. Upon approval, Legacy's marketing team will create a school website for the purpose of sharing information about the school.

4. Upon approval, Legacy will access various local media in the Treasure Valley (radio, TV, web, newspaper, etc.), either through paid or earned media, to inform the public about the school and to keep the community updated throughout the start-up process.
5. Upon approval, Legacy will create notices to be sent to home addresses in the school's primary attendance zone so that its neighbors are informed of the additional school choice opportunity.

As marketing pieces are developed, care will be taken to ensure they are created in both English and Spanish formats so that the greatest demographic possible is reached within the Nampa community.

iii. Governing Board Resumes

See Appendix I for resumes of Governing Board members.

iv. Legacy Public Charter School's Financial Plan

Day-to-Day Operations

The Administrator of Legacy Public Charter School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

Budget: The budget for Legacy Public Charter School, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education; 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the form prescribed by the state superintendent of public instruction.

v. Start-Up Budget

See Appendix J for budget.

Income Sources: See Appendix J for income sources. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Legacy Public Charter School will apply for a start-up grant once it is granted status as a non-profit organization pursuant to Section 501(c) (3) of the Internal Revenue Code. See Appendix G for documentation of the application for Section 501(c) (3) status.

Working Capital and Assets: Legacy Public Charter School does not expect to have working capital and assets until after the Charter is approved.

Fundraising: A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations.

Expenditures: Expenditures will be handled as described in the following sections:

Purchasing Process: Until alternative arrangements are made, the Administrator will determine procedures for procuring goods and services, with approval of the Governing Board.

Financial Management: The accounting records will be kept in accordance with general accepted accounting principles. Legacy Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Administrator, or designee, will be responsible for financial management.

Bonding: Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

vi. Three-Year Operating Budget

See Appendix J for budget.

vii. First Year Month-by-Month Cash Flow

See Appendix J for budget.

B. Budget

See Appendix J for budget.

C. Transportation I.C. 33-5205(3)(t) & 33-5208(4)

Transportation will be provided to students residing in the primary attendance area and at selected pick-up locations for out-of-attendance area students. If seating becomes limited, priority will be given to students residing in the primary attendance area. In providing transportation services, Legacy will comply with Idaho Code 33-402(7) and 33-1510. See Appendix K for documentation of Brown Bus Company's interest in submitting a bid at the appropriate time to provide transportation services for Legacy.

D. Food Service

At the time of enrollment, students will be given the opportunity to complete the federal free or reduced lunch form. Lunch will be provided to all first through eighth grade students with cost, but that cost will be reduced or waived for eligible students. Lunch will be prepared daily in the school's cafeteria facility or will be brought in through a subcontracted third party caterer.

Tab 9

Virtual Charter School

Legacy Public Charter School is not a virtual charter school.

Tab 10

A. Business Arrangements & Partnerships

Legacy Public Charter School does not have any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. However, Legacy intends to contract with the following:

- Contract with Rebecca Stallcop to provide oversight and training in the Harbor School Method™ during the first three years of operation and to evaluate Legacy's compliance with the Method on an ongoing basis after year three. See Appendix E for Letter of Intent to Sign a Contract with Legacy Public Charter School from Rebecca Stallcop.
- Contract with individual Harbor School Method™ teachers from Liberty or Victory Charter Schools to mentor and /or monitor its teachers through their first year of working at the school, and beyond, if deemed necessary by the Legacy administrator and/or mentor teacher.

B. Additional Information

School Status

Legacy Public Charter School will be a public charter school. It will not be a religious school, a conversion of a private school, or a school operated for profit.

Student Fees

No fees from students are planned at this time. Fees may be identified in the future by the Administrator, as appropriate, and as allowed by state law. Accommodations for low-income students will be made through fundraising efforts or fee waiver provisions. Legacy Public Charter School is a public charter school and will not charge tuition.

Public Access

Legacy Public Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the Nampa School District unless otherwise determined by the Governing Board. Legacy will comply with all aspects of the Idaho Public Records law (Idaho Code Sections 9-337 through 9-350), with the Idaho statutes relating to public records and public meetings, as indicted in its Bylaws, and with the Idaho Open Meeting Law (Idaho Code Sections 67-2340 through 67-2347). Legacy will also comply with federal law regarding student records and privacy.

Complaint Process

Legacy Public Charter School's complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Governing Board of Legacy Public Charter School:

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found to the dispute, the Administrator will intervene and attempt to find a resolution.
3. Ultimately, the issue could be brought before the Governing Board for resolution. Once all needed input has been obtained by the Governing Board, the Board will render a final decision.

School Records

Legacy Public Charter School's Administrator will determine how the school will maintain school records and required information, consistent with state and Federal guidelines.

IRS Regulations

Legacy Public Charter School will comply with all Internal Revenue Service regulations and reporting requirements.

Use of District Facilities

Legacy has no arrangements to utilize any Nampa School District facilities, or facilities of any other local public school. The Legacy Governing Board will develop policies regarding the use of Legacy's facilities by other school districts and the general public.

Inspection Reports

Legacy Public Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. Legacy Public Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

Amending the Charter

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of the Legacy Public Charter School's Board of Directors and the Idaho Public Charter School Commission.

Proof of Attendance at the Petitioner's Workshop

Two founders and the individual drafting the charter document attended the Petitioner's CharterStart! 101 Workshop held on March 2, 2009. One founder attended the Workshop held October 5, 2009. See Appendix M for documentation.

Policies and Procedures

See the attached policies and procedures on discipline, attendance, drug and alcohol use for Legacy Public Charter School. These policies will be considered drafts until the Administrator is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Nampa School District Board policy will become the default policy.

C. Termination *I.C. 33-5205(3)(u)*

Dissolution

In cases of termination, the Governing Board of Legacy Public Charter School is responsible for the dissolution of the business and affairs of the school. Legacy will fully cooperate with its authorizer for the dissolution process. All records of students residing the Nampa School District will immediately be transferred to the District. All students will receive written notice of how to request a transfer of student records to a specific school. Legacy will accommodate student record requests from schools outside the Nampa School District for up to one year after dissolution. Upon the dissolution of Legacy Public Charter School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distrusted to Legacy's authorizer.

APPENDIX A

09 JUL -2 PM 2: 33

Articles of Incorporation
Legacy Public Charter School, Inc.

SECRETARY OF STATE
STATE OF IDAHO

The undersigned in order to form a Non-profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following Articles of Incorporation to the Secretary of State.

Article I-- Corporate Name

The name of the corporation shall be Legacy Public Charter School, Inc.

Article II -- Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho and to deal generally therein. This Corporation is organized exclusively for educational purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under Section 501 (c) (3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue law) , or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law).

This Corporation is a non-profit corporation under the laws of the state of Idaho and is not formed for pecuniary profit. No part of the income or assets of the Corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law. The Corporation shall have all powers allowed by law, including, without limitations, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

Article III -- Registered Office and Agent

The physical address of the registered office of the Corporation is 1423 Spruce Creek Loop, Nampa, ID 83686, and the name of its initial registered agent is Christine Ivie.

Article IV -- Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be more than five (5). The number of directors constituting the initial Board of directors of the Corporation shall be three (3) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Christine Ivie 1423 Spruce Creek Loop, Nampa, ID 83686
 Sandy Colbert 2026 Moose Creek Drive, Nampa, ID 83686
 Bart McKnight 3709 Clifton Way, Nampa, ID 83686

IDAHO SECRETARY OF STATE
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Article V -- Incorporators

The name and address of the initial incorporator is Christine Ivie, 1423 Spruce Creek Loop, Nampa, ID 83686

Article VI -- Mailing Address

The mailing address of the corporation shall be: c/o Christine Ivie, 1423 Spruce Creek Loop, Nampa, ID 83686.

Article VII -- Membership

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

Article VIII -- Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code. Upon winding up and dissolution of this Corporation, and paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to the authorizing chartering entity.

Article IX -- Non-stock Corporation

The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

Article X -- Bylaws

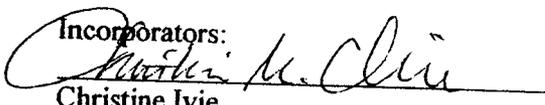
Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

Article XI -- Amendment to the Articles

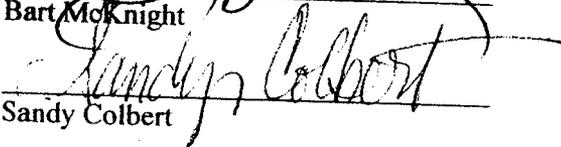
These Articles may be amended only upon the unanimous consent of a quorum of the Directors.

Dated: July 1, 2009

Incorporators:


Christine Ivie


Bart McKnight


Sandy Colbert

APPENDIX B

BYLAWS

LEGACY PUBLIC CHARTER SCHOOL

Article I Membership

The Corporation shall have no members.

Article II Board of Directors

A. Powers

The Board of Directors ("Board") shall conduct or direct the affairs of the Corporation and exercise its powers subject to the limitations of the Idaho Nonprofit Corporation Act, the Articles of Incorporation, and these Bylaws. The Board may delegate the management of the activities of the Corporation to others so long as the affairs of the Corporation are managed and its powers are exercised under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws and the following specific powers:

1. To appoint and remove officers, agents, employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation.
2. To conduct, manage, and control the affairs and activities of the Corporation and to make rules and regulations.
3. To enter into contracts, leases, and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation.
4. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, encumber, convey, or otherwise dispose of such property.
5. To indemnify and maintain insurance on behalf of any of its Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Idaho Nonprofit Corporation Act and the limitations noted in these Bylaws.

B. Number of Directors and Term

The Board shall be comprised of five (5) Directors serving in staggered terms for which no more than two (2) such terms will expire in any year. The five (5) seats of the Directors shall be designated, solely for identification, with the letters A through E.

The Directors' initial terms shall expire at the adjournment of the Annual Meeting of the Directors in the designated years:

Director A Term expires in 2012
Director B Term expires in 2013
Director C Term expires in 2013
Director D Term expires in 2014
Director E Term expires in 2015

Following expiration of their initial terms, the term for each seat will be three (3) years, expiring on each anniversary divisible by three (3) of the expiration for that seat's initial term.

C. Appointment of Directors

1. Qualification. The Directors holding seats A and B shall be either a parent or guardian of a student enrolled in the School at the time of their appointment.

The Directors holding seats C and D need not be a parent or guardian of a student, but must be conversant with and supportive of the Harbor School Method™ as evidenced by their service for at least five (5) years as a Director on Liberty Charter School's Board of Directors while Rebecca Stallcop was an administrator, by having taught for at least five (5) years at Liberty Charter School while Rebecca Stallcop was an administrator, or by having been endorsed or certified as being conversant with both the philosophy and technique of the Harbor School Method™ by either Rebecca Stallcop or the entity holding the intellectual property rights for the Harbor School Method™.

The Director holding Seat E must either (i) be the parent or guardian of a student enrolled in the School at the time of appointment, or (ii) meet the criterion for appointment to Seats C or D.

2. Nominations. At least fifteen (15) days prior to each Annual Meeting, as part of the actual notice for the meeting prescribed by Article IV, Section F.2, the terms of Directors expiring and to be filled at the Annual Meeting shall be identified, and nominations solicited.

3. Selection. Directors will be appointed by majority vote of Directors with unexpired terms, even if less than a quorum, at the Corporation's Annual Meeting held pursuant to Section B of Article III.

D. Resignation of a Director

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or any later date specified in the notice.

E. Vacancies

A Director may be removed and a vacancy declared by the Board of Directors when any person has been appointed but has failed to qualify for office, or within thirty (30) days of when any Director shall (a) die; (b) resign as Director; (c) refuse to serve as Director; (d) without excuse acceptable to the Board of Directors, fail to attend four (4) consecutive Regular Meetings of the Board; (e) has been declared of unsound mind by a final order of a

court; (f) has been convicted of a felony; (g) has been found by a final judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Act; or (h) be removed as otherwise provided in the Idaho Nonprofit Corporation Act.

Such declaration of vacancy shall be made at any Regular or Special Meeting of the Board of Directors, at which any of the above-mentioned conditions are determined to exist.

An unexpired term resulting from a vacancy on the Board shall be filled by the Board of Directors and which action may be taken prior to the next Annual Meeting.

F. Compensation of Directors

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual, reasonable, and necessary expenses directly related to the performance of a Director's duties and obligations as a member of the Board of Directors.

Article III Meetings of the Board

A. Place of Meetings

Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate. Board meetings shall comply with all laws and rules regarding open meetings, where applicable.

B. Annual Meetings

An Annual Meeting of the Board shall be held during June or July of each year for the purpose of appointing Directors and conducting such other business as may properly come before an Annual Meeting of the Directors.

C. Regular Meetings

Regular meetings shall be held at various times within the year as the Board determines.

D. Special Meetings

A Special Meeting shall be held when called by any two (2) Directors or the Chair as soon as practicable with proper notice.

E. Adjournment

A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than twenty-four (24) hours, notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

1. Statutory Notice. Notices of Board Meetings, including the Annual Meeting for election of Directors, shall be given in accordance with the open meeting laws of the

State of Idaho, provided not less than ten (10) days notice shall be given for the Annual Meeting.

2. Actual Notice. In addition, notice of the date, time, and place of the Annual Meeting shall be given in a newsletter or other communication sent to the primary address of each student, a written notice given to all the students with the instruction that it be taken home and given to a parent or their guardian, or such other means as the Board shall reasonably determine will provide actual notice to the school's families.

Article IV Action by the Board

A. Quorum

A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; but if less than a majority of the Directors are present at such meeting, a majority of the Directors present may adjourn the meeting.

B. Action by the Board

The actions done and decisions made by a majority of the Directors present at a meeting duly held at which a quorum is present are the actions and decision of the Board. The Board may continue to transact business at a meeting at which a quorum was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required.

C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Committee will consist of not less than two (2) Directors, who shall serve at the pleasure of the Board.

2. Authority of Board Committees. The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:

a. Filling vacancies on the Board or any Committee which has the authority of the Board.

b. The amendment or repeal of any Board resolution.

c. The amendment or repeal of Bylaws or the adoption of new Bylaws.

d. The appointment of other Committees of the Board or the members of the Committees.

e. The approval of any self-dealing transaction, as defined by the Idaho Nonprofit Corporation Act.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the Regular and Special Meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care

1. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in a manner the Director believes to be in the Corporation's best interest and with such care, including reasonable inquiry, as an ordinary, prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
 - b. Legal counsel, independent accountants, or other persons as to matters that the Director believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Director does not serve, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, after reasonable inquiry, when the need is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.
3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of the Corporation's assets. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

E. Rights of Inspection

Every Director has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information in addition to any obligations imposed by any applicable federal, state, or local law.

F. Participation in Discussions and Voting

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Director shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction, (b) conflict of interest, or (c) indemnification of that Director.

G. Open Meeting Laws

All meetings or other Board action of the Board of Directors shall be subject to the Open Meeting Laws of the State of Idaho.

Article V Officers and Elections

A. Officers

The officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary (hereinafter "Secretary"), and a Treasurer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all of the Chair's duties and, when so acting, shall have all of the Chair's powers and be subject to the same restrictions. The Vice Chair shall have such other powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it is Regular or Special (and if Special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts, and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

2. Eligibility. Officers of the Corporation may, but need not be, Directors of the Corporation. A Director may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair.

3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected. If an officer resigns or is removed as a Director, then such individual shall also be removed as an officer.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect on receipt of the notice or at a later date if specified in the notice.

Article VI Non-Liability of Directors

The Directors shall not be personally liable for the Corporation's debts, liabilities, or other obligations.

Article VII Indemnification of Corporate Agents

The Corporation shall indemnify any Director, officer, employee, or other agent of this Corporation who has been successful (1) on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, the Corporation's agent, or (2) in defense of any claim, issue, or matter therein. In such case, the Corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this Corporation, but only to the extent allowed by, and in accordance with the requirements of, the Idaho Nonprofit Corporation Act.

Article VIII Insurance for Corporate Agents

The Board may authorize the purchase and maintenance of insurance on behalf of any Director, officer, employee, or other agent of the Corporation against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of the Idaho Nonprofit Corporation Act.

Article IX Conflicts of Interest

Any Director, officer, key employee, or committee member having an interest in a contract, other transaction, or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or

her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon, and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Directors, officers, and key employees to disclose existing and potential conflicts in interest; and
4. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an interest in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a director or officer of or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Article X Principal Office

The Corporation's principal office shall be at c/o Christine Ivie, 1423 Spruce Creek Loop, Nampa, ID 83686 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in the principal office on the copy of the Bylaws maintained by the Secretary.

Article XI Other Provisions

A. Fiscal Year

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, order for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair or Treasurer.

D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Idaho Nonprofit Corporation Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope of effect of any provisions.

E. Interpretation of Charter

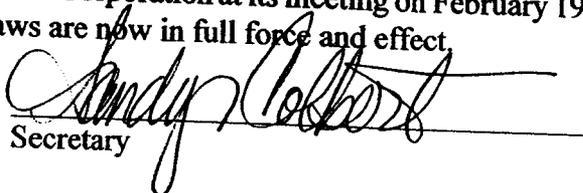
Whenever any provision of these Bylaws is in conflict with the provisions of the Charter, the provisions of these Bylaws control.

Article XII Amendment

A majority of the Directors may adopt, amend, or repeal these Bylaws.

Certificate of Secretary

The undersigned does hereby certify that he or she is the Secretary of Legacy Public Charter School, Inc., an Idaho nonprofit corporation, duly organized and existing under the laws of the State of Idaho, that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Directors of said Corporation at its meeting on February 19, 2010; and that the above and foregoing Bylaws are now in full force and effect.


Secretary

APPENDIX C

STATE OF IDAHO
COUNTY OF CANYON

To the Board of Trustees, Nampa School District, I, William H. Hurst,
County Clerk of Canyon County, certify that 12 signatures on
this petition are those of qualified electors.



Signed: *William H. Hurst*
County Clerk/for Deputy

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Legacy Public Charter School				
School District Where New Charter School will be Physically Located	Nampa School District				
* I am currently a qualified elector in the above-named school district. * I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Mandy McLean	<i>Mandy McLean</i>	733 W Spinden Ave	Nampa	899-9020	3/4/09
2 Douglas Pittman	<i>Douglas Pittman</i>	17401 N. C. Hester Ave	Nampa	992-4472	3/4/09
3 Cassa Manning	<i>Cassa Manning</i>	2523 E. MacLayland Ave.	Nampa	466-1474	3/4/09
4 Shelle Engari	<i>Shelle Engari</i>	2805 Paper Lane	Nampa	880-7494	3/4/09
5 DeAnna Howard	<i>DeAnna Howard</i>	724 9th Av. S.	Nampa	463-0799	3/4/09
6 Tobias Schmidt	<i>Tobias Schmidt</i>	83815 Taylor Dr	Nampa	442-8279	3/4/09
7 [Name]	<i>[Signature]</i>	910 [Address]	Nampa	880-4812	3/4/09
8 [Name]	<i>[Signature]</i>	8747 [Address]	Nampa	199-4410	3/4/09
9 Susan [Name]	<i>[Signature]</i>	1100 [Address]	Nampa	989-9538	3/5/09
10 [Name]	<i>[Signature]</i>	1019 Augusta	Nampa	463-2892	3-5-09
11 [Name]	<i>[Signature]</i>	7007 [Address]	Nampa	467-6377	3/5/09
12 [Name]	<i>[Signature]</i>	933 West Sheridan Ave	Nampa	899-9020	3-5-09
13 [Name]	<i>[Signature]</i>	228 S. Cedarhurst Ave	Nampa	899-9906	3/6/09
14 [Name]	<i>[Signature]</i>	1046 [Address]	Nampa	466-5751	3/6/09
15 [Name]	<i>[Signature]</i>	721 E Fuyu Dr	Nampa	794-9590	3/6/09

(12)

STATE OF IDAHO
COUNTY OF CANYON

To the Board of Trustees, Nampa School District, I, William H. Hurst,
County Clerk of Canyon County, certify that 12 signatures on
this petition are those of qualified electors.



Signed: William H. Hurst
County Clerk for Deputy

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Legacy Public Charter School			
School District Where New Charter School will be Physically Located	Nampa School District			
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone
01 LADD M. BYNER	<i>[Signature]</i>	555 Fall Duwe	Nampa	463-5413
02 LEE LA M. SCHAFFER	<i>[Signature]</i>	432 Meadowbrook Dr.	Nampa	467-3771
03 LYNN DAVENPORT	<i>[Signature]</i>	4122 TIO LAVE	Nampa	465-0292
04 Charlotte SUNDAY	<i>[Signature]</i>	5416 Inyok St	Nampa	465-4758
05 GAYLE PERS	<i>[Signature]</i>	1210 W BELLEND DR	Nampa	250-2108
06 LUMPIE NEWBY	<i>[Signature]</i>	4108 E. TRIST	Nampa	401-5895
07 GREG ASHBY	<i>[Signature]</i>	844 E. HARBORBOARDS DR	Nampa	725-3936
08 KIRBY PASELY	<i>[Signature]</i>	600 E. FAJIL DR	Nampa	465-2471
09 PUBLIA DUNN	<i>[Signature]</i>	5301 Mariner Lane	Nampa	250-4471
10 WAINTRIE BASTARD	<i>[Signature]</i>	2445 SPAINSETT AVENUE	Nampa	881-3679
11 JEANETTE HOLMES	<i>[Signature]</i>	2428 S. Chicago St	Nampa	208-299-5447
12 VAN WELLINGTON	<i>[Signature]</i>	2841 Elmerville Dr.	Nampa	208-999-6778
13 ALICE MAPES	<i>[Signature]</i>	3221 So Ivy Ct	Nampa	208-461-5088
14 AMANDA HEINSEN	<i>[Signature]</i>	2170 Ivy St	Nampa	465-0327
15 JEFF CANNILLES	<i>[Signature]</i>	1812 S. MILLER WAY	Nampa	466-4921

(21)

To the Board of Trustees, Nampa School District, 1, William H. Hurst,
County Clerk of Canyon County, certify that 12 signatures on
this petition are those of qualified electors.



Signed: Barbara B. Hurst
County Clerk or Deputy

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Legacy Public Charter School			
School District Where New Charter School will be Physically Located		Nampa School District			
* I am currently a qualified elector in the above-named school district. * I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Rebecca Taylor	<i>Rebecca Taylor</i>	619 Banner Ct	Nampa	703-5724	3-18-09
17 Chad Blankin	<i>Chad Blankin</i>	2509 Ironwood Ct.	Nampa	466-8040	4-7-09
18 Tom Schmitt	<i>Tom Schmitt</i>	10475 MISSISSIPPI AVE	Nampa	713-1049	4-7-09
19 Deborah Tyler	<i>Deborah Tyler</i>	3647 S. Green Basin Way	Nampa	475-4754	4-16-09
20 Traci Galloway	<i>Traci Galloway</i>	1811 N 59th St	Nampa	463-1171	4-20-09
21 Melissa Washburn	<i>Melissa Washburn</i>	3328 S. Rock Springs Way	Nampa	463-9147	4-22-09
22 Tim White	<i>Tim White</i>	401 N. Lowell Ave	Nampa	461-2111	4-22-09
23 Amy White	<i>Amy White</i>	2027 W Boston Ave	Nampa	247-0245	4/27/09
24 Matthew Haines	<i>Matthew Haines</i>	323 N. Elgin dr	Nampa	461-0857	4/27/09
25 April Warden	<i>April Warden</i>	2906 Comanche St.	Nampa	412-3174	4-27-09
26 Roslyn Givahm	<i>Roslyn Givahm</i>	4219 E. Switzer Way	Nampa	205/442-505	4/28/09
27 William Taylor	<i>William Taylor</i>	617 Banner St	Nampa	207-8224	4/30/09
28 Joellen L. Breanan	<i>Joellen L. Breanan</i>	5429 Lewis Crossing Way	Nampa	965-4857	5/08/2009
29 Patricia McNeil	<i>Patricia McNeil</i>				
30 Kimberly Legnis	<i>Kimberly Legnis</i>	11611 W. 16th Dr	Nampa	340-2792	5/13/09

Not Reg

Not Reg

(17)

STATE OF IDAHO
COUNTY OF CANYON

To the Board of Trustees, Nampa School District, I, William H. Hurst,
County Clerk of Canyon County, certify that 14 signatures on
this petition are those of qualified electors.



Signed: Robert J. Brown
County Clerk or Deputy

14

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		LESAKY Public Charter School			
School District Where New Charter School will be Physically Located		Nampa School District			
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. Sara Adams	<i>Sara Adams</i>	3515 12th Ave Rd	Nampa	461-500	3-6-09
2. Tracy Williams	<i>Tracy Williams</i>	5175 W. Victory	Nampa	461-4773	3-9-09
3. Shaun Stevens	<i>Shaun Stevens</i>	2101 S. Progress Way	Nampa	461-4545	3-9-09
4. Thurl Yearens	<i>Thurl Yearens</i>	3804 Westline Heights Way	Nampa	442-2578	3/9/09
5. Kris Kwan	<i>Kris Kwan</i>	1143 W. Silver River Ln.	Nampa	466-2660	3/9/09
6. Lisa Lovelace	<i>Lisa Lovelace</i>	3505 Buckle Ave	Nampa	467-1503	3/11/09
7. Jan Cowart	<i>Jan Cowart</i>	4184 Swiftway	Nampa	461-7050	3/11/09
8. Natalie Ellison	<i>Natalie Ellison</i>	1100 Merced St	Nampa	442-7114	3/11/09
9. Alex Williams	<i>Alex Williams</i>	2720 Cambridge Pl.	Nampa	467-6570	3/13/09
10. Michelle McKenzie	<i>Michelle McKenzie</i>	2510 Klakham Ct	Nampa	461-3981	3/13/09
11. Dawn McKenzie	<i>Dawn McKenzie</i>	2510 Klakham Ct.	Nampa	461-3989	3/16/09
12. Brenda Campbell	<i>Brenda Campbell</i>	930 Reed Ave.	Nampa	463-2574	3/16/09
13. Livia Colvin	<i>Livia Colvin</i>	2025 E. Kentucky Dr	Nampa	461-2616	3/16/09
14. Brett Harper	<i>Brett Harper</i>	2720 Tanglewood Pl	Nampa	467-6570	3/18/09
15. Serena Kenner	<i>Serena Kenner</i>	3520 Brennan Dr.	Nampa	467-3647	3/18/09

STATE OF IDAHO
COUNTY OF CANYON

To the Board of Trustees, Nampa School District, I, William H. Hurst,
County Clerk of Canyon County, certify that 12 signatures on
this petition are those of qualified electors.



Signed Robert J. Brown
County Clerk of Deputy

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Legacy Public Charter School				
School District Where New Charter School will be Physically Located		NAMPA SUTHER DISTRICT				
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 						
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date	
OK 16 Marilyn Marilyn Nielson	Marilyn Nielson	3615 Vista Dr	Nampa	468-0809	3-9-09	
OK 17 Sam Festeruk	Sam Festeruk	8858 Steward Ave	Nampa	442-0377	3-7-09	
OK 18 Elaine McKnight	Elaine McKnight	3709 Clifton Way	Nampa	516-5035	3-10-09	
OK 19 Robert Ecker	Robert Ecker	503 571 St. 50	Nampa	442-0377	3-9-09	
OK 20 Robert Ecker	Robert Ecker	503 571 St. 50	Nampa	442-0377	3-9-09	
OK 21 Emaline Flake	Emaline Flake	2337 Gulerand	Nampa	461-1349	3-12-09	
OK 22 Emaline Flake	Emaline Flake	2337 Gulerand	Nampa	461-1349	3-12-09	
OK 23 Diane Sherwood	Diane Sherwood	713 Lake Laurel Ave.	Nampa	412-5528	3-16-09	
OK 24 Anita Tuttle	Anita Tuttle	3400 E. Kent Ave	Nampa	871-3964	3-16-09	
OK 25 Stephanie Stiles	Stephanie Stiles	1817 S. Chestnut	Nampa	447-1692	3-16-09	
OK 26 Julie Fuller	Julie Fuller	1403. Whitewater Ct	Nampa	462-7816	3-17-09	
OK 27 Lori Walker	Lori Walker	480 E. Salmon River	Nampa	936-3697	3-18-09	
OK 28 Anne Maxine	Anne Maxine	1425 N Greenhurst	Nampa	467-1048	3-18-09	
OK 29 Rebecca Hohenbuhl	Rebecca Hohenbuhl	2121 G. Olympic Ave	Nampa	442-5492	4-6-09	
OK 30 Stephanie Stiles	Stephanie Stiles	4609 E. Vineyard Way	Nampa	467-9402	4-6-09	

(12)

To the Board of Trustees, Nampa School District I, William H. Hurst,
County Clerk of Canyon County, certify that 9 signatures on
this petition are those of qualified electors.



Signed: Bobbi J. Brown
County Clerk or Deputy

9

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		LEGACY Public Charter School			
School District Where New Charter School will be Physically Located		NANPA SCHOOL DISTRICT			
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Christine M Ivie	<i>Christine Ivie</i>	1423 Spruce Creek Ln	Nampa	871-7749	4/23/09
17 Anna Hamilton	<i>Anna Hamilton</i>	5707 Baymont	Nampa	461-2833	4/23/09
18 Ann Hartley	<i>Ann Hartley</i>	807 Park Ln	Nampa	461-9366	4/28/09
19 Jange Everton	<i>Jange Everton</i>	248 Westland	Nampa	466-5308	5-5-09
20 Stevie Meyers	<i>Stevie Meyers</i>	850 W. Edwards Ave	Nampa	871-9820	5-5-09
21 Mike Meyers	<i>Mike Meyers</i>	850 W. Edwards Ave	Nampa	871-9820	5-5-09
22 Kathy Weaver	<i>Kathy Weaver</i>	11732 Emerald	Nampa	465-0300	5/16/09
23 Jenna Williamson	<i>Jenna Williamson</i>	2003 W. Cross Creek Dr.	Nampa	466-4409	5/26/09
24 Jeff Young	<i>Jeff Young</i>	423 W. Washburn Ave	Nampa	871-1050	5/28/09
25 Terese RICHINS	<i>Terese Richins</i>	1040 S. Whitewater Dr	Nampa	466-5751	6/1/09
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STATE OF IDAHO
COUNTY OF CANYON

To the Board of Trustees, Nampa School District, I, William H. Hurst,
County Clerk of Canyon County, certify that 3 signatures on
this petition are those of qualified electors.



Signed: *William H. Hurst*
County Clerk or Deputy

3

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

LEGACY Public Charter School

Nampa School District

- I am currently a qualified elector in the above-named school district.
- I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.

Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. Amy Willey	<i>[Signature]</i>	1111 OPAL AVE	Nampa	466-7304	5-12-09
2. Doro Martin	<i>[Signature]</i>	11255 Greenhurst	Nampa	467-1048	5-12-09
3. Monica Martin	<i>[Signature]</i>	11255 Greenhurst	Nampa	467-1048	8-26-08
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STATE OF IDAHO

SS

County of CANYON

I, William H. Hurst, County Clerk of **CANYON COUNTY, State of Idaho**, hereby certify that 1 signatures on this petition are those of qualified electors.



Signed: B. J. Brown
County Clerk or Deputy

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		School District Where New Charter School will be Physically Located		Elector's Printed Name		Elector's Signature		Street Address		City		Telephone		Date	
Legacy Charter School		Nampa School District		Kristie Thiel		<i>[Signature]</i>		8150 Star Pass Ridge		Nampa		468-8741		11/20/09	
* I am currently a qualified elector in the above-named school district.		* I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.		18											
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STATE OF IDAHO

SS

County of CANYON

I, William H. Hurst, County Clerk of **CANYON COUNTY**, State of Idaho, hereby certify that 2 signatures on this petition are those of qualified electors.



Signed: Brown B. J. Brown
County Clerk or Deputy

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Legacy Charter School			
School District Where New Charter School will be Physically Located		Nampa School District			
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. Paul Adams	<i>[Signature]</i>	4532 E. Tinsbury Ave	Nampa	466-7871	11-19-09
2. Joanne Adams	<i>[Signature]</i>	4532 E. Tinsbury Ave.	Nampa	466-7891	11-19-09
3. Melissa Mitchell	<i>[Signature]</i>	4512 E. Concord Way	Nampa	461-1672	11-19-09
4. Mike Mitchell	<i>[Signature]</i>	4512 E. Concord Way	Nampa	461-1672	11-19-09
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STATE OF IDAHO

SS

County of CANYON

I, William H. Hurst, County Clerk of **CANYON COUNTY, State of Idaho**, hereby certify that 2 signatures on this petition are those of qualified electors.



Signed: Barbara D. [Signature]
County Clerk or Deputy

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Legacy Public Charter School			
School District Where New Charter School will be Physically Located		Nampa School District			
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Becky Klatthor	<i>Becky Klatthor</i>	2424 S. Royal Meadows Dr.	Nampa	208) 860-8877	11/18/09
17 Ben Thomas	<i>Ben Thomas</i>	4347 E. Brooklyn Dr.	Nampa	467-9640	11/18/09
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STATE OF IDAHO

SS

County of CANYON

I, William H. Hurst, County Clerk of **CANYON COUNTY**, State of Idaho, hereby certify that 12 signatures on this petition are those of qualified electors.



Signed: William H. Hurst
County Clerk or Deputy

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Legacy Public Charter School				
School District Where New Charter School will be Physically Located	Nampa School District				
* I am currently a qualified elector in the above-named school district. * I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Electors' Printed Name	Electors' Signature	Street Address	City	Telephone	Date
1. Janetta Graham	<i>Janetta Graham</i>	2614 S. Sonoma St.	Nampa	442-0532	11/11/09
2. Kim Rawlings	<i>Kim Rawlings</i>	3355 S. Woodriver	Nampa	442-7414	11/11/09
3. Yashti Wright	<i>Yashti Wright</i>	2414 S. Thompson St.	Nampa	442-1871	11/11/09
4. Staci Harrison	<i>Staci Harrison</i>	4411 E. Jernigan Dr	Nampa	441-7119	11/11/09
5. Kelly Garcia	<i>Kelly Garcia</i>	2516 S. Thompson St.	Nampa	442-6886	11/12/09
6. JESSA TAYLOR	<i>JESSA TAYLOR</i>	4316 E. HAPPY VALLEY	NAMPA	695-6025	11/12/09
7. Anaela Magoffin	<i>Anaela Magoffin</i>	4425 S. Happy Valley	Nampa	463-9929	11/12/09
8. MATHEW STIMPSON	<i>MATHEW STIMPSON</i>	4609 E. Kabegeandweg	Nampa	467-9402	11/12/09
9. Nathan Graham	<i>Nathan Graham</i>	2614 S. Sonoma St.	Nampa	462-0532	11/14/09
10. Vanessa Beebe	<i>Vanessa Beebe</i>	4342 E. Rhine Kibbey	Nampa	249-8585	11/14/09
11. Brad Beebe	<i>Brad Beebe</i>	4312 E. Rhine Dr. Var	Nampa	249-4333	11/14/09
12. Kim Baker	<i>Kim Baker</i>	2637 S. Vineyard St.	Nampa	461-0039	11/14/09
13. Tiffany Chavelen	<i>Tiffany Chavelen</i>	4401 E. Jennifer Dr	Nampa	269-0407	11/14/09
14. RAULPH S WRIGHT	<i>RAULPH S WRIGHT</i>	2414 S. THOMPSON ST	NAMPA	442-1871	11-14-09
15. Jennifer Rubington	<i>Jennifer Rubington</i>	2507 S. Happy Valley Rd	Nampa	461-1537	11-16-09

NR = Not registered at this address or not registered

STATE OF IDAHO

SS

County of CANYON

I, William H. Hurst, County Clerk of **CANYON COUNTY**, State of Idaho, hereby certify that _____ signatures on this petition are those of qualified electors.



Signed: William H. Hurst
County Clerk or Deputy

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Legacy Charter School			
School District Where New Charter School will be Physically Located		Nampa			
<ul style="list-style-type: none"> • I am currently a qualified elector in the above-named school district. • I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1. BRYANNE L. CRAIG	<i>Bryanne L. Craig</i>	4212 Choptaw Dr.	Nampa	509-39168	11-13-09
2. Tyler Gray	<i>Tyler Gray</i>	4212 Choptaw Dr.	Nampa	371 6554	11-15-09
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Appendix D

February 19, 2010

Ms. Christine Ivie
Legacy Charter School
1423 Spruce Creek Loop
Nampa, ID 83686

Ms. Ivie,

Potential Lease – 904 12th Ave Nampa, ID 83686

We currently own the property located at 904 12th Ave, and would consider leasing it to Legacy Charter School. The proposed facility has been leased to two other schools during the past four years. The facility has approximately 12,000 sq feet and sits on 2.4 acres located on the northeast corner of 12th Ave and East Colorado. The building has been updated for use as a school, including ADA bathrooms.

It would be our intentions to enter into a lease with Legacy Charter School at a market rate. We have worked with other charter schools in the past and look forward to working with Legacy Charter School.

Please feel free to contact me with any questions.

Regards,



Jason Kotter

June 10, 2009

Mr. Steven Yates
NAI Kowalis Mackey
398 S. 9th Street
Suite 260
Boise, Idaho 83702

Dear Mr. Yates:

It is the intention of Legacy Public Charter School to enter into a contract for the purchase of land at Lava Springs in Nampa, ID. The basis of the contract would be the purchase of approximately 3.5 acres +/- along the Locust Lane frontage adjacent to the entrance of Lava Springs. The actual legal description of the property shall be determined upon further conceptual design for verification that the parcel will fit the intended use.

In exchange for the above described real property, Legacy Public Charter School would offer a payment in the sum of \$150,000. The funding for the charter school would be put into place at or near November 15, 2009. Upon financing, payment shall be issued to the bank. During the interim period before financing is completed, Legacy Public Charter School will have full access to all documentation regarding the property in order to properly carry out a due diligence period and begin construction drawing preparations. This shall include the ability to pursue initial city approvals, conditional use permitting, etc., in order to proceed forward with the construction.

It is our anticipated schedule to begin construction on or about January 1, 2010 to open the school by August 2010.

Sincerely,



Gayle O'Donahue, Founder
Legacy Public Charter School
1884 S. Marsh Wood Place
Meridian, Idaho 83642

NAI Pinnacle

Commercial Real Estate Services, Worldwide.

1409 W. Main Street, Suite 110
Boise, Idaho 83702
(208) 947-0019 Office
(208) 947-0024 Fax

Thursday, February 18, 2010

Stephen Jones

Thank you for your continued interest in Lava Springs.

Please accept this letter as the Buyer of Lava Springs on-going interest to have a Charter school located somewhere in Lava Springs. Once in a position of ownership it is his expressed desire to enter into negotiation for a sale of a parcel of land located somewhere in Lava Springs.

The closing of the sale has been hamstrung by ongoing negotiations on two material liens that the seller must remove before the Buyer will close on his purchase. Steps are in play that hopefully will bring this to conclusion within the next 30 days.

Again Thank you and if you have any questions, or your client as any questions please call immediately and we will do our best to answer the questions.

Respectfully,

Dennis L Kelley

Dennis L Kelley, Managing Broker
Hospitality & Investment Services
Land & Development Services
Asset Optimization Services

NAI Pinnacle

Commercial Real Estate Services, Worldwide

Cell 208.890.7700
Office 208.947.0019
Fax 208.947.0024
dkelley@NAIPINNACLE.com

Robert W. Baird & Co., Inc.
Western Region Public Finance
210 University Boulevard, Suite 900
Denver, CO 80206



February 12, 2010

Ms. Christine Ivie
Legacy Charter School
1423 Spruce Creek Loop
Nampa, Idaho 83686

Dear Ms. Ivie:

We have reviewed Legacy's preliminary facility needs and have discussed with you the proposed enrollment plan and curriculum for the new school. It is our understanding that Legacy's proposed facility, including land acquisition, will cost approximately \$2.5 million. We have contacted two private lenders, on your behalf, to ascertain their interest in providing construction financing to Legacy. Each lender has indicated to us that they currently have funds available for this purpose and are very interested in providing construction financing to Legacy, subject to the school obtaining its charter, the lenders completing their underwriting review of the project, agreement of final credit terms between the lenders and Legacy, and repayment of the construction loan within an acceptable timeframe. Based upon the strength of the lenders, and Legacy's commitment to adhering to and duplicating the performance standards set by Ms. Rebecca Stallcop at Liberty Charter School and at its sister school, Victory Charter School, we feel confident that Legacy Charter School will obtain a loan commitment for an amount sufficient to build its new facility. Once the facility is built and enrollment reaches an acceptable level, the construction loan can be refinanced with a tax-exempt bond issue.

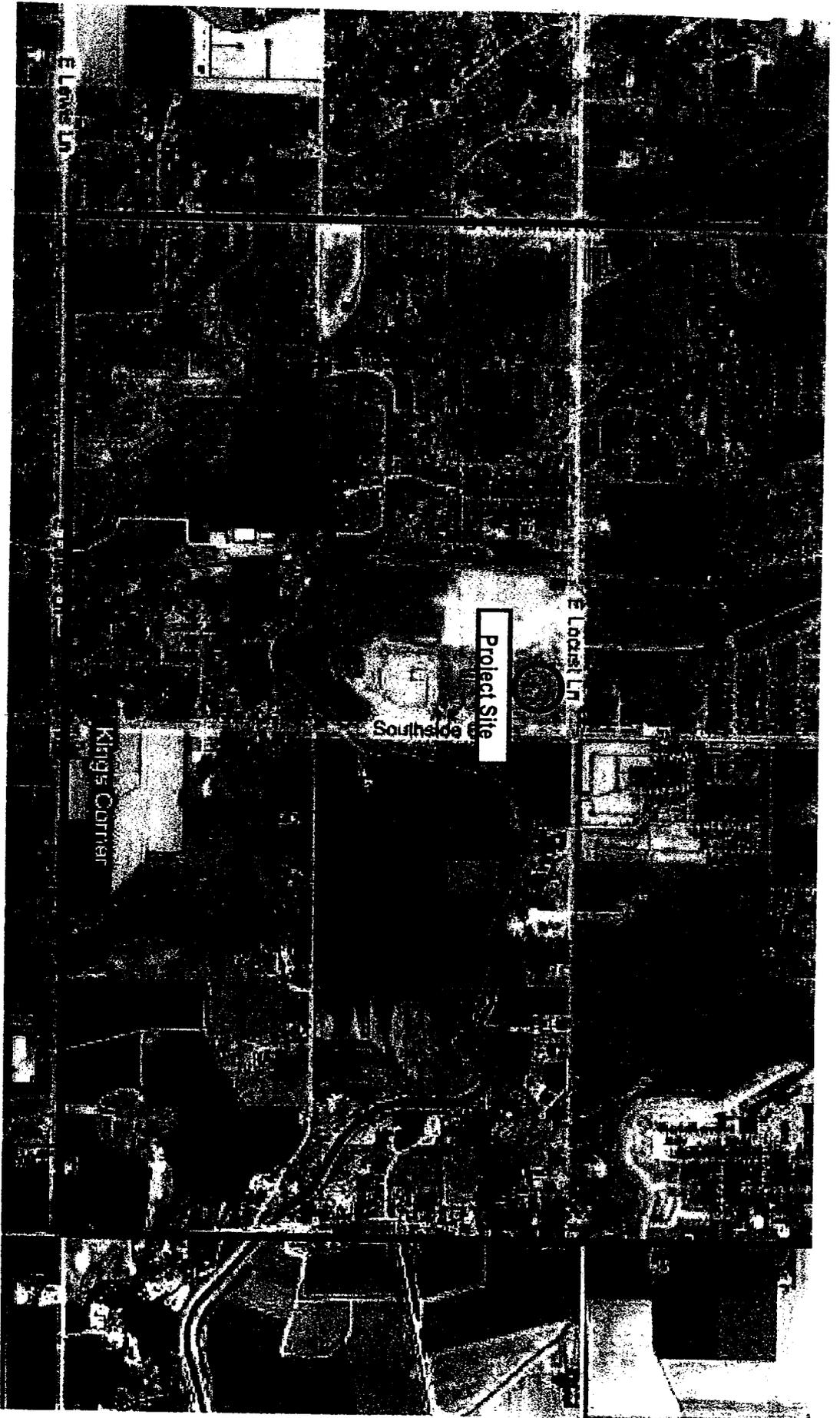
Robert W. Baird & Co. is pleased to serve as a facilitator of the construction loan between potential lenders and Legacy Charter School. Baird is an employee-owned firm founded in 1919 that provides investment banking services to charter schools, non-profit entities and local and state governmental clients throughout the United States. Baird's charter school sector group is located in the firm's Denver office and is a national leader in providing facility financing to charter schools, having underwritten over 55 bond issues totaling more than \$600 million since 2003. Additionally, the firm's bankers have provided more than \$25 million of financing assistance to four charter schools in Idaho, including Liberty Charter School and Victory Charter School, which we understand Legacy will be duplicating as Nampa's third Harbor Method school.

We look forward to working with you on this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Blandford", with a long horizontal flourish extending to the right.

Jim Blandford
Managing Director



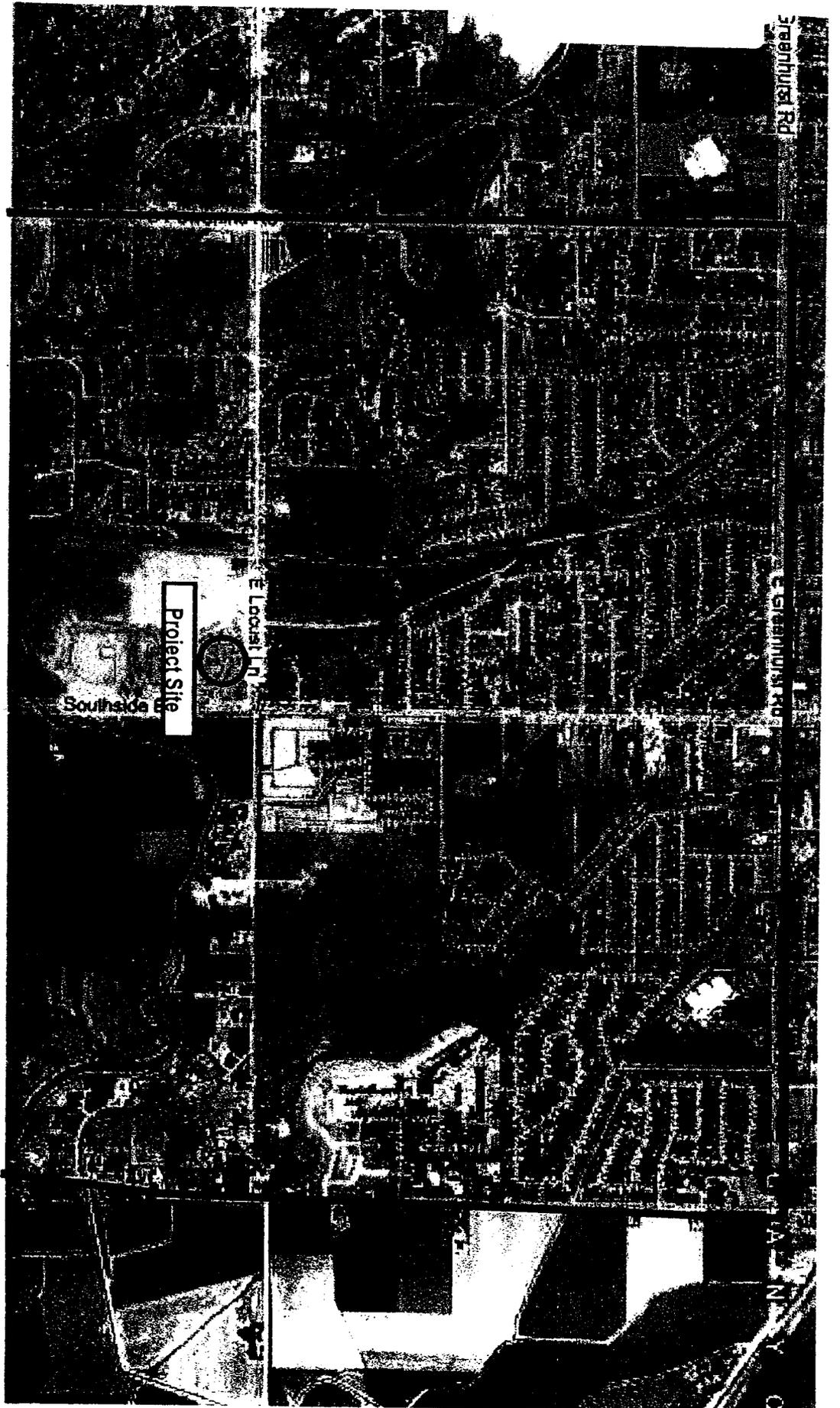
Primary Attendance Region #1:

Legacy Charter School is anticipated to be located at the Southeast Corner of Locust Lane and Southside Road Intersection. Based upon this locale, the school anticipates the primary attendance location to be provided along the following axis.

- North Boundary: E. Green Hurst Road
- East Boundary: Happy Valley Drive
- South Boundary: E. Lewis Lane
- West Boundary: S. Powerline Road

Legacy Charter School
Nampa, ID

Attendance Region
Page 2 of 2



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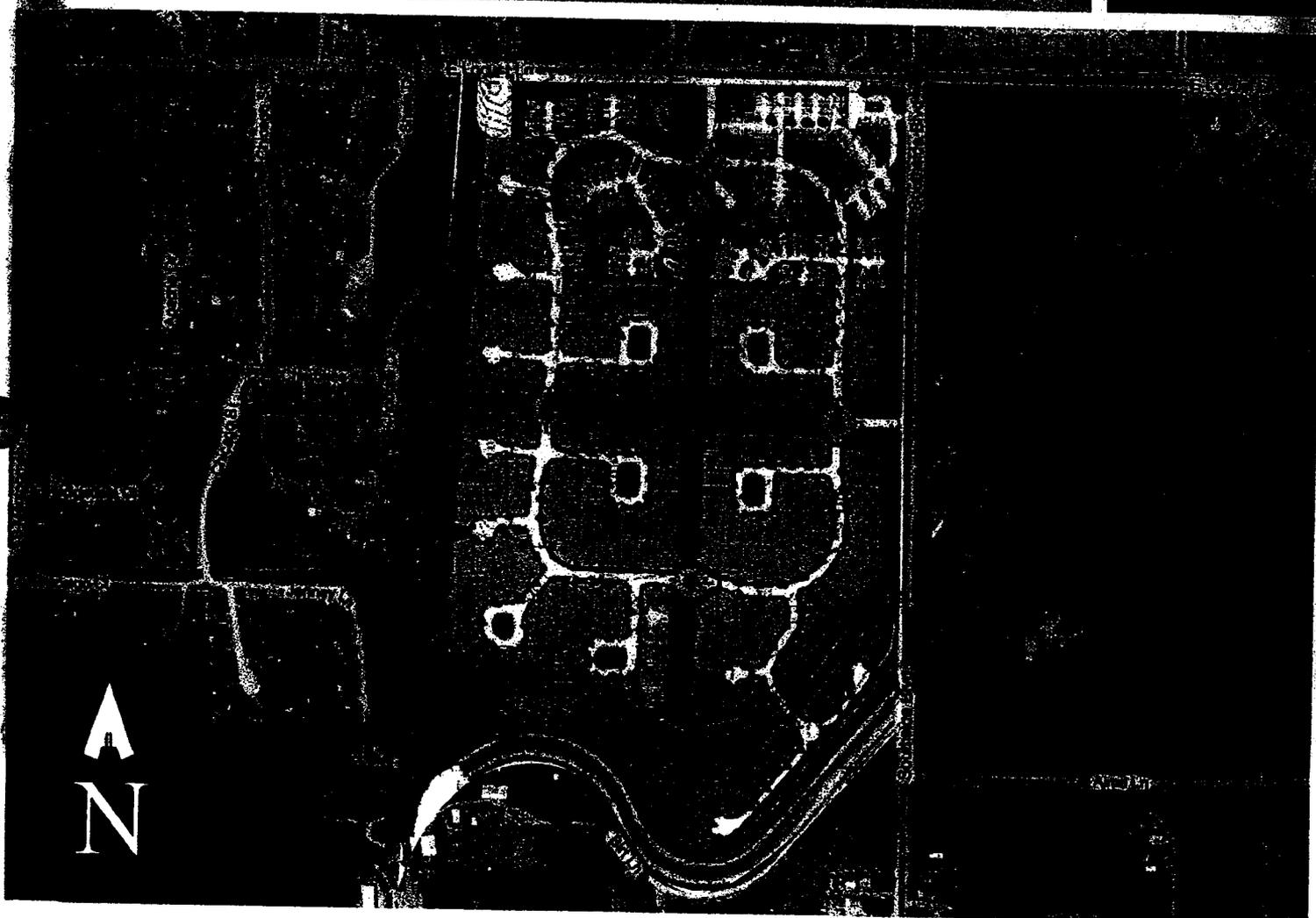
- North Boundary: E. Green Hurst Road
- East Boundary: Happy Valley Drive
- South Boundary: E. Lewis Lane
- West Boundary: S. Powerline Road

Legacy Charter School
Nampa, ID

Attendance Region

LAVA SPRINGS

**BANK OWNED PROPERTY IN NAMPA, IDAHO
OFFERED FOR SALE - \$3,155,000**



Dennis Kelley
Telephone 208.890.7700
dennis@naiboise.com

Steve Yates
Telephone 208.830.3173
syates@naiboise.com

Ron Stratton
Telephone 208.866.4078
rstratton@naiboise.com

NAI Kowallis & Mackey
Commercial Real Estate Services, Worldwide

No warranty, express or implied, is made as to the accuracy of the information contained herein. This information is submitted subject to errors, omissions, change of price, rental or other conditions, withdrawal without notice, and is subject to any special listing conditions imposed by our principals. Cooperating brokers, buyers, tenants and other parties who receive this document should not rely on it, but should use it as a starting point of analysis, and should independently confirm the accuracy of the information contained herein through a due diligence review of the books, records, files and documents that constitute reliable sources of the information described herein.

Property Summary

Offered At: \$3,155,000

Lava Springs is an extremely well planned residential community project. It is located in the Southeast section of Nampa, Idaho. Being located on the Meridian/Boise side of Nampa, Lava Springs provides excellent access to downtown Nampa as well as quick access to Interstate 84 and Major Employment Centers in the Meridian/Boise markets. The Southwest corner of East Locust lane and Southside Boulevard provides easy access to local churches, schools, and major shopping centers as it is on the Nampa side of Southside Boulevard.

Lava Springs Community consists of 6 residential phases consisting of approximately 102.35 acres as well as a commercial component consisting of 5.74 acres. Of the residential phases, phase 1, 2, and 3 are in various stages of completion with breakdown of each phase provided as follows:

Phase 1 is complete and final plat is recorded with the City of Nampa. Consisting of 44 single family and cluster lots of which 7 have been sold. Of the 7 that have been sold, 4 homes have been constructed. Of the 4 homes constructed, 1 home has been sold and occupied and 3 are in various stages of construction with the exteriors and most of the exterior complete less the required landscaping. The remaining 3 lots are vacant. Pressurized irrigation pumps, pump house, and irrigation service lines are installed and have been turned over to the City of Nampa who maintains the system and provided the water to this community as well as all the communities in the City of Nampa.

Phase 2 consisting of 85 residential lots, has begun construction with the roads cut, and sewer and water mains installed. By visual inspection it appears that the sewer and water service lines have been installed to each lot and the sewer yokes installed in the streets. Power, Gas, telephone and cable have not been installed

Phase 3 consisting of 41 lots is estimated to be approximately 95% complete. This phase has a short punch list of "to be completed" items before final plat can be recorded. Common area landscaping is complete subject to final punch list and has been maintained through 1 season. We have provided an attachment which details the punch list items.

Phases 4, 5, and 6 consisting of an additional 87 lots has not yet begun any construction, but final construction drawings are complete for Phases 4 & 5. Copies of these plans maybe available through Reese Leavitt of Leavitt and Associates Engineering. Located at 13 24 1st St. South in Nampa.

Property Summary

The commercial portion of this community has been approved by the City of Nampa for 5.47 acre service retail uses. The 547 acres is located right on the SW corner of Locust lane and Southside. The site is vacant, but the infrastructure appears to be complete.

A small Nursery consisting of several hundred Locust and Evergreen trees is located on the south end of the project is included in this offering.

The contact information for the development team members are listed below.

City of Nampa Engineering Division...Daniel Badger P.E. 208-468-5458...Nampa City Hall
411 Third St S. Nampa, Idaho 83651

Engineer... "Leavitt & Associates Engineering" Final Construction drawings are complete for Phase's 1, 2, 3, 4, phase 5 drawings have been started and phase 6 is in line to be started next. Please contact Reese Leavitt 208-463-0333...1324 1st St. South Nampa, Idaho 83651

Construction Manager and Estimator... "Conger Management" Please contact Jim Conger
@208-336-5355...405 S. 8th St. Ste.290 Boise, Idaho 83702

The Community was Master Planned by: David Clinger and Associates LTD. Please contact David Clinger @ 303-526-9126... 21759 Cabrini Blvd. Golden, Colorado 80401-9488

Appraised Market Value and Listing Price

The appraised market value of the property as of November 3, 2008 is a follows:

Appraisal Premise	Interest Appraised	Date of Value	Value Conclusion
Market Value As-Is Bulk Value to a Single Purchaser, Phase I	Fee Simple	Fee Simple	\$715,000
Market Value As-Is Bulk Value to a Single Purchaser, Phase 3	Fee Simple	Fee Simple	\$675,000
Market Value As-Is Land as Though entitled Phase 2	Fee Simple	Fee Simple	\$430,000
Market Value As-Is Land as Though entitled Phase 4, 5 & 6	Fee Simple	Fee Simple	\$210,000
Market Value As-Is Commercial Lot	Fee Simple	Fee Simple	\$1,125,000
Total			\$3,155,000

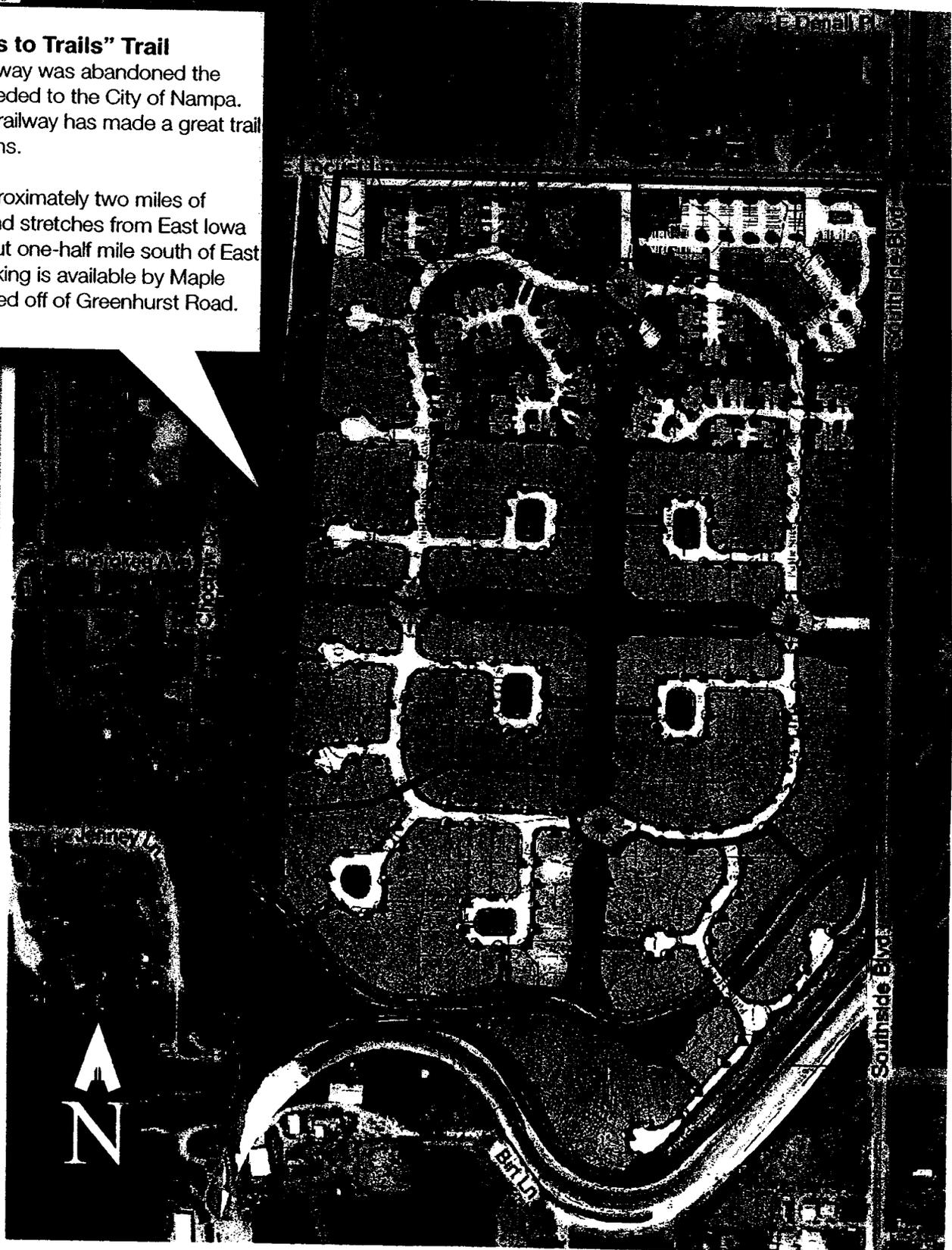
Due to the current conditions of the market and lack of comparable sales, the bank is encouraging interested parties to submit offers. The bank will consider all offers. Review this information, sign a non-disclosure agreement, review the Due diligence information provided and then submit an offer at the value that your analysis dictates.

Concept Plan

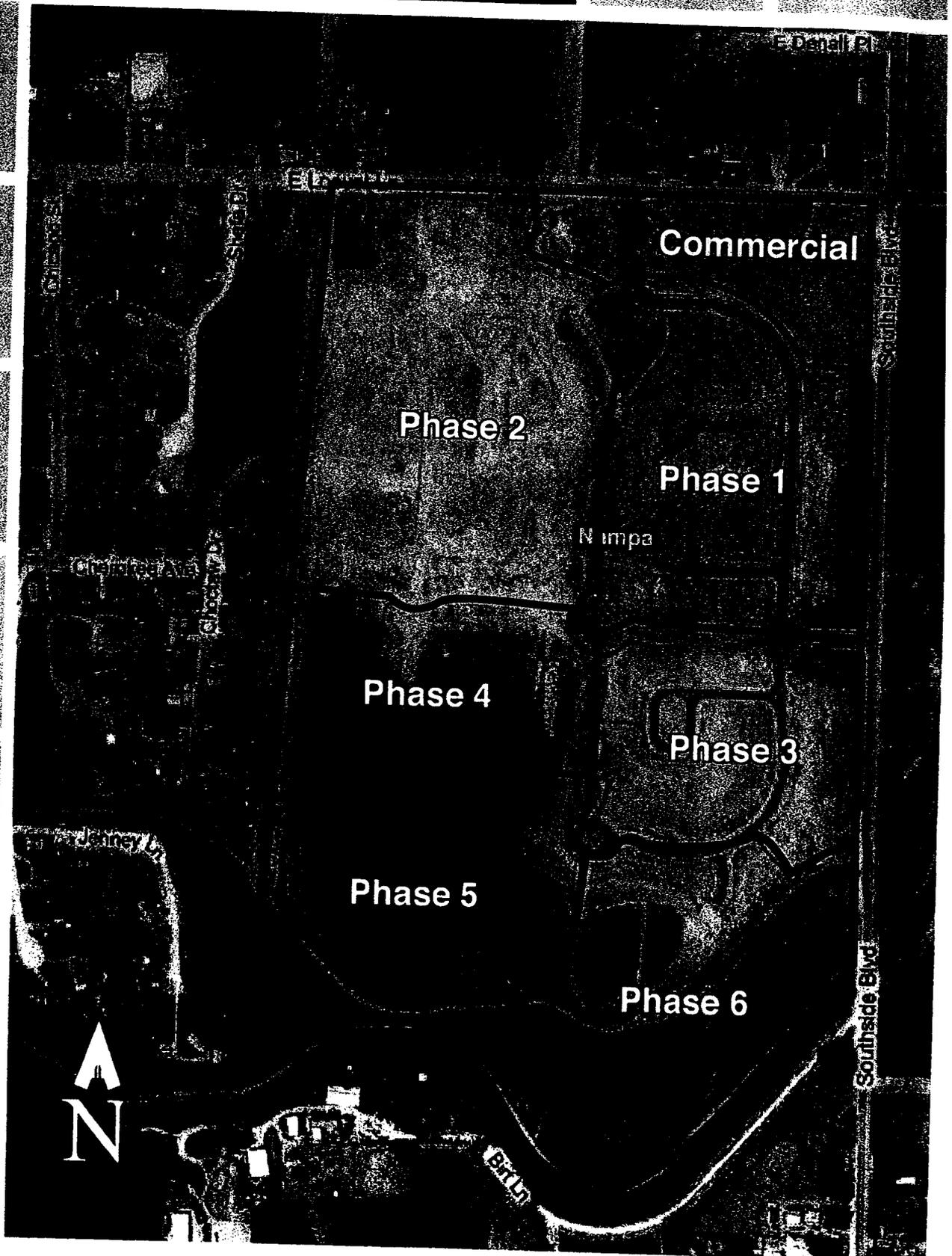
"Rails to Trails" Trail

When a local railway was abandoned the property was deeded to the City of Nampa. The abandoned railway has made a great trail for Nampa citizens.

The trail has approximately two miles of paved surface and stretches from East Iowa Avenue to a about one-half mile south of East Locus Lane. Parking is available by Maple Wood Park located off of Greenhurst Road.



Aerial (Showing Phases)



Property Description

Property Name	Lava Springs Subdivision
Address	West of Southside Boulevard., South of East Locust Lane Nampa, Idaho 83651
Legal Description	See attachment
Property Type	Finished Lots and Vacant Land
County	Canyon County
Jurisdiction	City of Nampa
Current Zoning	RS 6 PUD, Single Family Residential. The RS single-family residential district is intended for low density, urban single-family residential and compatible uses. See attachment
Development agreement	The City of Nampa and the Developer entered into a development agreement April 19, 2004 for a Master planned Community...See attachment
Land Area	108.09 acres; 4,708,400 sf.
Lot Size Avg within	7500 to 18,300 square feet consisting of single family residences and cluster homes
Location	Located in the Southeast portion of Canyon County, within the southeastern city limits of Nampa
Access to Boise and Meridian	Excellent access to Interstate 84 and the Downtown Nampa City core, major employment centers, and shopping
Surrounding Land Use	A mixture of residential subdivisions with lots 1-acre to 5-acre range, with smaller lots 7,000 to 20,000 square feet in areas within the city limits with central sewer and water connections
Utilities	All off-site utilities and services have been delivered to the project and accepted by the City of Nampa The development is serviced by underground public electricity, sewer, telephone, water, and natural gas. Storm drains and pressurized irrigation also serve this development

Market Comparables

Summary of Comparable Subdivisions

General Data	Comp 1	Comp 2	Comp 3
Project	Canyon Meadows	Copper River Basin	Crystal Cove
Location	S. Florence St. & H. Iowa Ave.	W. Cumberland River Dr. & W. Pearl River St	W. Locust Ln. & S. Raintree Dr.
County	Canyon	Canyon	Canyon
Developer	Walter & Judith Kimbrough	Dyver Development LLC aka Corey Baston	W. P. Corp
Project Density	3.83	3.91	3.06
Phases Analyzed	1	1	1
Total Project Lots	32	131	43
Lot Sizes	Current	Current	Current
Marketing Period	Jan-05	Jul-06	Feb-08
Marketing Period (months)	46	28	9
Total Number of Lots	32	131	43
Total Lots Sold	29	48	7
Monthly Absorption	0.63	1.73	0.81
Lots Available	3	83	36
Confirmation	DB, Walter Kimbrough	DB, Michelle Jacobi 283-9832 CBH Homes	DB, Pat Tealey Corp.
Lot Sizes			
Smallest Lot (SF)	7,840	6,098	8,522
Largest Lot (SF)	10,890	10,018	17,383
Average Lot Size (AC)	7,800	7,000	7,000
Lower-end Price	\$21,000	\$22,900	\$33,000
Upper-end Price	\$50,000	\$39,600	\$40,000
Average Lot Price	\$28,000	\$31,600	\$38,250
Project Features			
Topography	Level	Level	Slightly Elevated
Sewer	City of Nampa	City of Nampa	City of Nampa
Domestic Water	City of Nampa	City of Nampa	City of Nampa
Pressurized Irrigation	Yes	Yes	Yes
Common Areas	Open Space Entryway	Open Space Entryway	Open Space Entryway
Entry	Average	Average	Average
Access	Average	Average	Average
School District	Nampa #131	Nampa #132	Nampa #131
Comments			

Market Comparables

Summary of Comparable Subdivisions

General Data	Comp 4	Comp 5	Comp 6
Project	Greenbriar Estates 1 & 2	Royal Meadows	Royal Meadows/ Clear Springs
Location	Locust Ln. & S. Greenbriar Rd.	S. Twin Springs & H. Star Springs Ave.	Locust Ln & South Park Springs Ave.
County	Canyon	Canyon	Canyon
Developer	Rocky Ridge GH LLC	Dyver Development LLC aka Corey Barton	Dyver Development LLC aka Corey Barton
Project Density	2.99	3.29	3.15
Phases Analyzed	2	1	1
Total Project Lots	80	67	88
For Sale:	Current	Current	Current
Marketing Period	Jan-06	Mar-06	Sep-07
Marketing Period (months)	33	31	14
Total Number of Lots	80	67	88
Total Lots Sold	36	66	16
Monthly Absorption	1.09	2.11	1.17
Lots Available	44	1	72
Confirmation	DB, Greenbriar Estates Website.	DB, Michelle Jacobi 283-9832 CBH Homes	DB, Michelle Jacobi CBH Homes
Statistics			
Smallest Lot (SF)	6,000	7,086	6,969
Largest Lot (SF)	12,196	13,165	23,086
Average Lot Size (AC)	8,526	6,899	7,923
Lower-end Price	\$45,765	\$30,000	\$22,600
Upper-end Price	\$60,000	\$38,000	\$38,400
Average Lot Price	\$52,000	\$35,000	\$28,000
Special Features			
Topography	Level	Level	Level
Sewer	City of Nampa	City of Nampa	City of Nampa
Domestic Water	City of Nampa	City of Nampa	City of Nampa
Pressurized Irrigation	Yes	Yes	Yes
Common Areas	Centralized Park, Storage Units	Adjacent School, Centralized Park	Adjacent School, Centralized Park
Entry Access	Above Average	Average	Average
School District	Average	Average	Average
Comments	Nampa #131	Nampa #131	Nampa #131



"Quality Building with Personal Attention that shows!"

5266 W. State Street
Boise, Idaho 83703
208.853.1720
Fax: 208.853.6588
Toll Free: 877.855.1720

Revised- LAVA SPRINGS SITE- Conceptual Estimate Report

based on the included site plan and building design

Project: Legacy Charter School K-8

Job#: 09-153

Date: 06.26.2009

reimbursable expense

owner option- pay direct

design-build- plan development

owner supplied

DIVISION 0- property

DIVISION 1- general requirements

1001	SUPERVISION&COORDINATION	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1001.1	Project Manager	2,125	wk	10	\$ 21,250.00	ALTA
1001.2	Project Coordinator	1395	wk	28	\$ 39,060.00	ALTA
1001.3	Project Engineer	950	wk	12	\$ 11,400.00	ALTA
1001.4	Project Quality Control Officer	400	day	4	\$ 1,600.00	ALTA
1001.5	Project Safety Coordinator	275	day	4	\$ -	
1001.6	Project Foreman	0	wk	0	\$ -	
1001.7	Weld Certification Consultant	0	day	0	\$ -	
1002	SURVEY STAKING	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1002.1	Project Surveying/TOPO/Boundary				\$ 7,500.00	Arrow
1003	WEATHER PROTECTION- Direct Reimbursable	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1003.1	Temporary Building Heating and Ventilation				n/a	reimbursable
1003.2	Heat Blankets/Concrete Blankets				n/a	reimbursable
1003.3	Ground Heater				n/a	reimbursable
1003.4	Ground Water Pumping				n/a	reimbursable
1004	EROSION AND SEDIMENT CONTROL	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1004.1	Notice of Intent Development and Approval				\$ 1,658.00	MTI
1004.2	Implement and Secure Site Specific Plan				\$ 970.00	MTI
1005	TEMPORARY FACILITIES	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1005.1	Job Trailer	525	mo	9	\$ 4,725.00	Eagle Bilt
1005.2	Material Storage Container (1 total)	123	mo	7	\$ 861.00	Eagle Bilt

1005.3	Office Package					
	Computer	75	mo	7	\$ 525.00	ALTA
	Fax	10	mo	7	\$ 70.00	ATLA
	Construction Package	34	mo	3	\$ 102.00	ALTA
	Smart Level	10	mo	2	\$ 20.00	ALTA
	Camera	27	mo	7	\$ 189.00	ALTA
	Misc. Office Supplies	55	mo	5	\$ 275.00	ATLA
1005.4	Temporary Restroom Facility (2 total)	207	mo	7	\$ 1,449.00	ABC
PROJECT TOTALS						
1007	RENTAL EQUIPMENT	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
	Forklift	3500	mo	2	\$ 7,000.00	western states
	Interior Aerial Lift (local jurisdiction inspection)	920	mo	0	\$ -	
1008	PERMITS/FEES	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1008.1	Building Permit Fee				\$ 9,098.39	Nampa
	Plan Review				\$ 5,913.95	Nampa
	Fire Plan Review				\$ 1,819.68	Nampa
	Energy Compliance				\$ 150.00	Nampa
	Nampa Engineering/Public Works				\$ 18,145.00	Nampa
1100	TEMPORARY UTILITIES	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1100.1	Telephone	130	mo	7	\$ 910.00	Quest
1100.2	Power	350	mo	7	\$ 2,450.00	IPC
1100.3	Water	29	mo	7	\$ 203.00	ALTA
1100.4	Gas	250	mo	7	\$ 1,750.00	Intermountain
1100.5	Trash	80	mo	7	\$ 560.00	Eagle Bilt
	Dumpster	140	mo	7	\$ 980.00	Eagle Bilt
	Dump Fee	450	each	17	\$ 7,650.00	Eagle Bilt
1100.6	Site Water Station for Site Workers	75	mo	4	\$ 300.00	Water District
1500	BARRIERS&SECURITY	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1500.1	Chain Link Fencing/Bone Yard/Project Site	6		500	\$ -	
1500.2	Temporary Orange Const. Barrier	0.29		250	\$ 72.50	ALTA
1500.3	Security Officer				\$ -	
1500.4	Security Camera and Monitoring				\$ -	
1700	DEMOLITION	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1800	DESIGN-BUILD COSTS	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
1800.1	Architectural Design				\$ 75,000.00	ZGA
1800.2	MEP Design				included	ZGA

[REDACTED]						
1900	SIGNAGE	<u>UNIT COST</u>	<u>TIME</u>	<u>UNITS</u>	<u>TOTAL COST</u>	<u>PROVIDED BUDGET</u>
	Project Sign Development and install	475		3	\$ 1,425.00	ALTA
	Owner Signage (one)				included	ALTA
	Project Signage (two)				included	ALTA
	Project Safety Signage	45		7	\$ 315.00	ALTA
DIVISION 2- sitework						
2001	BASIC SITEWORK MATERIALS&METHODS	<u>UNIT COST</u>	<u>TIME</u>	<u>UNITS</u>	<u>TOTAL COST</u>	<u>PROVIDED BUDGET</u>
2001.1	Excavation				\$ 68,200.00	Hi-Grade
2002.2	Site Shape plus or minus 1%				included	Hi-Grade
2002.3	Sidewalk Prep				included	Hi-Grade
2002.4	Pad Prep				included	Hi-Grade
2002.5	Curb and Gutter Prep				included	Hi-Grade
2002.6	Parking Lot Prep				included	Hi-Grade
2002.7	Wet Utilities				\$ 27,000.00	Hi-Grade
	Sewer	30 ft			included	Hi-Grade
	Water	15 ft			included	Hi-Grade
	Fire Hydrant	3000			included	Hi-Grade
	Wet Utility Testing/Video/Pressure/Bacteria	1200		1	\$ 1,200.00	Hi-Grade
2002.9	Asphalt	1.15		45156	\$ 51,929.40	Hi-Grade
	Parking Striping	0.32		45156	\$ 7,800.00	PSI
	Parking Signage	155		6	\$ 930.00	PSI
	Parking Lot Seal Coating				\$ -	
	Parking Lot Bump Stops				\$ -	
2002.11	Extruded Curbing				\$ 11,200.00	PSI
2002.12	Drainage				included	Hi-Grade
2002.13	Swale				included	Hi-Grade
2002.14	Final Clean/Punch				included	Hi-Grade
2003	LANDSCAPING	<u>UNIT COST</u>	<u>TIME</u>	<u>UNITS</u>	<u>TOTAL COST</u>	<u>PROVIDED BUDGET</u>
2003.1	Landscape				\$ 61,000.00	NewWest
2003.2	8" topsoil installation				included	NewWest
2003.3	Landscape Prep				included	NewWest
2003.4	Irrigation				included	NewWest
2003.5	Plantings				included	NewWest
2003.6	Sod				included	NewWest
2003.7	Hydro seed				included	NewWest

2003.8	Fertilization					included	NewWest
2003.9	Trees					included	NewWest
2002.11	Bark and Mulch					included	NewWest
2003.12	Landscape Curbing					n/a	
2003.15	Gazebo/Trellis System					n/a	
2003.16	Warranty- one(1) year					included	NewWest
DIVISION 3- concrete							
3000	BASIC CONCRETE MATERIALS AND METHODS	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET	
3001.1	Building/Labor				\$ 29,000.00	TP	
	Foundation/Slab/Anchor				included	TP	
	Second floor slab				n/a		
	Elevator Shaft				n/a		
3001.2	Site				\$ -		
	Sidewalk				\$ 7,000.00	TP	
	Flatwork				\$ 6,800.00	TP	
	Curb and Gutter				\$ -		
	Light Pole	350		6	\$ -	TP	
	Bollards	34		2	\$ -	TP	
	Trash Enclosure (material included)				\$ 11,500.00	TP	
3001.3	Materials				\$ -		
	Concrete	98/103			\$ -		
	Footings	98		74	\$ 7,252.00	Low's Ready Mix	
	Stem Walls	103		51	\$ 5,253.00	Low's Ready Mix	
	Rebar/Accessories				\$ 13,500.00	Harris	
	Slab	103		320	\$ 32,960.00	Low's Ready Mix	
	Site/Patio/Sidewalk/Light Pole/Bollards				\$ 11,000.00	Low's Ready Mix	
3001.4	Stain and Sealer				n/a		
3001.5	Foundation Insulation				\$ 4,000.00	CCS	
3001.6	Foundation Dampproofing				\$ 3,740.00	ALTA	
	Rollers/Pads				\$ 32.00	ALTA	
DIVISION 4- masonry							
4000	BASIC MASONARY MATERIALS AND METHODS	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET	
4001.1	Cultured Stone Veneer	14.85		480	\$ 7,128.00	John Carter	
4001.2	Stucco	3.65		17000	\$ 62,050.00	Stucco Company	
DIVISION 5- metals							
5000	METALS	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET	
5000.1	Steel Building				n/a		
5000.2	Steel Fabrication Work				\$ 7,800.00	Mountain Steel	
	Steel Studs				n/a		
	Hardware				\$ 480.00	Mountain Steel	

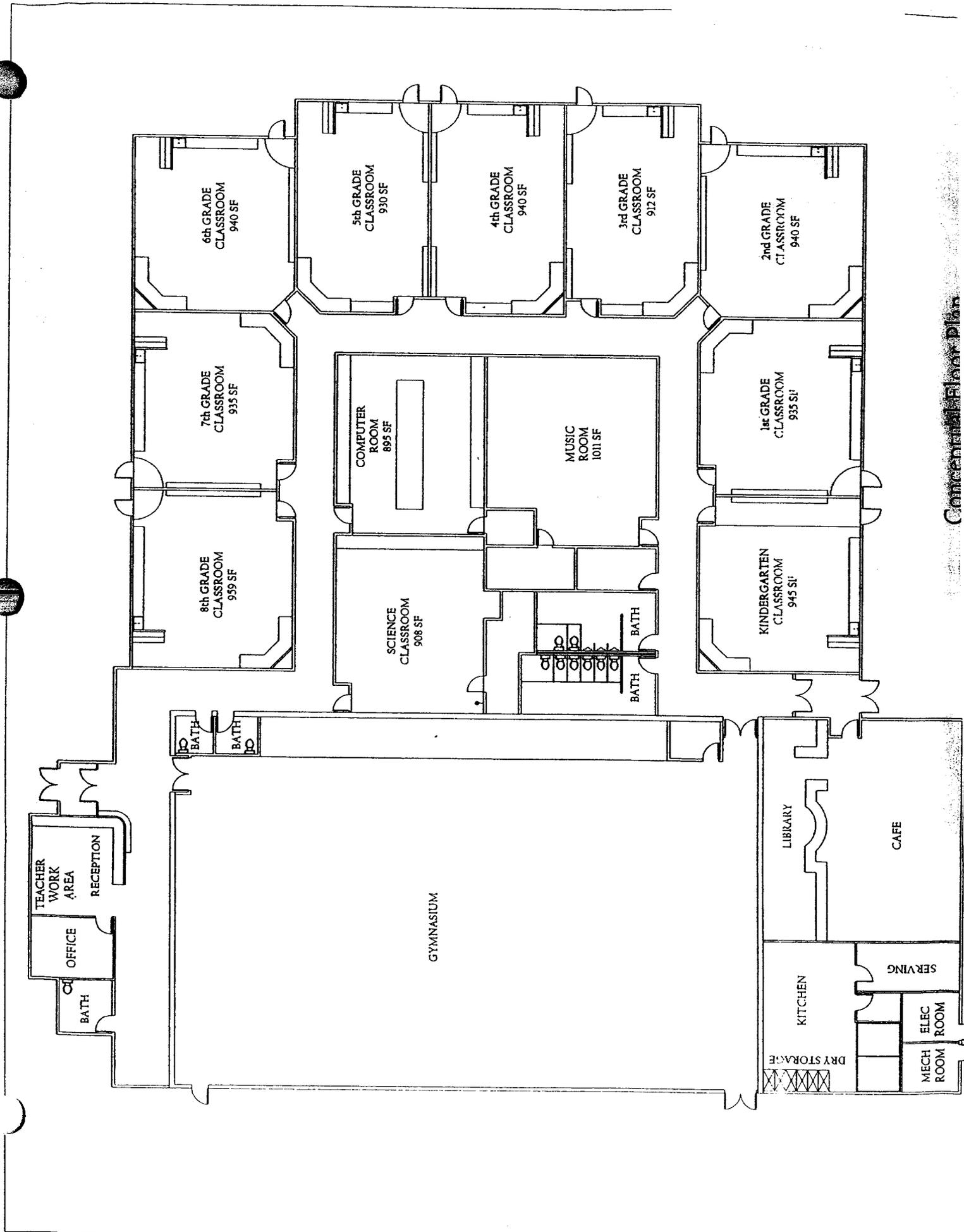
	Railing				n/a	
	Bollards	159		2	\$ 318.00	Mountain Steel
5000.3	Trash Enclosure Doors	980		2	\$ 1,960.00	Mountain Steel
5000.4	Stairs				n/a	
	Light weight concrete material				n/a	
DIVISION 6- woods and plastics						
6000	WOODS AND PLASTICS	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
6000.1	Rough Carpentry				\$ -	
	Framing Package/Hardware	3.32		26000	\$ 86,320.00	FBS
	Truss Package/hardware	2.46		26000	\$ 63,960.00	FBS
	Framing Labor	2.89		26000	\$ 75,140.00	Ramirez
6000.2	Millwork and Cabinetry				included	LB INC
	Doors				included	LB INC
	Trim				included	LB INC
	Base				included	WALL2WALL
6000.3	Cabinetry				\$ 87,000.00	LB INC
	Hardware/Pulls				included	
6000.4	Countertops				included	
	Children Cubbies				included	
	Mail Slot/Box System				included	
	Computer Lab Desk System				included	
DIVISION 7- thermal and moisture protection						
7000	THERMAL AND MOISTURE PROTECTION	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
7000.1	Roofing	3.25		26000	\$ 84,500.00	Lafever
7000.2	Joint Sealants				\$ 2,800.00	ALTA
7000.3	Flashings				included	Lafever
7000.4	Building Insulation				\$ 17,000.00	FBS
7000.5	Piping Insulation				\$ 550.00	Performance
7000.6	Project Specific Sealant				\$ -	
	fire/smoke				\$ 347.00	FBS
	draft foam				\$ 231.00	FBS
7000.7	Joint Compound				\$ 375.00	Lafever
DIVISION 8- doors and windows						
8000	DOORS AND WINDOWS	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
8000.1	Doors				\$ -	
	Metal	1387		53	\$ 73,511.00	ABS
	Wood				\$ -	
	Door Hardware				included	
8000.2	Overhead	2358		1	\$ 2,358.00	FBS
	Chain/motor				\$ 320.00	
	Hardware				\$ 39.00	
8000.3	Window				\$ 12,000.00	Albany

	Vinyl				\$ -	
	Metal				\$ -	
	Wood				\$ -	
	Hardware				included	Albany
8000.4	Store Front				\$ 7,800.00	Albany
	Hardware				included	
DIVISION 9- interior finishes						
9000	INTERIOR FINISHES	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
9000.1	Drywall	3.33		26000	\$ 86,580.00	Grisham
9000.2	Acoustical Ceiling	1.1		19000	\$ 20,900.00	Grisham
9000.3	Paint Prep and Painting	1.19		26000	\$ 30,940.00	Hands on Painting
9000.4	Carpet	2		22800	\$ 45,600.00	Wall2Wall
9000.5	Tile	8.5		3200	\$ 27,200.00	Wall2Wall
9000.6	Concrete Sealing/Color Infusion				\$ -	
9000.7	Vinyl				\$ -	
9000.8	VCT				\$ -	
9000.9	FRP				\$ 2,899.00	Wall2Wall
9000.11	Vinyl Base				included	Wall2Wall
9000.12	Bath Hardware				included	SBI
	Partitions				included	SBI
DIVISION 10- specialties						
10000	SPECIALTIES	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
10000.1	Specialty Hardware				\$ 30,000.00	SBI
10000.2	Fire Extinguishers	189		10	\$ 1,890.00	FBS
	Cabinet				included	FBS
	Locked Chemical Cabinet				\$ 190.00	FBS
	Marker Boards (White Boards)				\$ 6,832.00	SBI
	Soap Dish	190		1	\$ 190.00	FBS
	Paper Towel Dispenser				\$ 6,832.00	SBI
	Hand Dryers				included	SBI
10000.3	Security System				\$ -	
	Parking Lot Cameras				\$ -	
10000.4	Gymnasium Floor- Rubberized Flooring System				\$ 20,000.00	ALTA
	Bleachers				Owner Supplied	
DIVISION 11- equipment						
11000	EQUIPMENT	UNIT COST	TIME	UNITS	TOTAL COST	PROVIDED BUDGET
11000.1	Appliances				Owner Supplied	
	Hookup and Installation				\$ -	
	Hardware				\$ -	
11000.2	All Inclusive Kitchen Equipment				Owner Supplied	

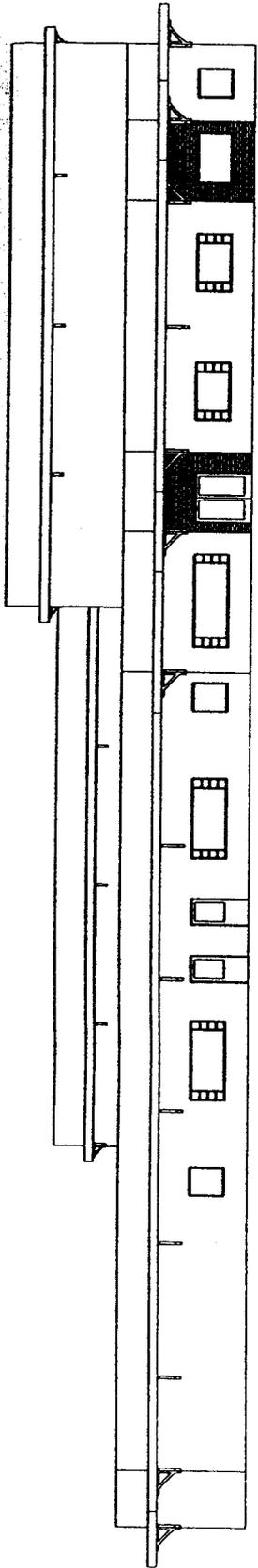
DIVISION 12- furnishings						
12000	FURNISHINGS	<u>UNIT COST</u>	<u>TIME</u>	<u>UNITS</u>	<u>TOTAL COST</u>	<u>PROVIDED BUDGET</u>
12000.1	Window Blinds				\$ 5,800.00	CWC
DIVISION 13- special construction						
13000	SPECIAL CONSTRUCTION	<u>UNIT COST</u>	<u>TIME</u>	<u>UNITS</u>	<u>TOTAL COST</u>	<u>PROVIDED BUDGET</u>
	Fire Department Knox Box- Required	1650		1	\$ 1,650.00	Fire Dept.
DIVISION 14- conveying systems						
14000	CONVEYING SYSTEMS	<u>UNIT COST</u>	<u>TIME</u>	<u>UNITS</u>	<u>TOTAL COST</u>	<u>PROVIDED BUDGET</u>
14000.1	Elevator				\$ -	
	Testing and Certification				\$ -	
DIVISION 15- mechanical						
15000	MECHANICAL	<u>UNIT COST</u>	<u>TIME</u>	<u>UNITS</u>	<u>TOTAL COST</u>	<u>PROVIDED BUDGET</u>
15000.1	Basic Plumbing Materials and Methods	5.55		26000	\$ 144,300.00	Performance
15000.2	Fire Sprinkler Materials and Methods	3.33		26000	\$ 86,580.00	TVFP
	Design				included	TVFP
15000.3	HVAC Materials and Methods	8.25		26000	\$ 214,500.00	Performance
DIVISION 16- electrical						
16000	ELECTRICAL	<u>UNIT COST</u>	<u>TIME</u>	<u>UNITS</u>	<u>TOTAL COST</u>	<u>PROVIDED BUDGET</u>
16000.1	Basic Electrical Materials and Methods	8.75		26000	\$ 227,500.00	Fruitland
	Building				included	Fruitland
	Site Lighting	1725		5	\$ 8,625.00	Fruitland
	Site Conduit				included	Fruitland
16000.2	Low Voltage				\$ -	
	Personnel Work Stations	129		11	\$ 1,419.00	Guardian Alarms
	Data				included	
	Cable				included	
	Telephone				included	
	Design				included	
16000.3	Security				\$ -	
	Video/Camera				\$ -	
	Door (Swipe Card System)				\$ -	
	Design				\$ -	
16000.4	Fire Alarm System				\$ 19,054.00	Guardian Alarms
	Monitoring System Capability Line				included	
	Design				included	
	Smoke/Horn/Strobe				included	

DIVISION 17- total budget cost

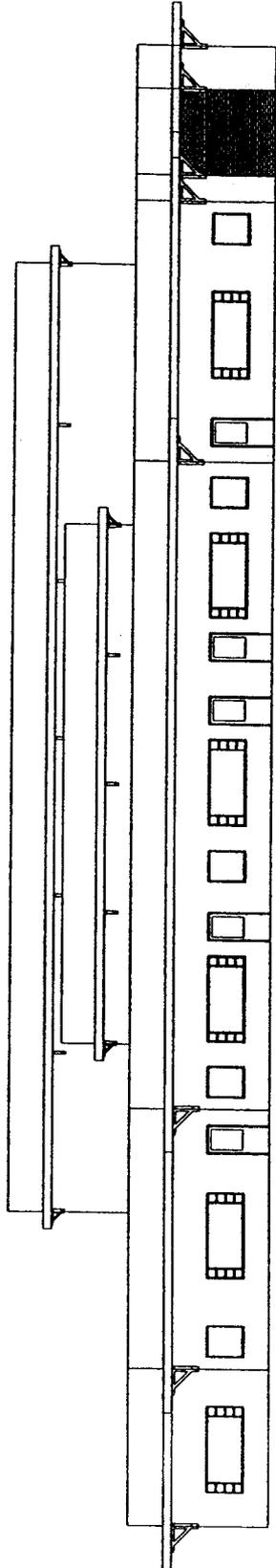
17000 CONSTRUCTION COST		PROVIDED BUDGET	
17000.1	Subtotal	\$ 2,373,124.92	ALTA
17000.1	Subtotal	\$ 2,220,874.92	ALTA
17000.3	ALTA FEE	5.6% \$ 124,369.00	ALTA
17000.3	TOTAL PROJECT COST- including land	\$ 2,497,493.92	ALTA



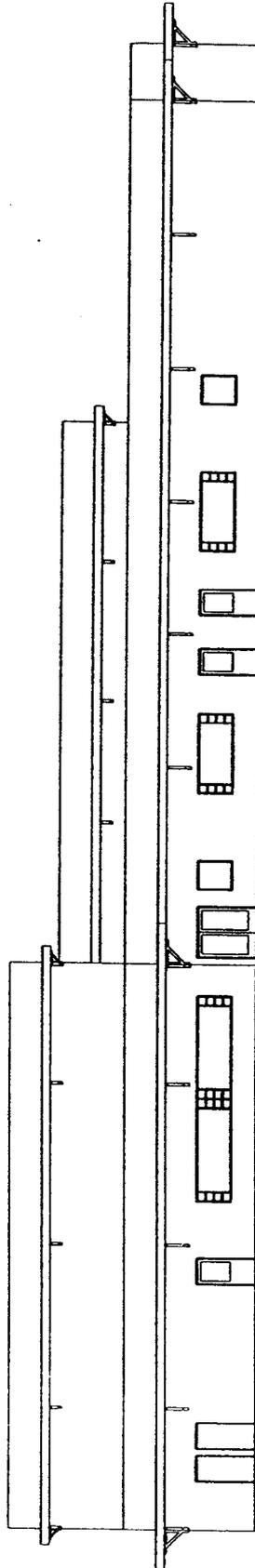
Conceptual Floor Plan



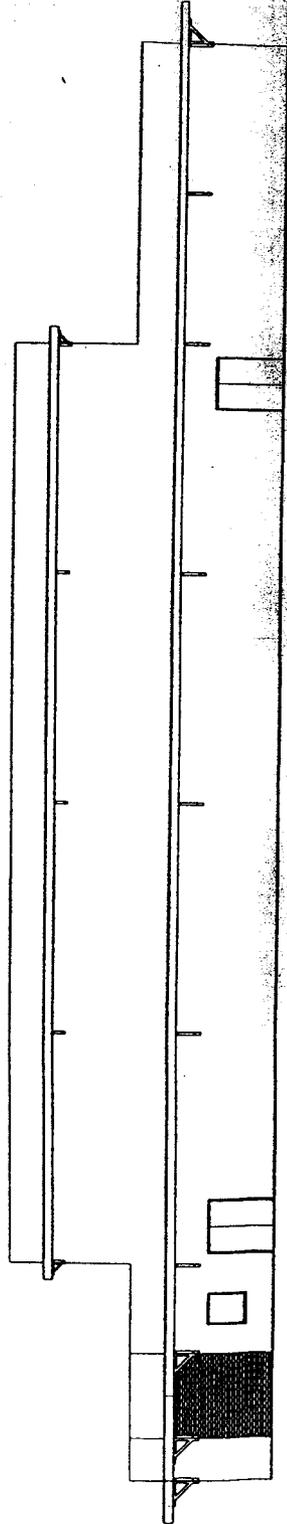
Front Elevation



Right Elevation



Rear Elevation



APPENDIX E

B MED, INC.

June 25, 2009

Bart McKnight
3709 Clifton Way
Nampa, Idaho

Dear Mr. McKnight:

RE: LETTER OF INTENT

As you requested, here is the letter of intent for my superintendent services for three (3) years at Legacy Public Charter School (LPCS). At this time it is my understanding that it is the intent of the school to open in the fall of 2010. I will entertain entering into a contract with your school at the time for my services when LPCS is approved.

If I can be of further assistance, please feel free to contact me.

Sincerely,



Rebecca R. Stallcop
President

APPENDIX F

Moreton & Company

AN INDICATION PROPOSAL FOR

Legacy Charter School

June 29, 2009

PRESENTED BY



INSURANCE PLAN

&



Moreton & Company

...an Assurex Global Partner

PROPERTY COVERAGE

Your district's physical assets represent an investment in the future. This investment needs to be properly insured in order to secure its value. Your assets may include buildings, personal property, EDP equipment, mobile and miscellaneous equipment. We propose to protect those assets as follows:

BLANKET LIMIT ON REAL & PERSONAL PROPERTY (Based upon values supplied by the district)	\$2,350,000
DEDUCTIBLE PER OCCURRENCE	\$2,500
VALUATION	Replacement Cost
COINSURANCE PENALTY CLAUSE	None

Special form coverage including these coverages not usually provided by other policies:

BUSINESS INCOME & EXTRA EXPENSE	\$ 250,000
DEBRIS REMOVAL	500,000
POLLUTANT CLEANUP (FOR COVERED LOSSES)	50,000
UTILITY SERVICE INTERRUPTION	100,000
ORDINANCE AND LAW COVERAGE	750,000
SEWER BACK-UP	25,000
VALUABLE PAPERS INCLUDING COMPUTER SOFTWARE AND DATA	100,000
STORAGE OF DUPLICATE DATA & RECORDS	50,000
ACCOUNTS RECEIVABLE	100,000
PROPERTY OFF-PREMISES	100,000
PERSONAL EFFECTS	50,000
PROPERTY OF OTHERS	50,000
TREES, SHRUBS AND PLANTS	25,000
HARVESTED CROPS	25,000
ANIMALS	25,000
PAVED SURFACES	25,000
FIRE DEPARTMENT SERVICE CHARGES	25,000
REWARD PAYMENTS	5,000
RECHARGING FIRE PROTECTION EQUIPMENT (FROM A COVERED LOSS)	10,000
INVENTORY AND APPRAISALS (FROM A COVERED LOSS)	10,000
NEWLY ACQUIRED OR CONSTRUCTED PROPERTY BUILDINGS	1,000,000
PERSONAL PROPERTY	500,000



EARTHQUAKE COVERAGE

SINGLE OCCURRENCE LIMIT	\$ 3,000,000
ANNUAL AGGREGATE LIMIT	3,000,000
DEDUCTIBLE PER OCCURRENCE	100,000

FLOOD COVERAGE

LIMIT	\$ 2,000,000
DEDUCTIBLE PER OCCURRENCE	50,000

Locations in any Flood Zone A as defined by FEMA are not covered.

CRIME COVERAGE

Public Officials are required by state law to furnish certain bonds to protect the public and the public entity in case of their failure to faithfully perform their duties or to properly account for all moneys and property received by virtue of their position.

The Crime/Fidelity portion of the policy provides those protections as well as several others, including:

FAITHFUL PERFORMANCE BLANKET POSITION COVERAGE	\$ 300,000 limit
MONEY & SECURITIES within Premises	\$ 300,000 limit
MONEY & SECURITIES outside Premises	\$ 300,000 limit
MONEY ORDERS and COUNTERFEIT CURRENCY	\$ 300,000 limit
DEPOSITORS FORGERY	\$ 300,000 limit
ANNUAL AGGREGATE CRIME/FIDELITY COVERAGE	\$ 300,000 limit
DEDUCTIBLE:	\$1,000

This coverage fulfills the legal requirements for bonds for school officials and employees. No separate bonds are required.



GENERAL LIABILITY COVERAGE

General Liability coverage provides protection for your school district for cases in which your negligence leads to the Bodily Injury, Property Damage, or Personal Injury of a third party who is entitled to collect damages from you.

An important component of the policy is Defense Cost. It is not uncommon for a school district to be sued for situations in which the district is not negligent. In these cases the district still must be defended against the charges, and the legal fees can become significant.

LIMIT	\$ 2,000,000	Per Occurrence
	\$ 2,000,000	Personal and Advertising Injury
	\$ 5,000,000	General Aggregate
DEDUCTIBLE	\$ 0	
PREMISES MEDICAL PAYMENTS (Excluding Students)	\$ 1,000	Per Person
	\$ 10,000	Per Occurrence
EMPLOYEE BENEFITS LIABILITY	\$ 1,000,000	Each Employee
	\$ 2,000,000	Aggregate
DEDUCTIBLE	\$ 1,000	Each Employee
COVERAGE FORM	Occurrence Form on all coverages	
DEFENSE COVERAGE	In addition to limits	

The Liability section extends protection to school board members and officers. Employees of the district and volunteers who are working under the direction of the district are also covered.

The Aggregate Limits apply separately by school location.



ABUSE OR MOLESTATION LIABILITY COVERAGE

Lawsuits involving allegations of sexual or physical abuse or molestation can be financially devastating to school districts. This policy protects the district from its potential liability for these claims.

LIMIT	\$ 2,000,000	Each Claim
	\$ 2,000,000	Aggregate
DEDUCTIBLE	\$ 2,500	Each Claim
COVERAGE FORM	CLAIMS MADE	
DEFENSE COVERAGE	OUTSIDE POLICY LIMITS	

This policy provides a separate limit from your General Liability and Educators Legal Liability coverages.



EDUCATORS LEGAL LIABILITY COVERAGE

As School Leaders, you make hundreds of decisions in the performance of your duties. New legal interpretations and liberalization of federal laws have opened new fields of liability exposure. Decisions regarding employment practices, IEP's, civil rights and discrimination, plus a host of other everyday activities all carry potential exposure. Educators Legal Liability coverage protects you from these "errors and omissions" claims.

An important component of the policy is Defense Cost. It is not uncommon for a school district to be sued for situations in which the district is not negligent. In these cases the district still must be defended against the charges, and the legal fees can become significant.

LIMIT	\$ 2,000,000	Each Wrongful Act
	\$ 2,000,000	Aggregate
DEDUCTIBLE	\$ 2,500	Each Wrongful Act
POLICY FORM	CLAIMS MADE	
DEFENSE COVERAGE	OUTSIDE POLICY LIMITS	
PRIOR ACTS COVERAGE	INCLUDE	

Coverages Usually Not Found in Other Policies

Human Rights and EEOC proceedings are considered claims under the policy and defense is provided.

Defense for Injunctive or Declarative Relief Claims is included up to \$50,000.

Opinion of Counsel Reimbursement coverage for up to \$1500 per employee or \$3000 per decision helps districts defray the cost of consulting an attorney when considering employment termination.



AUTO COVERAGE

Well over 25 million auto accidents occur each year. It is important that you are adequately protected for potential liability for injury to the persons/property of others as well as for the damage to your own vehicles. Our policy provides liability for all school owned vehicles, as well as non-owned and hired automobiles.

HIRED AUTOS

Included

NON-OWNED AUTOS

Included



PREMIUM INDICATION SUMMARY

PROPERTY	<u>\$3,158</u>
CRIME COVERAGE	<u>\$ 106</u>
GENERAL LIABILITY*	<u>\$3,255</u>
ABUSE & MOLESTATION*	<u>\$ 533</u>
EDUCATORS LEGAL LIABILITY*	<u>\$2,257</u>
AUTO COVERAGE	<u>\$ 150</u>

* Based on Average Daily Attendance of 266 students.

TOTAL ANNUAL PREMIUM **\$9,458.00**
(Optional Terrorism Coverage Premium \$80)



Moreton & Company

...an Assurex Global Partner

12639 W. Explorer Dr., Suite 200

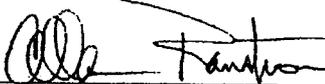
Boise, Idaho 83713

1-800-341-6789

(208) 321-9300

Fax: (208) 321-0101

www.moreton.com

Signed: 

Date: 29 Jun 2009

This summary of insurance is for reference purposes only as you choose your coverages and limits. It provides only a general description of insurance coverages and is not an insurance contract.

If the contents of this summary and the terms and conditions of the policy are contradictory, the language of the policy will govern.

Because this program has been designed specifically for Idaho schools and the rates and coverages are for the benefit of Idaho schools, it is requested that the proposal contents be kept confidential among school officials and staff until the purchase decision has been made.

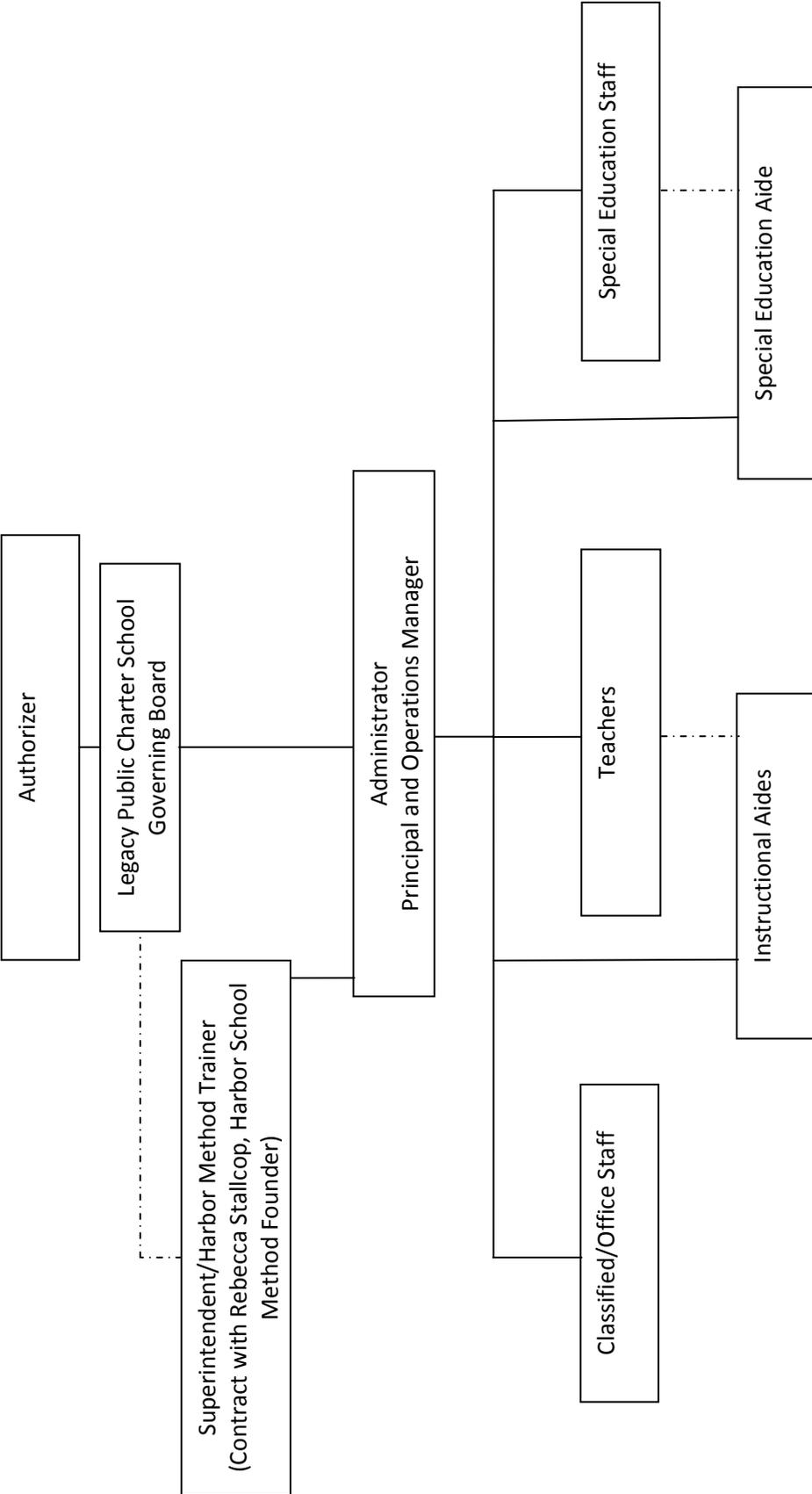


APPENDIX G

Documentation concerning application and approval under Internal Revenue Code 501(c)(3) will be inserted in APPENDIX G when it becomes available.

APPENDIX H

Legacy Public Charter School Organizational Chart



APPENDIX I

Christine M. Ivie
1423 Spruce Creek Loop
Nampa, Idaho 83686
aoiv@comcast.net
(208) 871-7749

EDUCATION:

Ed.D. in Education Foundations and Leadership George Fox University	2009
M.Ed. in School Counseling Northwest Nazarene University	1997
Certification in School Administration, Special Education Special Education Director - Northwest Nazarene University	2002
Superintendent - George Fox University	2005
B.A. in Psychology College of St. Catherine; St. Paul, MN	1992

CERTIFICATIONS:

Idaho Education Credential
Administrative: Superintendent; K-12 Principal; Professional Technical
Administrator; Special Education Director
Pupil Personnel Services: Standard Counselor K-12; Professional Technical
Counselor
Standard Secondary Teacher: Psychology 6/12; History 6/12, Social Studies 6/12;
Humanities
Exceptional Child/Special Education: Director; Teacher

Licensed Professional Counselor, State of Idaho

WORK EXPERIENCE:

Administration
Chief of Education – NASA
Deputy Superintendent – State of Idaho, Department of Education
Oversight of Content Areas, Federal Programs (NCLB) and Special Education
Chief Academic Officer – State of Idaho, Board of Education
Oversight of K-12 Education and of K-12 State Assessment Program
Responsible for drafting and overseeing board and legislative process for all
K-12 Education Rules
Responsible for responding to all district and public questions and concerns
Regarding K-12 education in Idaho
Education Advisor for the Idaho Charter Commission
Responsible for providing leadership and support to the Commissioners and to
Commission Authorized schools on all education matters (prior to the
Commission receiving funding for staff support)
Special Education Director – Northwest Childrens Home
Worked with special education directors and staff from 11 school districts
Responsible for training and oversight of staff, federal and state compliance,
Student placement and oversight of curriculum and instruction
Preschool Director – Cornerstone Preschool

Counseling and Teaching

Counselor – Meridian School District and Camas County School District
Teacher/Professor –

Post-secondary - George Fox University, Northwest Nazarene University
and Boise State University

K-12 – Boise School District, Meridian School District, Camas County
School District, Northwest Childrens Home

Preschool – Cornerstone Preschool and Kindercare

Research

Uniformed Services University of the Health Sciences, University of Pittsburgh,
Boise State University and NASA

PROFESSIONAL COMMITTEE MEMBERSHIP, AFFILIATIONS AND PRESENTATIONS:

Chair, Distance Learning Network Committee, NASA

Member, K-12 Competitive Grant Committee, NASA

Member, Education Portfolio Review Committee, NASA

Idaho Team Leader, American Diploma Project, Achieve

K-12 Advisor, Idaho Charter Commission

Member, Accelerated Learning Task Force, Idaho State Board of Education

Member, Idaho Math Initiative Committee, Idaho Department of Education

Member, Idaho State Assessment Committee, Idaho State Board of Education

Member, Idaho STEM (Science Technology Engineering and Math) Initiative

Chair, Adequate Yearly Progress Collaborative, Idaho Department of Education

Member, Association of Supervision and Curriculum Development

Member, Council for Exceptional Children

VOLUNTEER WORK:

Elementary and Junior High Youth Group Leader 1990-2005

Counseling and Recruiting Officer 1990-1991
Boston University Peer Counseling Hotline

Worked with Inner City Middle School Students 1987-1988
Mentor Program; Boston, MA

COACHING AND ADVISING:

MADD Idaho Youth Summit to Prevent Underage Drinking 2000-2002
Coordinator

Taking ACTION (Active Control of Tobacco in Our Neighborhood) 1998-2001
Advisor; Meridian High School

Varsity Football, Assistant Coach and Junior High Head Coach 1997
Camas County School District; Fairfield, Idaho

Pep Club Advisor 1997-1998
Camas County School District; Fairfield, Idaho

Sandra Colbert

2026 Moose Creek Dr. – Nampa, ID 83686 – (208) 465-7571

Mission Statement

It is my privilege and passion to create a classroom in which students of all levels excel by first creating a safe and structured environment and then implementing a highly challenging curriculum.

Education

Northwest Nazarene University
Bachelors of Arts in Education, 1993
◆ Special Education Endorsement

Work Experience

Victory Charter School
Nampa, Idaho; August 2005 to current
Current Position—Second Grade Classroom Teacher

Liberty Charter School
Nampa, Idaho: August 1999 to July 2005
Position – Second Grade Classroom Teacher (part-time)

Iowa Elementary School
Nampa, Idaho: August 1995 to July 1999
Positions – Third Grade and First Grade Classroom Teacher

Central Middle School
Nampa, Idaho: August 1993 to July 1995
Position – Sixth Grade Special Education Teacher

Harbor Education Experience

- ◆ Founding Harbor School Teacher
- ◆ Harbor Institute Consultant
- ◆ Mentor Teacher for the Harbor Institute
- ◆ Curriculum Development for the Harbor Institute

BARTON DAYLE MCKNIGHT

3709 Clifton Way | Nampa, ID 83686 | 208.466.8030 | 208.466.7814

OBJECTIVE

To serve on the Governing Board of Legacy Public Charter School

CHARTER AND HARBOR SCHOOL METHOD EXPERIENCE

- Served on Governing Board at Liberty Charter School for ten years
- Worked with Rebecca Stallcop, Harbor School Method Founder for over ten years
- Attended Idaho legislative sessions and worked to support pro-charter legislation since the beginning of the charter movement
- Testified before Senate and House Education Committees regarding charter legislation

WORK EXPERIENCE

Durobilt

Nampa, ID

- Business owner and operator for over twenty years.

AWARDS

- Eagle Scout
- Adult District Award of Merit from the Boy Scouts of America
- Voted "Mr. Exchange" by the Nampa Exchange Club

SUMMARY OF QUALIFICATIONS

- Former Bishop in the Church of Jesus Christ of Latter-day Saints
- Former District Chairman and Assistant District Commissioner in the Boy Scouts of America
- Former President of Nampa Exchange Club

EDUCATION

- 1979 Graduate of Nampa Senior High School, Nampa, ID
- One year of college

ACTIVITIES AND INTERESTS

- Family
- River rafting, camping, bicycling, marathon running, master gardener
- Camping

REFERENCES

- Kyle Blacker, Ken Harwood, Roger Kotter, Craig Rowe, Mike Madison

APPENDIX J

Charter School
Annual Budget Template

	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	240			275			275		
	12.7 units			15.5 units			15.5 units		
Revenues:									
State Apportionment			\$950,000			\$1,194,000			\$1,194,000
State Transportation			100,000			105,000			105,000
Nutrition Program			0			80,000			80,000
Federal Grants						90,000			90,000
Contributions/Donations									
Benefits Allocation			140,000			154,000			154,000
Title X Grant			150,000			150,000			150,000
Lottery			10,000			12,000			12,000
Technology			10,000			12,000			12,000
Albertson Grant			\$1,380,000			\$1,797,000			\$1,797,000
			100,000						
Total Revenues			\$1,480,000			1,797,000			1,797,000
Expenses:									
Sal: Teachers			440,000			490,000			490,000
Special Ed			50,000			50,000			50,000
Instructional Aids			56,000			58,000			58,000
Classified/Office Staff			40,000			40,000			40,000
Administration			75,000			75,000			75,000
Nutritional Program			0			80,000			80,000
Librarian			6,000			6,000			6,000
Insert Salaries Lines Here			\$667,000			\$797,000			\$797,000
Total Salaries			\$667,000			797,000			797,000.00
Ben: Retirement/PERSI			84,000			92,400			92,400
Health/Life Insurance			60,000			65,000			65,000
Payroll Taxes			56,000			61,600			61,600
Insert Benefits Lines Here			\$200,000			\$219,000			\$219,000
Total Benefits			200,000			219,000			219,000
Oper: Textbooks			\$32,000			\$5,000			\$5,000
Supplies			\$45,000			\$25,000			\$25,000
Equipment			\$35,000			\$10,000			\$10,000
Contract Services			\$10,000			\$10,000			\$10,000
Legal			\$15,000			\$5,000			\$5,000
Accounting			\$5,000			\$5,000			\$5,000
Advertising/Marketing			\$0			\$0			\$0
Gas/Electric			\$20,000			\$22,000			\$24,000
Telephone/Communication			\$15,000			\$15,000			\$15,000
Liability & Property Insurance			\$20,000			\$20,000			\$20,000
Testing & Assessment			\$0			\$0			\$0
Staff Development			\$8,000			\$8,000			\$8,000
Consulting			\$30,000			\$30,000			\$30,000
Kitchen Equipment			\$0			\$100,000			\$0
Postage			\$1,000			\$1,000			\$1,000
Rents and Leases			\$0			\$0			\$0
Debt Retirement			\$200,000			\$200,000			\$200,000
Grounds & Maintenance			10,000			10,000			10,000
Insert OE Lines Here									
Total Operating Expenses			\$446,000			\$466,000			\$363,000
Prog: Transportation			116,000			120,000			125,000
Insert Program Expenses Lines Here									
Total Benefits									
Total Expenses			1,428,000			1,602,000			1,504,000
Net Operating Income/(Loss)						195,000			293,000
Beginning Fund Balance									
Ending Fund Balance			32,000.00			32,000.00			227,000
						227,000.00			520,000

1st Year Month by Month Cash Flow

		July	August	September	October	November
Revenue						
G&Talented	800					
Lottery	10,000.00					
State Apportionment	950,000.00				10,000.00	
State Benefit Allocati	145,000.00	226,500.00	200,000.00		200,000.00	150,000.00
State Technology	8,000.00	36,250.00	30,450.00		30,450.00	22,910.00
State Transportation	140,000.00			4,000.00		
Title X Grant	150,000.00					
Albertsons	100,000.00	100,000.00				150,000.00
	1,503,800.00					
EXPENDITURES		362,750.00	230,450.00	4,000.00	240,450.00	322,910.00
Lease/Mortgage	220,000.00	0	88,000.00		88,000.00	44,000.00
Instructional Staff	420,000.00	0	35,000.00	35,000.00	35,000.00	35,000.00
Persi/FICA/Med	75,768.00	0	6,314.00	6,314.00	6,314.00	6,314.00
Sick Leave	4,872.00	0	406.00	406	406.00	406.00
Non Certified	100,000.00	0	9,090.00	9,090.00	9,090.00	9,090.00
Persi/FICA/Med	18,040.00	0	1,640.00	1,640.00	1,640.00	1,640.00
Sick Leave	1,160.00	0	105.45	105.45	105.45	105.45
Admin.	80,000.00	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66
Persi/FICA/Med	14,432.00	1,202.66	1,202.66	1,202.66	1,202.66	1,202.66
Sick Leave	928.00	77.33	77.33	77.33	77.33	77.33
Supplies	50,000.00	39,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Equipment	35,000.00	17,000.00	17,000.00	1,000.00	0.00	0.00
Technology	35,000.00	17,500.00	17,500.00	0.00	0.00	0.00
Legal	15,000.00		5,000.00	5,000.00	5,000.00	0.00
CPA	5,000.00	0.00	0.00	0.00	0.00	0.00
Communications	13,000.00	1,083.33	1,083.33	1,083.33	1,083.33	1,083.00
Utilities	20,000.00	1,666.66	1,666.66	1,666.66	1,666.66	1,666.66
Professional Develop	16,000.00	0.00	0.00	0.00	0.00	8,000.00
Workman's Comp	7,500.00	7,500.00	0.00	0.00	0.00	0.00
Fred Moreton	10,000.00	10,000.00	0.00	0.00	0.00	0.00
HSMBudgetAdminTr.	35,000.00	0.00	0.00	5,000.00	5,000.00	5,000.00
Novels & Textbooks	25,000.00	24,000.00	0.00	0.00	0.00	0.00
Library Books	0.00	0.00	0.00	0.00	0.00	0.00
Copier	7,000.00		580.00	580.00	580.00	580.00
SmartBoard/Science	3,000.00		3,000.00	0.00	0.00	0.00
Health Benefits	60,000.00		5,000.00	5,000.00	5,000.00	5,000.00
Transportation	170,000.00		10,000.00	20,000.00	10,000.00	20,000.00
Maintenance/Ground	15,000.00	5,000.00	500.00	500.00	500.00	500.00
Contract Service/BR	8,000.00	0	750.00	750.00	750.00	750.00
Contract Service	6,000.00	500	500.00	500.00	500.00	500.00
CONTINGENCY	33,100.00					
Totals	1,503,800.00	131,196.64	212,082.10	102,582.10	179,582.10	148,581.80

December January February March April May June July

800

81,250.00
13,050.00
4,000.00
75,000.00
81,250.00
12,890.00
75,000.00

800

169,300.00 4,000 169,140.00

1,503,800.00

35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	35,000.00	220,000.00
6,314.00	6,314.00	6,314.00	6,314.00	6,314.00	6,314.00	6,314.00	6,314.00	6,314.00	420,000.00
406.00	406.00	406.00	406.00	406.00	406.00	406.00	406.00	406.00	75,768.00
9,090.00	9,090.00	9,090.00	9,090.00	9,090.00	9,090.00	9,090.00	9,090.00	406.00	4,872.00
1,640.00	1,640.00	1,640.00	1,640.00	1,640.00	1,640.00	1,640.00	1,640.00	0.00	99,990.00
105.45	105.45	105.45	105.45	105.45	105.45	105.45	105.45	0.00	18,040.00
6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	6,666.66	0.00	1,159.95
1,202.66	1,202.66	1,202.66	1,202.66	1,202.66	1,202.66	1,202.66	1,202.66	1,202.66	79,999.92
77.33	77.33	77.33	77.33	77.33	77.33	77.33	77.33	77.33	14,431.99
1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	927.96
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	50,000.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	35,000.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	35,000.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,000.00
1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	5,000.00	5,000.00
1,666.66	1,666.66	1,666.66	1,666.66	1,666.66	1,666.66	1,666.66	1,666.66	1,666.66	12,999.99
0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,000.00	0.00	19,999.92
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16,000.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,500.00
5,000.00	5,000.00	5,000.00	0.00	0.00	0.00	0.00	0.00	0.00	10,000.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,000.00	0.00	35,000.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,000.00	0.00	25,000.00
580.00	580.00	580.00	580.00	580.00	580.00	580.00	580.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	580.00	580.00	580.00	6,960.00
5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	0.00	0.00	3,000.00
10,000.00	10,000.00	20,000.00	20,000.00	15,000.00	5,000.00	5,000.00	5,000.00	5,000.00	60,000.00
500.00	500.00	500.00	500.00	500.00	500.00	20,000.00	20,000.00	0.00	170,000.00
750.00	750.00	750.00	750.00	750.00	1,500.00	1,500.00	1,500.00	2,500.00	15,000.00
500.00	500.00	500.00	500.00	500.00	750.00	750.00	500.00	0.00	8,000.00
					500.00	500.00	500.00	0.00	6,000.00

86,582.09 86,582.09 96,582.09 91,582.09 86,582.09 87,582.09 106,332.10 54,800.00 1,470,649.38
TOTAL 1,530,749.38

APPENDIX K



2111 E. Sherman Ave. Nampa, ID 83686

June 17, 2009

Legacy Charter School
Attn: Sheila Bryant

RE: Letter of Intent

Dear Sheila,

As you requested, here is the letter of intent from Brown Bus Company. Brown Bus Company is interested in providing student transportation for Legacy Charter School. At this time it is my understanding that it is the intent of the school to open in the fall of 2010, to have an attendance zone that matches the Nampa School District attendance zone, to have first year enrollment of approximately 200 students and to have a location within the Nampa School District. At this time Brown Bus Company would entertain submitting a bid at the designated time. If I can be of assistance with questions regarding student transportation or developing bid specifications, do not hesitate to call.

Sincerely,

Brent Carpenter

Brent Carpenter, Co-owner / Operations Manager
Brown Bus Company

APPENDIX L

**Sufficiency Review by the Idaho Department of Education
Elements Required of a Petition to Establish a Charter School**

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (Idaho Code, Title 33, Chapter 52). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Charter School Name: Legacy Public Charter School

Attendance District: Nampa School District

Date submitted to State Department: September 9, 2009

Date of Review: October 9, 2009

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and requires important additional information.

Does Not Meet the Standard:

The response does not meet statutory requirements and/or lacks raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

1. Describe the school's educational program and how it will identify:
 a) What it means to be an "educated person" in the 21st century; and
 b) How learning best occurs. 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

2. Identify the school's goals and how all educational thoroughness standards shall be fulfilled.
 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		
The petition provides great detail relating to the thoroughness standards.		

3. Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. 5205 (3) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		
The Legacy founders have put together a very solid plan relating to the education standards. They are well defined.		

4. Identify the method by which student progress is to be measured in meeting the school's student educational standards. 5205 (3) (c)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

5. Describe how the school's students will be tested with the same standardized tests as other Idaho public school students. 5205 (3) (d)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

6. Describe how the school will ensure that it shall be state accredited as provided by rule of the Idaho State Board of Education. 5205 (3) (e); 5210 (4) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

7. Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school and the process the school will follow to ensure parental involvement. 5205 (3) (f)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

8. Describe the qualifications to be met by individuals employed by the school. Every person who serves in a public charter school must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct. 5204A (1); 5205 (3) (g); 5210 (4) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Concerns and Additional Questions:

33-5204A (1) as it relates to the code of ethics was not addressed.

Although they did not directly call out the requirement "instructional staff shall be certified teacher" (i.e., 33-5215 (3) (g)) they do address it in a very broad way.

9. Describe the procedures the school will follow to ensure the health and safety of students and staff. 5205 (3) (h)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths:

Again the petition is very detailed and thorough with regard to the health and safety of the students. The dress code and cell phone policies are well written. Great references to the development of an Emergency Operations Plan.

Concerns and Additional Questions:

Regarding drug / alcohol policy- consider including the full policy in the student / parent handbook. The language in the handbook is a brief summary of the policy and only refers to drugs- include alcohol in this section as well. If students and parents are unaware of the policy / expectations, we cannot expect them to comply.

Cyber bullying policy- consider renaming this the bullying and harassment policy and include the cyber piece within. As it reads now your policies address fighting (physical altercations) and cyber bullying but do not address old fashion face to face bullying and harassment- which is the most common.

10. Describe the school's plan for denial of attendance to any student who is or has been:
- An habitual truant
 - Incurrable
 - Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness
 - Detrimental to the health and safety of the other students
 - Expelled from another school district or state 5205 (3) (i); 33-205; 33-206

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

11. Describe admission procedures that comply with I.C. § 33-5205(j), to include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school. 5205 (3) (j) (See Attachment)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		
Detailed explanation of enrollment capacity and plans for future growth.		
Concerns and Additional Questions:		
Would students of full-time employees and those who previously attended be given the "B" designation along with the founders as discussed in the "Proposed Attendance List for Lottery" section?		

12. Describe how waiting lists will be developed and renewed annually. 5205 (3) (j)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

13. Describe the manner in which annual reports will be conducted. Each public charter school shall annually submit a report to the authorized chartering entity which approved its charter. The report shall contain the audit of the fiscal and programmatic operations, a report on student progress based on the public charter school's student educational standards, and a copy of the public charter school's accreditation report. 5205 (3) (k); 5206 (7); 5210 (3)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		
Thorough plan for both programmatic and fiscal audits.		

14. Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled. 5205 (3) (l); 33-210

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

15. Include a provision that ensures all staff members of the school will be covered by all of the following:

- Public Employee Retirement System (PERSI)
- Federal Social Security
- Unemployment Insurance/Worker's Compensation Insurance
- Health Insurance 5205 (3) (m)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

16. Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school. 5205 (3) (n)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

17. Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district. 5205 (3) (o); 33-1217

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

18. Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. 5205 (3) (p)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

19. Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, including disciplinary procedures for these students. 5205 (3) (q)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
G/T-X & Spec Ed-X		LEP-X
Strengths:		
Legacy Charter is planning instructional methods that will provide options for gifted students to be served in the classroom. These include inquiry and problem solving methods and Individual learning methods. In addition, the school will provide problem solving groups. Legacy charter is dedicated to meeting the needs of all students, including those who are gifted.		

The school plans to hire certified special education teachers.
 A process for identifying and serving students with disabilities is clearly defined.
 Policy for special education will be the Idaho Special Education Manual.
 Related services will be provided by qualified contractors, if the school does not employ such personnel.
 LRE is adequately addressed.
 Transportation as a related service is addressed appropriately.

Concerns and Additional Questions:

LEP - No specifics are given as to how LEP students will be served. How will the school meet the linguistic, academic, and cultural needs of these learners? What professional development will be given to administrators and teachers specific to meeting the needs of LEP students? What curricula will be used? What modifications will be made in the core classes? Who will teach English language acquisition? Etc. More careful thought needs to be given to this section of the plan.

The reference on Tab 3, page 24 regarding discipline of students with disabilities is incorrect (chapter 7 section 13). In the current Idaho Special Education Manual, discipline is addressed in chapter 12.

20. Describe the school's plan for working with parents who have students who are dually enrolled. *5205 (3) (r); 33-203*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

21. Describe the process by which citizens in the area of attendance shall be made aware of enrollment opportunities of the public charter. *5205 (3) (s)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

The goal of the founders to work with other schools to help reduce the number of students on charter school waiting lists is apparent and appreciated. The goal of printing information in English and Spanish is also noted as this is a requirement for the Federal Charter School Grant.

22. Describe the school's proposal for transportation services. *5205 (3) (t); 5208 (4)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Concerns and Additional Questions:

Legacy is in the process of complying with IC 33-402(g) and 33-1510, but I am not certain where in the process. Appendixes K & N states that the charter school will seek busing services from Brown Bus Company. Idaho Code requires an open competitive bid process to obtain busing services. The charter school should ensure it allows all bus companies the same opportunities. SDE's web

site provides a list of bus companies interested in receiving a copy of the bid packet.

23. Describe the school's plan for termination of the charter by the board of directors, to include:
- Identification of who is responsible for dissolution of the charter school
 - A description of how payment to creditors will be handled
 - A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school
 - A plan for the disposal of the public charter school's assets. *5205 (3) (u); 5206(8)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Concerns and Additional Questions:		
While not stated in the law, the Legacy board may want to establish a policy related to the disposition of personnel files in the event of termination of the charter.		

24. Describe the proposed operation and potential effects of the school, including, but not limited to:
- a) facilities to be utilized by the school
 - b) the manner in which administrative services of the school are to be provided
 - c) the potential civil liability effects upon the school and its chartering entity *5205 (4)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

25. Additional concern:

33-5205(1)(a) states "a petition to establish a new public charter school shall be signed by not fewer than thirty (20) qualified electors of the attendance area designated in the petition. Proof of the elector qualifications shall be provided with the petition."

In terms of numbers, the petitioners have signatures from well over 30 persons who have been certified as electors by the County Clerk in Canyon County. And those signatures all have Nampa addresses. The petitions those individuals signed contained a representation that the person was "currently a qualified elector" in the Nampa School District. The County Clerk's certification, however, certifies only that the signatories are "those of qualified electors." We don't know if the County Clerk is certifying that the individuals are qualified electors in Canyon County or qualified electors in the Nampa School District. If we assume the County Clerk is certifying the individuals as "qualified electors" of the Nampa School District, there may be an ambiguity over whether those same electors are each residents of the school's attendance area as designated in the petition. Subsection (1)(a) of Section 33-5205 mandates that the electors be "qualified electors of the attendance area designated in the petition." The petitioners describe the schools primary attendance area at pages 4-5 of Tab 2. The attendance area is within the Nampa School District, but it is not clear whether the attendance area is identical with the Nampa School District. The ambiguity results from the fact that the petitioners include north, east, south, and west boundaries for the primary attendance area. The inference, then, is that the school's attendance

area, though within the school district, is intended to be only a portion of the same area that encompasses the school district. If that is the case, then it isn't possible, based on currently available information, to conclude how many of the qualified electors reside within the attendance area boundaries fixed in the petition.

After a sufficiency review has been conducted by the State Department of Education, the petition and sufficiency may be submitted to an authorized chartering entity for review and approval. Completion of the review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

For the purpose of implementing the provisions of section 33-5203(2), Idaho Code, the State Board of Education shall assign a number to each petition it receives. Petitions shall be numbered based on the chronological order in which notice of the approved petition is received by the State Board of Education.

Submit Petitions and completed Approval Forms to:

State Board of Education
Tamara Baysinger
650 West State Street, 3rd Floor
P.O. Box 83720
Boise, Idaho 83720-0037

State Department of Education
Michelle Clement Taylor, School Choice Coordinator
650 West State Street, 2nd Floor
P.O. Box 83720
Boise, Idaho 83720-0027

Legacy Public Charter School Petition

Response to Sufficiency Review Comments

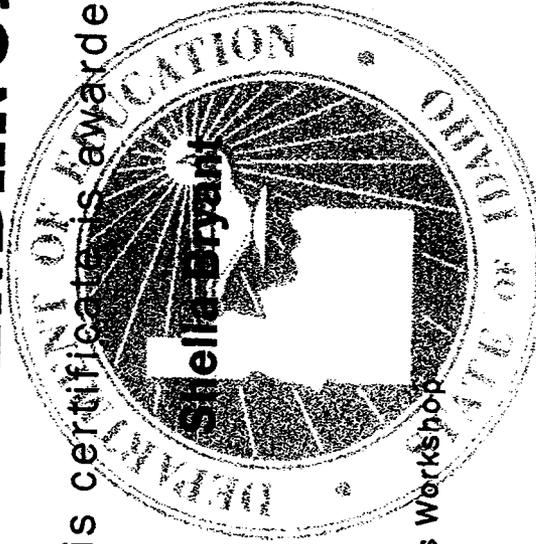
The Legacy Public Charter School founders received comments regarding the petition submitted to the Idaho Department of Education for legal sufficiency review. The comments indicated that the Legacy petition met all of the requirements of the law and included comments regarding strengths of the petition as well as suggestions for improvement or clarification. The founders responded to the SDE sufficiency review results by making several changes to the petition. Those changes include:

- Item 8 – Qualifications of employees – the petition now includes specific statements indicating that employees will meet the certification and/or licensure requirements for their respective positions, including but not limited to a statement indicating that teachers will hold the appropriate certifications for their positions.
- Item 9 – Drug and Alcohol and Bullying – the petitions have added detailed descriptions regarding these policies and expanded coverage of face to face bullying in response to the SDE comments
- Item 11 – Admission policies – the petitioners have reviewed and edited the admission policy section to accurately reflect the preferences for admission and to ensure that the section fully complies with Idaho Code and Administrative Rule
- Item 19 – Students with specific needs (SPED, LEP, G/T) – the petitioners expanded the section regarding identification of and service to LEP students to more fully indicate how Legacy will serve students with limited English proficiency. The typo regarding the reference in the Idaho Special Education manual has also been corrected.
- Item 22 – The Legacy founders will comply with Idaho Code and accept bids for transportation at the appropriate time.
- Item 23 – The Legacy founders have added additional information regarding the disposition of files in the event of termination of the charter.
- Item 25 – Additional concern regarding the signatures of qualified electors – The Legacy founders obtained additional signatures of qualified electors residing in the proposed attendance area. Those are included in the petition submitted to the Idaho Public Charter School Commission and were submitted to the Nampa School District Board of Trustees in November.

APPENDIX M

CERTIFICATE OF ATTENDANCE

This certificate is awarded to



Charter Start! 101
Charter School Developers Workshop
March 2, 2009

IDAHO STATE DEPARTMENT OF EDUCATION

A handwritten signature in cursive script that reads "Shirley A. Rau".

School Choice Coordinator

CERTIFICATE OF ATTENDANCE

This certificate is awarded to



Charter Start! 101
Charter School Developers Workshop
March 2, 2009

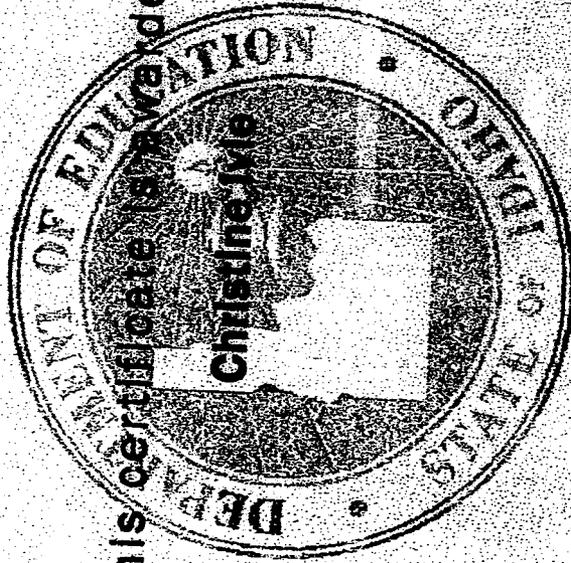
IDAHO STATE DEPARTMENT OF EDUCATION

Shirley A. Row

School Choice Coordinator

CERTIFICATE OF ATTENDANCE

This certificate is awarded to



Idaho State Department of Education
Charter Start Workshop
October 5, 2009

Madelle Lambert-Jaynes
School Choice Coordinator

APPENDIX N

LEGACY PUBLIC CHARTER SCHOOL POLICIES AND HANDBOOK

Legacy Public Charter School

--Address--

Nampa, ID

Telephone: (208)

Fax: (208)

E-mail: office@legacypubliccharterschool.com

Website: www.legacypubliccharterschool.com

INTRODUCTION

Legacy Public Charter School is a Harbor School and its mission and philosophy are based upon the Harbor School Method.

LEGACY PUBLIC CHARTER SCHOOL MISSION STATEMENT

Legacy Charter School’s mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.

LEGACY PUBLIC CHARTER SCHOOL PHILOSOPHY

Legacy Public Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

ADMINISTRATOR’S MESSAGE

Dear Parents and Students:

Welcome to the 2010-2011 school year. I am excited for the many opportunities your student(s) will have this year. Please take time to sit down with your student to familiarize yourselves with the Harbor School Method. Also, please review Legacy’s policies; with particular attention given to the Attendance Policy and Student Appearance Policy.

The teachers, staff and I are dedicated to making this school one where students are growing and maturing both academically and socially. We will provide a safe and effective learning atmosphere for our students.

If you ever have a question, comment or concern, please do not hesitate to contact the school office.

Looking forward to a great year,
_____, Administrator

ADMINISTRATION AND GOVERNING BOARD

- _____Administrator
- _____Chairman, Governing Board
- _____Governing Board
- _____Governing Board
- _____Governing Board
- _____Governing Board
- _____Clerk of the Board

FACULTY

- Kindergarten:
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade:
- 5th Grade:
- 6th Grade:
- 7th Grade:
- 8th Grade
- Computer:
- Spanish
- Science:
- P.E.:
- Music:
- Special Ed.:

Welcome to the Harbor Method!

The philosophy of a Harbor School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

We believe that all children are capable of more than we imagine if we unlock their potential through high expectations, a rigorous, fast-paced curriculum, and dynamic character education.

Children must attain not only the knowledge and skills necessary for the 21st century, but also the work habits, the communication and problem solving habits that contribute to a democratic society.

The Harbor Method™

The Harbor School Method is a way of teaching, a way of learning and a way of schooling. It is whole school approach designed to educate children to be capable and caring graduates ready for the next level of their education. Harbor Schools create a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. What makes Harbor schools unique are the manner in which competent and caring professionals, accelerated instruction, and the school environment work together to create a way of being as a school.

The Harbor Method was originally founded by Rebecca Stallcop, currently the principal of Liberty Charter School. Long before Liberty existed, Mrs. Stallcop and talented teachers brought their beliefs, knowledge and skills to bear to create a school where students learned more because they were taught more and where expectations for conduct were shared throughout the school. Mrs. Stallcop's passion remains focused on the preparation of future generations who can contribute to a democratic society as exemplars of learning, leading and citizenship.

The Harbor School Method incorporates the five key areas illustrated below. Each one is summarized in the following pages.

STUDENT LEARNING

<p><i>Student Learning</i></p> <p><i>Core Beliefs</i></p> <ul style="list-style-type: none"> • <i>Learning will accelerate when learners feel safe to discover, practice and improve.</i> • <i>Work habits and dispositions are learned and are important to academic performance.</i> • <i>Adults are the models from which children learn.</i>
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Children learn in a social environment of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. The Harbor School Method is built on the belief that all students should know that their teachers have high expectations for their academic accomplishments and for their conduct.

Harbor educators intentionally design every aspect of school to provide clear and consistent expectations for students. This helps students know what is expected of them at school. The Harbor Method intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Harbor School. The goal of a Harbor School is to ultimately be career, work and college ready. Here are some of the core practices at your Harbor School:

- ***Students are deeply engaged in their work.*** Engagement is defined as the extent to which a student is *connected* to their work. How they do in school matters to them. The adults in the school continually help students develop a sense of personal accountability and responsibility for their performance.
- ***Students demonstrate exemplary work habits.*** Because students understand expectations early and expectations are consistent throughout the school, they are able to develop work habits that serve them.
- ***Students contribute to a caring and kind community with pride for their school.*** We expect students to understand how their conduct influences others and their school. They learn "Rules and Reasons." Teachers use stories to teach and shape student conduct.
- ***Students participate in service learning.*** Service learning is integrated in the instruction and in the school to enrich a student's experience and to teach civic and personal responsibility. Students learn service begins in their homes and their schools.

SCHOOL CULTURE

<p>School Culture</p> <p>Core Beliefs</p> <ul style="list-style-type: none"> • <i>Kindness is fundamental to safety in a community.</i> • <i>The time to fix behaviors is when they are not broken.</i>

School cultures teach. They teach through the expectations set for and by the people working in them, both children and adults. They teach through the visible and invisible ways that people work together. They teach through the ways in which people treat one another.

Harbor schools intentionally create a culture that lives what it believes. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. We are intentional about shaping that behavior.

Harbor Schools focus on safety by creating an environment of trust. They come to know that the adults care about them and for them. If there is a problem, the adults will handle it. A focus on kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow.

Students learn how to demonstrate respect for others and how to earn it. Personal responsibility is built into classroom and school wide activities.

Core practices of Harbor school culture include:

- **Conduct expectations are taught at the beginning of a school year.** Students learn early that their conduct in school creates the foundation for their conduct after they leave school. They are taught expectations, hear examples and observe the modeling from adults. Consequences occur naturally and always with an explicit lesson.
- **Students are expected to walk, without talking, in lines** from kindergarten through eighth grade. This is an example of proactive expectations minimizing opportunities for misconduct and distractions in hallways.
- **Students learn that there is zero tolerance for bullying.** Instead there are opportunities

for them to learn how to demonstrate kindness to others, creating a sense of security.

- **Respect and responsibility are taught.** Respect for property, people and the quality of their work are emphasized in a school using the Harbor Method.
- **Students know they will be recognized for their successes,** not only in what they know and can do academically, but also in their effort and attitude.

INSTRUCTIONAL FIDELITY

Program and instructional consistency is a signature feature of Harbor Schools. Three key elements distinguish a Harbor school's approach to academic learning from other schools.

One - Faculty and staff who decide to work in a Harbor School commit to adopting the beliefs that ground the schools' philosophy. Their teaching, leading and working habits emerge from those beliefs.

Two - Faculty and staff use an accelerated curriculum, proven teaching strategies and student management practices that support the intellectual as well as the social, emotional and character development of children.

Three - Instructional fidelity is defined as all teachers and school associates consistently implementing Harbor philosophy and practices within the school. The consistency of structure, expectations and instruction accelerates learning.

This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn the instructional routines in early grades which accelerate their ability to focus on new information, skill development and thinking skills. The core instructional methodology is consistent across grades yet implemented with the unique creativity and talents of each teacher.

Core practices of Harbor Method include:

- **Teachers teach an accelerated curriculum.** There are grade level and above grade level concepts and skills everyday on *concept boards*, usually the whiteboards in the classroom. These concepts boards have clearly defined content and skills, chunked in small learning increments that are taught to all students each day. Concepts and skills are repeated so that students have multiple opportunities to learn and practice.
- **Teachers use multi-sensory learning experiences.** Teachers have students repeat rhymes, perform skits and use a variety of modalities to assist students in learning specific skills.
- **All content areas are venues for character development.** Harbor is an integrated approach. Learning acceptable work habits, character traits and dispositions are integrated throughout the day.

SCHOOL LEADERSHIP

School Leadership

Core Beliefs

- *Principals and school boards are accountable for the quality and performance of the school.*
- *Leaders create the conditions for adults and students to be successful.*
- *Leaders connect parents and community to the school and its mission.*

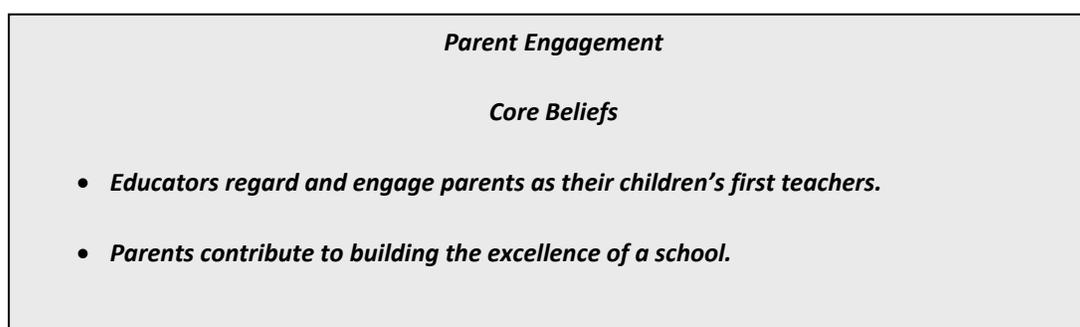
The quality of a school, the quality of teaching and the confidence of parents rest on the performance of the school's leaders. The ability of a Harbor School to carry out its mission depends heavily upon the strength of its governing board. An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school's mission, possesses substantial leadership skills and expertise, sets policy that guides the school's work, and evaluates both the school and itself with an eye toward continuous improvement.

The principal's primary responsibility in a Harbor School is to create the conditions in the school community that support the Harbor core practices. The principal must protect teaching time, monitor quality instruction and be present throughout all student activities. You will see the principal every morning as students get dropped off and picked up at the end of the day. Principals in Harbor Schools are extremely visible to the student population. They are in classrooms every day, in hallways, in lunchroom, and on playgrounds. They use all of these venues to interact with students and use natural opportunities to teach, model and acknowledge student successes. Core practices of school leadership include:

- **Principals act as stewards of the educational process.** They understand their responsibility as guardian of trust of students, parent and staff. They work to ensure that parents have confidence in the school as a place where students can experience success in learning.

- **Principals are present, visible and actively monitor the learning environments.** Since principals supervise lunch time, arrival and dismissal, they are visible and use this time to chat with parents and to interact with students. Paper work and other management responsibilities are performed before and after the instructional day.
- **Boards and principals work to establish proactive communication and positive relationships with parents.** A charter school board and principal make communication a management priority. Contributions of parents' time, talents and energies are a valuable asset to enhance the school's capacity to meet the educational needs of its children in extraordinary ways.

PARENT ENGAGEMENT



Harbor schools depend on the support and engagement of parents. Most of the schools began with a small group of interested, committed and dedicated parents who wanted a Harbor education for their children. Harbor educators remember that and cultivate strong parental engagement. The school actively works to earn parents' trust and confidence to provide a safe and productive learning environment.

Parents need to have sufficient understanding of the Harbor Method. Your understanding of Harbor practices is essential for you to support your child's education. Parents are encouraged to volunteer in various ways to enhance the program's effectiveness.

Core practices of Harbor Schools include:

- **Parents can expect the principal to protect instructional time.** Interruptions are kept to a minimum. Your child's instructional time is the highest value in a Harbor school. Emergencies are an exception. All other communication with the principal and with teachers is done before or after school.
- **Harbor practices are designed to develop work ethic, positive character attributes as well as academic assets.** We encourage parents to support their children in their homework and to reinforce personal responsibility in your child.
- **There is a high expectation for student attendance.** The reason for this is to instill a

sense of high value and respect for their time at school. We believe that this is a foundation for a habit of work that will serve them beyond school. For this reason, parents are asked to plan family trips and vacations around the school calendar.

- **Leadership, teachers and parents share a mutual purpose.** That purpose is a successful educational experience for your child. That mutual purpose provides the foundation for problem solving as issues arise. Parents are encouraged to contact the principal to clarify facts regarding any issue that arises. Harbor schools attempt to minimize stories or gossip and maximize facts and mutual problem solving. Always begin with the principal to obtain the facts as issues inevitably arise.

The habits we form from childhood make no small difference, but rather they make all the difference

Aristotle

ATTENDANCE AND TRUANCY POLICY

At Legacy Public Charter School regular attendance and punctuality are a vital part of a student's education. Teachers implement a high level of direct teaching and interactive learning and both students and teachers are held accountable to complete a set of standards and benchmarks. These teaching techniques do not allow students to simply make up concepts missed and as a result, regular attendance is critical to each student's success. In accordance with our charter, Legacy Public Charter School has a 96% attendance standard. **Every effort and commitment should be made by students, parents and administration to ensure that students are in attendance and punctual every day.** A year-round school calendar is provided well in advance to allow families to schedule activities during breaks. Students are expected to attend classes regularly.

TARDY POLICY

All students arriving more than 5 minutes late must report to the office to ensure accurate records and lunch counts. Students arriving more than 5 minutes late need an adult to sign them in at the office. Students leaving and returning during the school day must be signed in and out by an adult.

Each time a student is **tardy three (3) times in 1 semester**, the student will also be treated as having 1 unexcused absence.

ABSENCE POLICY

Excused absences – The Administration and Governing Board recognize that there are special circumstances when a student may need to participate in another event or activity rather than attend class. An absence will be considered “excused” if the student could not attend class because he/she is ill, or is attending a funeral or wedding of an immediate family member, and the student's parent/guardian provides reasonable evidence that this was the cause of the absence. However, the cumulative affect of regular class attendance is critical to the learning experience that Legacy Public Charter School offers, which the student misses even when the absence is excused.

Unexcused absences – absences due to non-school related activities, club or family events, trips or vacations, and any absences not reported to the school by a parent/guardian within two school days of the student's return to school.

Sanctions

A student receiving two (2) or more unexcused absences in a semester will not be eligible to receive Citizen of the Week or Citizen of the Month. Any student in 6th through 8th grade receiving three (3) unexcused absences in a semester will have the grade he or she would otherwise receive reduced by one full letter grade. Any student receiving five (5) unexcused absences or a total of nine (9) excused and unexcused combined absences in a semester will lose his or her seat in the school.

EXPULSION

A student will be expelled only after the Legacy Governing Board has given written notice to the parent/guardian of the student, stating the grounds for the proposed expulsion, and specifying a

time and place where the parent/guardian of the student may appear to contest the proposed action of the Board. This notice shall also state that the student has the right to be represented by counsel, to produce witnesses, and to submit evidence on his/her behalf, and to cross examine any adult witnesses who may appear against him/her. The Governing Board for Legacy Public Charter School will regularly review and adopt policies describing sanctions, including the expulsion of the student that would be appropriate unless there are extraordinary circumstances.

TRUANCY

Truancy is defined as a student being absent for all or any part of the school day, without the approval of the parent, guardian or school authorities. This includes students who are on the campus, but not in their assigned classroom. Truancies accrue for the entire year.

ABSENCE VERIFICATION

When a student has not arrived by 9:00 a.m., and no contact from a parent has been received, a school representative will attempt to contact parent/guardian. To have an absence excused, a parent/guardian must call or send a signed note stating the reason for the absence upon the student's return to school. A doctor's note is recommended for extended absences due to medical reasons. Three (3) or more consecutive absences may require a note from a physician. **If appropriate notification has not been received within 2 days of student's return to school, the absence may be considered an unexcused absence.** Parents whose work schedule prevents them from contacting the school during the normal school hours are strongly urged to send a note or leave a message after hours.

DISCIPLINE

DISCIPLINE POLICY

Students are expected to be respectful and kind to fellow students, staff and visitors at all times, exhibit good work skills, and use appropriate language. Students are expected to follow school rules and policies throughout the school day, at all times on the Legacy Public Charter School campus and while involved in any event associated with the school. School rules and policies apply to transportation to and from events as well.

STUDENT APPEARANCE

In an effort to maintain a safe and orderly school environment for students, the following dress guidelines have been established. It is the opinion of the administration and the governing board that student attire has a direct effect upon the educational environment and upon the individual student's ability to function at an optimum level.

Appropriate clothing for class or any school activity must be reasonable, safe, clean, and non-revealing. An individual's dress and personal appearance should reflect a sensitivity and respect for others as well as what would be considered appropriate in a casual-professional work environment. Therefore, the following guidelines are to be followed by students of Legacy Public Charter School:

- Pants are to be worn at the waist.
- Shorts and skirts must reach the end of the middle finger of the extended arm.

- Shorts may only be worn before the October Break and after the Spring Break.
- Students must have tennis shoes that for physical education that will be kept at the school
- **Students will NOT wear makeup at Legacy Public Charter School. However, blemish corrector and CLEAR lip gloss are allowed.**
- Straps on shirts must be a minimum of 3 fingers wide. (no “muscle man” shirts)
- Midriffs, cleavage and underclothing will be concealed at all times.
- Students will refrain from wearing gang attire of any kind, or attire that appears to promote gang activity. Garments that advertise inappropriate or illegal substances or clothing items with suggestive or obscene statements are prohibited.
- Hats, bandanas, stocking caps and hairnets are prohibited.
- Hair color will be within the natural hair color spectrum (brown, black, blonde or auburn).
- No facial rings of any kind will be allowed.
- Earrings are acceptable with the exception of ear gauges. **EAR GAUGES ARE NOT ACCEPTABLE.**
- Tattoos must be concealed during school hours.

Students wearing attire deemed inappropriate by LPCS staff or Administrator will be provided alternative clothing to cover up. This clothing must be laundered and returned to the school the following day.

Required dress for student participation in activities that are in any way representative of the individual school or community shall be outlined by the respective sponsor and administration.

WEAPONS POLICY

Absolutely no weapons of any sort or anything that resembles a weapon as defined in 18 U.S.C. Section 930 are allowed on Legacy Public Charter School property or at school sponsored activities at any time under any circumstances. Any student who brings a weapon to school property and/or school sponsored activities is in violation of the Gun-Free Schools Act and Idaho Code 18-3302D, and shall be expelled for a period of no less than 1 year (12 months). A recommendation will be made to the Governing Board for extended suspension or expulsion.

WEAPONS POLICY EXPLAINED

I. Purpose

The purpose of this policy is to ensure a safe school environment for students, staff and the public.

II. Statement

No student shall possess, use, or distribute a weapon when in a school location.

III. Definitions

A. Weapon

1. Any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns, pellet guns; BB guns, all knives, blades, clubs, metal knuckles, numb chucks, throwing stars, explosives, fireworks, mace and other propellants, cigarette lighters, stun guns, ammunition, poisons, chains, bows, arrows, laser pointers, and objects that have been modified to serve as weapons.
2. No student shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons, including, but not limited to, weapons listed above which are broken or non-functional, look alike, toy guns, and any object that is a facsimile of a real weapon.
3. No student shall use articles designed for other purposes (i.e.: belts, combs, pens, pencils, files, scissors, tacks, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. School Location

School location includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

C. Possession

Possession means having a weapon on one's person or in an area subject to one's control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that he/she accidentally has a weapon in his/her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon.

IV. Consequences

- A. Legacy takes a position of addressing each case individually in regard to the possession, use or distribution of weapons by students. The minimum consequence for student's possession, use or distribution of weapons may include (upon discretion of Administrator):

- Confiscation of the weapon
- Notification of Police
- Notification of parents/guardians
- Suspension
- Hearing with the Governing Board

V. Application to Instructional Equipment/Tools

While Legacy may address each case individually, it takes a firm position on the possession, use or distribution of weapons by students. Such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

FIGHTING (BATTERY)

Legacy Public Charter School’s philosophy “*is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place*”. Fighting is diametrically opposed to “low threat”. A fight is described as follows: Pushing, shoving, kicking, pulling or physically connecting in an aggressive manner with another student. Parents will be notified of any fight (battery). The consequences for a fight are as follows.

1st Fight (Battery):

- Parents will be notified by phone.
- Loss of recess and P.E. for 5 school days.
- Loss of field trip privileges: K, 1, 2, 3 – One field trip. Grades 4, 5, 6, 7, and 8 loss of all remaining field trips for the school year.
- If deemed necessary, the authorities (police) will be notified.

2nd Fight (Battery):

- Parents will be notified by phone.
- Grades K, 1, 2, and 3 – loss of all remaining field trips for the school year.
- The Legacy Public Charter School Board will be notified and may require a meeting with the student and parents.
- Authorities (police) will be notified.
- Three day suspension

3rd Fight (Battery):

- Parents will be notified by phone.
- Authorities (police) will be notified.
- The Legacy Public Charter School Board will be notified and will conduct a hearing with the student and parents. to determine whether student will be expelled or serve suspension.

A student who has been identified in a fight may participate in an off campus activity is if he/she is transported to and from the field trip location(s) by a parent and is supervised by the parent for the duration of the field trip. The student’s safety is the responsibility of his/her parents.

Student Conduct and Discipline

At Legacy Public Charter School, we believe that no student has the right to interfere with another’s educational opportunities. The role of discipline at Legacy is to create an environment conducive to learning. It is to provide an atmosphere where kindness and respect will be given to teachers and to individual students, as well as to all institutional and private property so that all members of the community will be allowed to pursue learning without distraction.

Any student who demonstrates a general unwillingness or inability to abide by classroom or Legacy rules and/or policy is subject to expulsion. After meeting with parents, the student and involved faculty, the Administrator will decide if expulsion is warranted.

BULLYING AND HARASSMENT POLICY

The Legacy Public Charter School Governing Board, administrator and staff strive to provide a safe and positive learning climate for their students. Therefore, Legacy Public Charter School

will maintain an educational environment in which bullying or harassment of any kind will not be tolerated.

Definition

Bullying includes, but is not limited to, the following: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member. Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Bullying or cyber bullying behaviors have the effect of:

1. Physically, emotionally or mentally harming a student;
2. Placing a student in reasonable fear of physical, emotional or mental harm;
3. Placing a student in reasonable fear of damage to or loss of personal property; or
4. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

All forms of bullying are unacceptable and, to the extent that bullying and/or cyber bullying actions are disruptive of the educational process at Legacy Public Charter, offenders will be subject to appropriate disciplinary action.

Students who have been bullied can report such incidents to the administrator or any staff member. Complaints of bullying will be investigated promptly, and corrective action will be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint. The administrator/designee will inform the parents or guardians of the victim and also the parents or guardians of the accused.

The School District will inform students in the school's student handbook that bullying of students will not be tolerated.

How to report bullying:

A student can report a complaint of cyber bullying, orally or in writing, to the administrator or a staff member. If a parent initiates the complaint, the administrator/designee will follow-up with the student. Information will be gathered by the administrator/designee to determine if the alleged bullying or cyber bullying conduct occurred. After gathering the information, the administrator will determine the need for further investigation or the appropriate intervention, including disciplinary action, to ensure that the conduct ceases.

A violation of this Policy will subject the offending student to appropriate disciplinary action, consistent with the school's discipline policy, which may include suspension, expulsion, or notification to the appropriate authorities.

TITLE IX SEXUAL HARASSMENT POLICY

Title IX Policy Statement

It is the policy of Legacy Public Charter School in subscribing to and promoting the principles of equal protection under the law, that neither the Governing Board, nor its designated agents, will

discriminate in employment or in the equal delivery of educational services and opportunities against any person because of race, color, sex, religion, age, birth, ancestry, national origin, family relationship, personal or political patronage or handicap.

Sexual Harassment

It is the policy of Legacy Public Charter School to maintain a learning environment that is free from sexual harassment. It is a violation of this policy for any Legacy Public employee to harass a student or for any student to harass another student through conduct or communication of a sexual nature.

For the purpose of this policy, sexual harassment is defined as any unwanted or unwelcomed verbal, written, or physical conduct of a sexual nature that interferes with a student's right to learn, study, work, achieve, or participate in a comfortable and supportive educational atmosphere.

It is the expressed purpose of this policy to see that no student is subjected to language or harassment that makes him/her feel uncomfortable or unsafe. Students who believe they are being harassed should report the situation to a teacher, or the administrator immediately. Disciplinary action for violation of this policy may involve up to and include suspension and/or expulsion. Legacy Public Charter School officials will follow appropriate state and federal laws, and refer to the following Idaho Codes as appropriate.

LANGUAGE

Students will refrain from swearing or using foul language at all times. Students will speak kindly and respectfully to staff and fellow students. Students speaking inappropriately, disrespectfully or unkindly will be assigned detention and an incident report will be completed. Repeated incidences may require an appearance before the Governing Board.

DRUG AND ALCOHOL USE

Drug Free School Policy

Legacy Public Charter School will comply with *I.C. 33-210*. In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Legacy Public Charter School is committed to the concept of having a drug free student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choice regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted.
- Referral to assistance, such as counselors and/or health professionals.
- Referral to an outside agency for chemical dependency assessment and/or treatment.
- Suspension from school.
- Expulsion from school.

Referral Policy

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, or on adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described.

1. Observable behaviors may include chronic attendance problems, erratic behavior, drop in grades, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence.
2. Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination or other recognizable characteristics unusual for the particular students.

Offenses for elementary students shall be cumulative from grades K-5 and offenses for secondary students shall be cumulative from grades 6 - 8.

Procedures

Legacy Public Charter School will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Administrator through appropriate procedures. To develop reasonable cause for taking action the following procedures may be indicated.

1. Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
2. Possession of alcohol or other illegal drugs
3. All procedures are to be performed with discretion and documented.
4. Refusal to submit to a request to any of the procedures may result in disciplinary action.

Elementary Disciplinary Procedure

1. First Offense for Use or Possession (Grades K-5)
 - a. Parent or guardian will be contacted.
 - b. Student will be suspended for 5 days.
 - c. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
 - i. Law Enforcement Agency shall be contacted.

- ii. If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.
- 2. Second Offense for Use or Possession (K-5)
 - a. Parent or guardian will be contacted.
 - b. Governing Board may be petitioned for expulsion of student.
 - c. Law Enforcement Agency shall be contacted
 - d. Child Protection Services (C.P.S.) may be contacted.
- 3. Third Offense for Use or Possession (K-5)
 - a. Parent or guardian will be contacted.
 - b. The student shall be suspended and the Governing Board will be petitioned for expulsion of the student.
 - c. Law Enforcement Agency shall be contacted.
 - d. Child Protection Services (C.P.S.) will be contacted.
- 4. First Offense for Selling or Delivering (Grades K-5)
 - a. Parent or Guardian will be contacted.
 - b. Law Enforcement Agency shall be contacted.
 - c. The student will be suspended and the Governing Board will be petitioned for expulsion of the student.
 - d. C.P.S. may be contacted.

Secondary Discipline Procedure

- 1. First Offense for Use or Possession (Grades 6-8)
 - a. Parent or guardian will be contacted.
 - b. Law Enforcement Agency shall be contacted
 - c. Student shall be suspended for 5 days.
 - i. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
- 2. Second Offense for Use or Possession (Grades 6-8)
 - a. Parent or guardian will be contacted.
 - b. Law Enforcement Agency shall be contacted.
 - c. School Board may be petitioned for expulsion of the student.
- 3. Third Offense for Use or Possession (Grades 6-8)
 - a. Parent or guardian will be contacted.
 - b. The student will be suspended and the School Board will be petitioned for expulsion.
 - c. Law Enforcement Agency shall be contacted.
- 4. First Offense for Selling and/or Delivering Alcohol or Drugs (Grades 6-8)
 - a. Law Enforcement Agency shall be contacted.
 - b. Parent or guardian will be contacted.
 - c. The student shall be suspended and the School Board petitioned for expulsion.

Search and Seizure Philosophy

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of Legacy Public Charter School is under the direct jurisdiction and exclusive control of the Governing Board and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search all school property, including student desks, areas designated by the school for storage of students' personal property, and all other school property over which the school has control at any time, without student consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school expense.

Enforcement Procedures

Any student exhibiting inappropriate behavior that suggests "using" or "being under the influence" of controlled substances will be immediately escorted by an employee to the administrative office for interviewing and observation. Except in the case of an emergency, the student will not be left unattended and will not be allowed to leave the school premises.

The Principal or designee will refer the student to the law enforcement agency after a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using or under the influence of a controlled substance. All employees will cooperate fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to student desks, any other area designated by the school for storage of students' personal property, and other school property, and providing oral and/or written statements regarding the relevant events.

The Principal and/or any other employee having observed the student's behavior will document his or her observations of the student; the documentation will be provided to the law enforcement agent, and a copy will be placed in the student's discipline record.

The procedures to enforce this policy are as follows:

1. **Suspension/Expulsion:** Students who violate this policy will be suspended by the Principal. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. The time period for suspension for the second or third offense will be determined at the discretion of the Principal and/or Governing Board. The Principal will determine whether or not the suspension will be served in school or out of school. If deemed appropriate by the Principal, he or she may request that the board expel a student who has violated this policy for a second or third offense.
2. **Referral to Law Enforcement:** The student will be referred to the law enforcement agency Search and Seizure: A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled

substances. Any evidence of a violation of the law or this policy may be seized by the Principal or designee. Student desks and any areas designated by the school for storage of students' personal property are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of personal property.

ACADEMIC INTEGRITY/PLAGARISM, CHEATING

Legacy Public Charter School considers cheating or academic dishonesty to be a serious violation of school rules and has adopted procedures (below) to deal with students who have committed any of the following:

- Receive or provide information during a test.
- Receive or provide information on tests during an earlier period.
- Use unauthorized material on tests.
- Use ideas or written material from other sources, i.e., students, professional writers, Internet notes, study guides without acknowledging the source in their own writing.
- Use or copy another student's homework when not authorized by the teacher to do so.
- Allow other students to use their work on assignments.

First Offense – Student is given a zero on the compromised work. Parents will be notified.

Second Offense – Student will receive a zero and will be referred to administration for further disciplinary action including the possibility of suspension or expulsion.

SUSPENSION AND EXPULSION

Legacy Public Charter School recognizes that students are entitled to attend a free public school and that even temporary denial of that right may occur only after careful attention designed to protect the individual rights of students. However, the school is also responsible for providing a safe learning environment which protects the safety of all students, volunteers, and personnel.

The Idaho Legislature has empowered public schools to provide temporary suspension and for expulsion of individual students when circumstances demonstrate that such action is necessary for the protection of the rights of other students, necessary for the orderly operation of the school process, and/or necessary for the protection of the safety of other students.

Suspension and/or expulsion of students with disabilities will be handled in compliance with federal law and following the Idaho Department of Education Special Education Manual as outlined in the Legacy Policy regarding discipline for students with disabilities.

Suspension

Authority to temporarily suspend students has been delegated by the Idaho legislature to the principal/superintendent of the school. No person other than the principal/superintendent or the Governing Board may suspend a student from Legacy Public Charter School.

Grounds for suspension may include the following:

- A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of other students and the general climate of the school.
- A student may also be suspended when, in the judgment of the principal/superintendent, the suspension is necessary to protect the health, welfare, or safety of the student or other students of the school.

Period of suspension

The Governing Board or the principal/superintendent may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the principal/superintendent shall not exceed five (5) school days in length; and the Governing Board may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Governing Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Governing Board may extend the temporary suspension for an additional five (5) school days.

Procedure for suspension:

1. Prior to suspension, steps will be taken to ensure compliance with all applicable policies and procedures;
2. Prior to suspension, unless an emergency exists, the principal/superintendent shall grant the student an informal hearing on the reasons for the suspension;
3. The student shall be given opportunity to challenge the reasons for the suspension and explain the circumstances surrounding the event;
4. If the student is suspended, a complete explanation will be given orally and in writing to the student regarding the terms or conditions required to lift the suspension;
5. Written notice describing the reasons for the suspension shall be delivered or mailed to the parent or guardian;
6. The Governing Board shall receive a copy of the written notice delivered to the parent or guardian.

Expulsion

Only the Governing Board may expel a student. If a Special Education or Special Services student accumulates, or is likely to accumulate, more than ten (10) days of suspension in a school year, the student's multidisciplinary team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, multidisciplinary team shall make needed modifications to the student's IEP.

Grounds for Expulsion:

A student may be expelled only for the following reasons:

- When the student is a habitual truant;
- When the student is incorrigible;
- When the student's conduct is such as to be continually disruptive to the instructional effectiveness of the school;

- When the student carries a deadly or dangerous weapon concealed or on or about his or her person while on the property of the school;
- When the student's presence in the school is detrimental to the health, safety, or welfare of other students or staff.

Procedure for Expulsion:

Formal Hearing: When events or circumstances are such that a student faces expulsion from school, the following will occur:

1. The student and the parents or guardian shall be notified of:
 - a. The grounds of the proposed expulsion, and the date, time and place where a full and fair hearing of the expulsion will be held;
 - b. The right to be represented by legal counsel;
 - c. The right to confront and cross-examine adult witnesses who testify against him/her and to submit evidence on his/her own behalf.
2. The student and the parent or guardian shall be provided a written copy of the charges.
3. Expelled students within the age of compulsory attendance fall under the purview of the Juvenile Corrections Act, and an authorized representative of the Governing Board shall, within five (5) days, give a written notice of the expulsion to the Idaho Department of Health and Welfare.

HOMEWORK POLICY

The education of today's youth must be considered a team effort involving parents, students and teachers. Research shows that the most successful students, regardless of family income or ethnic background are those who have regularly structured homework time. Homework allows additional practice and reflection, reinforces skills, and provides practical application and time for additional research. Homework helps establish a basis for independent and life-long learning while the discipline of nightly homework creates a habit that will be beneficial throughout life.

- Homework assignments are required and will apply to the student's grade.
- Late assignments will be awarded a lower grade.
- Benchmark assignments must be completed to receive credit.
- Assignments more than one day late may or may not be accepted at the teacher's discretion.
- Homework due during an unexcused absence will receive a failing grade at the teacher's discretion.

(Teachers will establish specific policies for their classes and will share those with their students.)

It is not our intention that parents teach their students; however, parental support and encouragement are essential for many students to be successful. The following have proven beneficial to both parents and students:

- Establish with your student that homework is a priority.
- Establish a regular homework schedule.
- Discuss, read and review assignments periodically.

- Listen to rehearsals of presentations.
- Review and discuss grades on completed assignments.

BUS RULES AND CONSEQUENCES

The following is a complete list of bus safety rules.

1. Before Boarding the Bus:

- a. Be on time at the bus stop. The bus is not permitted to wait.
- b. Stand on the sidewalk at the bus stop. If there is no sidewalk, stand on or near the curb. Stay off the street!
- c. On dark or cloudy days, wear bright clothing.

2. Boarding the Bus:

- a. Stay in line and board the bus quickly.
- b. Help other students; do not crowd or push anyone.
- c. Use the hand rail when going up the bus steps.
- d. Find a seat and stay in it. If needed, share the seat with another student.

3. While Riding the Bus:

- a. Talk quietly. Talking loudly is never permitted.
- b. Do what the bus driver says. The bus driver has complete authority over students riding the bus.
- c. Stay seated. When on the bus, students must stay seated for safety reasons. Turning around or standing is never permitted. Windows may be opened, but students must never lean out the windows or put arms out the window.
- d. Keep the bus clean. By keeping feet off the seat-back and putting all garbage in cans students will help make the bus safe. The Student will be responsible for any vandalism that is incurred.
- e. Keep books and other personal belongings on your lap. Throwing of any material in or out of the bus is never permitted and will result in immediate suspension from the bus..
- f. Know the use of the Emergency Exit. Keep aisles clean and clear at all times in case of an emergency. The back emergency door is to be used only in the case of an emergency.

4. Getting Off the Bus:

- a. Remain seated until the bus has completely stopped.
- b. Cross the road in front of the bus, following the instructions of the driver. Do not walk out into the road between parked cars.
- c. Walk facing traffic. When leaving the bus stop, always walk on the curb facing oncoming cars. Stay on sidewalks whenever possible. Do not cross the street unless necessary.

Students need to take care of three general parts of their body while riding the school bus.

1. Mouth – Do not talk at a noise level that is distracting to the bus driver or use bad language on the bus.
2. Hands and Feet – Keep hands and feet to yourself. Does not push, hit, kick or throw things. Hands and/or feet must never be put out the window.
3. Bottom – Stay in your seat. Turning around or kneeling in your seat, or standing is not allowed.

If the student can assume responsibility the three areas listed above and can show respect for self, other students, and the bus driver, citation will not be necessary. In the event a student violates a bus rule, the following consequences will be imposed (For students with disabilities, disciplinary procedures for bus behavior will also comply with all applicable federal and state laws and will follow the procedures outlined in the Idaho Department of Education Special Education Manual):

- 1st offense: Warning; telephone call to parents and a copy of the driver's report.
- 2nd offense: Suspension of bus riding privileges for ten (10) school days. Parents will receive a telephone call from the school and a copy of the bus citation.
- 3rd offense: Suspension of bus riding privileges for the remainder of the calendar school year.

Riding the bus is a privilege. The bus drivers report can cause suspension of any student from riding the bus. Legacy Public Charter School and/or Brown Bus Co., reserves the right to suspend bus riding privileges at any time in the case of severe misbehavior.

GENERAL INFORMATION

ADMINISTERING MEDICATION

Students are not permitted to carry prescription or non-prescription medications at any time. If a student must take medication during the school day, these guidelines will be followed:

1. All medications will be left with the secretary.
2. The parent/guardian must submit a written request to the school if the medication is to be given during school hours. Specific directions for administering the medication and the parent/guardian's signature must be received before any medication is given to the student. In the case of prescription medications, the physician's signature is also required.
3. The medication must be in the original container and the student's name and directions for administering the medication must be written on the container.
4. It is the student's responsibility to come to the secretary at the appropriate time to take his/her medication, unless the student has a disability and is unable to do so.
5. Non-prescription medication, such as Tylenol, Ibuprofen, cough drops and anti-itch cream, can be provided to students with parental permission. A parent note can be on file to allow the medication to be provided as needed to the student or by parent signature on the enrollment form.

MORNING AND AFTER SCHOOL SUPERVISION

Legacy Public Charter School will not provide supervision on school grounds for students in grades K through 6 before 7:50 a.m. or after 3:00 p.m. Therefore, students should arrive after 7:50 a.m. and be picked up prior to 3:00 p.m. Grades 7 through 8 will not be supervised before 7:00 a.m. or after 2:15 p.m. Parents are expected to make appropriate arrangements to ensure the safety of their children.

COMPUTER, INTERNET & E-MAIL USE

Computer usage is allowed for school-related, educational or assignment-based use only. Students may not use computers to play computer games, visit chat rooms, instant message or use social networking tools such as *twitter*, *myspace.com* or *facebook.com* at any time. E-mail access is allowed with specific instructor permission only. E-mail access for non-school related reasons is not allowed at any time. Student and parent/guardian will review and sign computer/internet guidelines at the time of registration. Computer usage is frequently monitored. Computer use at Legacy Public Charter is a privilege and not a right. Abuse of the computer will result in restriction of use.

HEADPHONES / MP3 PLAYERS

Students are not allowed to wear headphones or listen to MP3 players at any time, except when identified as an accommodation on a student's IEP. Headphones or MP3 players seen at school will be taken until after school. Students who consistently abuse this policy will have their headphones/MP3 player taken away and the confiscated item will only be returned to the parents or guardian.

CELL PHONES

Students are not allowed to use cell phones during school hours. Cell phones that are out during school hours will be taken by the Administrator:

1. First infraction – phone taken for the day.
2. Second infraction – phone turned in to the Administrator at the beginning of the school day and returned to student at the end of the school day for one month.
3. Third infraction – meeting with parents and cell phone possession is restricted on school property.

ATHLETICS (Applies to Grades 6-8)

Student athletes must maintain a minimum grade of a "C" in every class, and meet all requirements on the Sports Eligibility Form to be eligible to participate in any sport/athletic event. Students will be required to have a Sports Eligibility Form signed by all teachers each week while participating in sports. Athletes with discipline write-ups will not be allowed to play for a period determined by the Administrator.

SPORTS DUAL ENROLLMENT (with the Nampa School District)

1. Legacy Public Charter School will contract with the Nampa School District, or other appropriate public school district for dual enrollment for extracurricular sports for students in grades 6 through 8.
2. Nampa School District students have priority when cuts are made.

3. **Legacy Public students are responsible for fees** that are set by the appropriate school district for non-school district students if they exceed the amount designated for this purpose in Legacy's annual budget
4. Applications are available in the Legacy office, and must be signed by the Administrator of Legacy Public Charter School prior to submittal at the Nampa School District administrative office.

SCHOOL-SPONSORED TRIPS

All school-sponsored out-of-town trips taken for the purpose of participation in any educational endeavor shall be chaperoned by a member of the teaching or administrative staff. A student, who is not an active participant in the event, but has a reasonable purpose for attending may accompany the group with advance approval by the administrator. Organizations that plan to attend out-of-town events when it is necessary to leave during the school hours must receive written administrative approval. Any educational trips, which are not sponsored by the school, must have prior written approval from the Administrator for the absence to be excused. Students participating in school activities where buses are used for transportation may not go or return by private means without administrator approval. All baggage and personal effects may be opened and searched by school personnel before or during the trip.

GYMNASIUM

Use of the gymnasium and equipment outside of regular school hours must be supervised by an adult and approved by the Administrator. Use of the gymnasium during lunchtime is prohibited, unless approved by the Administrator.

SCHOOL EQUIPMENT

All school equipment is off limits during non-class hours unless instructor gives prior written permission.

CAMPUS VISITS

Legacy Public Charter School visitors are required to check in at the front office. Students who wish to bring visitors and guest speakers to the school should proceed through the appropriate teacher and get permission of the administrator or designee prior to the visit. Parents that wish to speak with students during school hours are asked to proceed through the school secretary. Parents that need to speak with teachers are asked to set an appointment in advance. Parents of students may volunteer in the classroom, but are asked to respect classroom procedures and speak with student or teachers outside of class time.

SCHOOL LUNCH PROGRAM

Legacy Public Charter School provides a variety of wholesome lunches to students in grades 1-8. Lunch prices will be set annually. Reduced/Free lunches are available. Applications are included in family enrollment packets. Lunch fees will be collected daily during morning attendance or may be paid directly to lunchroom staff. Parents are encouraged to maintain a balance on their students' accounts.

EMERGENCY SCHOOL CLOSURES / SNOW DAYS

In the event of heavy snowfall or freezing rain, which makes road conditions unsafe for school buses to operate, the following procedures will be followed:

The Administrator will notify radio stations and local TV stations of any school closure or late start. The stations typically begin announcing closure information at approximately 6:15 a.m. On late start days, all buses can run up to 60-90 minutes late.

WITHDRAWAL PROCEDURES

Any student leaving Legacy Public Charter School for any reason during the school year should do the following:

1. Provide a **written** request, including the date of withdrawal, from the parent/guardian to the secretary stating that the student is withdrawing from school and the reason for withdrawal.

Withdrawal grades will be available within 3 school days following the exit interview.

SCHOOL INSURANCE

Legacy Public Charter School is not responsible for accidents involving students while attending school, or school-sponsored extra-curricular activities. Students are covered when they ride the school buses. Students are protected while traveling on chartered buses or regularly-scheduled common carriers by the liability of those carriers. Legacy Public Charter School does not assume any financial responsibility for medical or hospital expense incurred because of athletic injuries. Athletics are voluntary programs in which the student may participate if he/she so desires; but he/she does so at his/her risk of injury.

COMMUNITY SERVICE

Seventh and eighth grade students are required to perform 30 hours of community service, cumulatively during their combined 7th and 8th grades years. They are responsible for logging their hours and providing proof of their hours served. They must have signatures of an adult involved in the activity (not a parent).

REPORT CARDS

Students will receive a formal copy of quarter, and semester grade reports. Parents are encouraged to attend Parent/Teacher Conferences at the end of 1st and 3rd quarters to pick up Progress Reports and meet with teachers about their student's progress and participation. Semester report cards will be sent home with students or mailed to parents. Weekly or monthly progress notes will be sent home with students if teachers or parents feel it is necessary. Parents will be notified a minimum of 2 weeks prior to grade reports if a student is failing a class.

DELIVERY OF ITEMS BY OUTSIDE VENDORS

Students are not to disrupt the school day by ordering and arranging for the delivery of items from outside vendors, such as food, flowers, balloons, and similar items. Parents are asked to have such orders delivered to the student's homes; otherwise, items delivered to the school will be kept at the front office until the end of the school day.

SPECIAL OCCASIONS

Halloween

There is no formal observation of Halloween at Legacy Public Charter School. Masks and costumes are not permitted.

Valentine's Day

Individual teachers will inform students concerning the classroom exchange of valentines. Class lists are provided, and children who choose to exchange valentines must include everyone on the list, so that each child receives the same number.

Birthdays

Student birthdays will be celebrated monthly with one, end-of-the-month classroom recognition event. Summer birthdays will be recognized in May.

VISITORS

All visitors, including parents, must report to the front office prior to entering a classroom.

LIBRARY USE

Students are allowed to check out two books at a time. Books must be returned before the end of each semester, or replacement fines will be issued. Fines may also be issued for damage or excessive wear on a book

TEXTBOOK/MATERIALS USE

Books or class materials must be returned before the end of each year, or replacement fines will be issued. Fines may also be issued for damage or excessive wear on a book or materials.

CLOSED CAMPUS

The campus is closed during all hours of school. Students are to arrive and stay for their entire school day. No student may go to a vehicle or leave school without permission from parents, notification of the teacher, and following proper sign-out procedures. Students are not allowed to leave campus at lunch unless accompanied by a parent/guardian after sign-out procedures have been followed. Leaving campus without checking out is treated as an unexcused absence and/or truancy.

CALENDAR 2011-2012

TBD

Receipt of Legacy Public Charter School Handbook

I have read and understand the Legacy Public Charter School student/parent handbook.

Parent/Guardian Signature

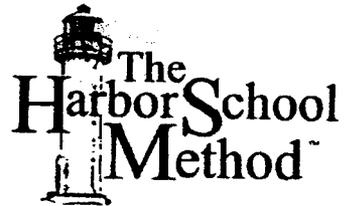
Date

Student Signature

Date

APPENDIX O

HARBOR EDUCATIONAL INSTITUTE



HARBOR ESSENTIALS FOR EDUCATORS

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and should not be duplicated without written permission by the Harbor Educational Institute*

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WHAT IS THE HARBOR SCHOOL METHOD?

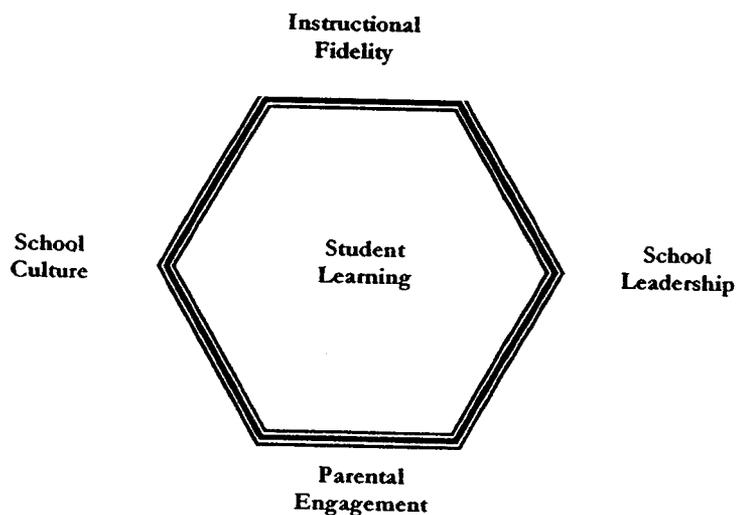
The Harbor School Method is a way of teaching, a way of learning and a way of schooling. It is an integrated model designed to educate children to be capable graduates ready to contribute to a democratic society. Harbor Schools create a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the manner in which these elements have been brought together to create a culture – a way of being as a school.

The philosophy of a Harbor School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

We believe that all children are capable of more than we imagine if we unlock their potential through high expectations, a rigorous, fast-paced curriculum, and dynamic character education.

Children must attain not only the knowledge and skills necessary for the 21st century, but also the work habits, the communication and problem solving habits that contribute to a democratic society.

The Harbor School Method integrates elements from the five key areas illustrated below.





STUDENT LEARNING

Children learn in a social context of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. The Harbor School Method is built on the belief that all students should know that their teachers have high expectations for their academic accomplishments and for their conduct. Harbor educators intentionally design every aspect of school to provide clear and consistent expectations for students. This helps students know what is expected of them at school. The Harbor School Method is centered on student learning in and out of the classroom.

What We Believe

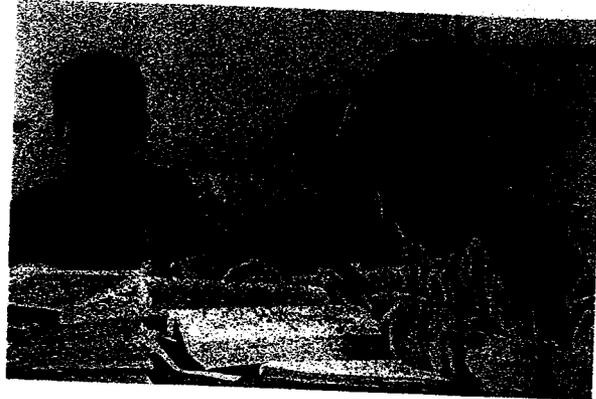
- *Teach to the high. All children are capable of learning more than we think.*
- *Safety is fundamental to learn, develop and succeed.*
- *Make learning personal and important for students.*

Work habits are established early in life and the Harbor Method intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Harbor School. An environment in which high academic achievement is an expectation for all students is foundational. The goal of a Harbor School is to help all students develop their capacity for knowledge, skills and dispositions that equip them to be work and college ready.

What Students Do

- *Students are deeply engaged in their work.* We define 'engagement' as the extent to which a student is *connected* to their work. How they do in school matters to them. The adults in the school continually help students develop a sense of personal accountability and responsibility for their performance.
- *Students are able to articulate their understanding of expectations* for their learning and their conduct in school.

- **Students demonstrate exemplary work habits.** Because students understand expectations early and expectations are consistent throughout the school, they are able to develop work habits that serve them.
- **Students communicate a sense of community and pride for their school** and their ability to succeed as a learner.
- **Students exceed state expectations for proficiency.** as the minimum level of achievement.



What Teachers Do

- **Student learning is at the center of all decisions** that a teacher makes. They continually reflect about their teaching and its effects on learning.
- **Teachers communicate high expectations** to all students. They use accelerated curriculum that go beyond state grade level standards. They expose students to concepts that are traditionally introduced in upper grades. This allows students to learn concepts earlier and more deeply through repetition and frequent exposure.
- **Teachers develop confident learners.** They tell students often, "If you do not get it the first time, you will get it the next time." The methods of teaching essential concepts used result in *learning with roots*.
- **Teachers monitor student learning actively.** Every teacher can develop their own process for monitoring student learning. Feedback on student learning must first be helpful to the student so that they take responsibility for their own progress. Parents should know early and frequently how their children are doing.
- **Teachers problem-solve with the principal** and colleagues when students are not performing to expectations. Additional support or adjustments are made.
- **Teachers shape the dispositions and conduct** of their students. Teachers attend to the development of attitudes that affect how students engage in their work with deliberate action.
- **Teachers use student discipline as an opportunity to teach.** Teachers use natural consequences and utilize these moments to instruct students about choices and consequences. They publicly praise and recognize students for diligence, attitude and academic accomplishment.

What Principals Do

- **Principals create a culture that is centered on student learning.** Harbor Schools center on learning, not testing. Assessing student learning is continuous in classrooms. Harbor educators understand and respect the role of national and state testing, but do not center their teaching on it, nor do they create an environment filled with anxiety.
- **Principals regularly and systematically monitor student learning.** A Harbor principal monitors both what is formally tested and what is demonstrated by students, in and out of the classroom. They are familiar with students' academic progress and needs.
- **Principals shape the development of students' dispositions.** They know students and they seek opportunities to reinforce the work habits and attitudes that contribute to their success. They publicly praise when students succeed in and out of the classroom.
- **Principals admonish** students when they have not met the behavioral expectations. Principals use these circumstances to teach students the choices and consequences of their decisions. It is important for students to understand that their choices and decisions are important enough to impact others.
- **Principals facilitate the development of a useful reporting process** of student learning progress to parents that is informative, consistent, frequent and proactive.

SCHOOL CULTURE

School cultures teach. They teach through the expectations set for and by the people working in them, both children and adults. They teach through the visible and invisible ways that people work together. They teach through the ways in which people treat one another. Safe, supportive school cultures mitigate the potential effect that differences among students could have on their learning. Principals are accountable for the school culture and must intentionally create the conditions consistent with Harbor philosophy and practices.

Harbor schools intentionally create a culture that lives what it believes. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. *We are intentional about shaping that behavior.*

What We Believe

- *Kindness is fundamental to safety.*
- *Leaders create the culture of a school.*
- *Students learn to self-govern in order to contribute to and support a democratic society as adults.*
- *Competent and caring adults are the most powerful teachers.*

The practices and conduct of the adults in the school are expected to be a primary model for students as they learn the character traits and work habits that will be life-long assets to them.

Harbor Schools focus on safety by removing fear, threat and intimidation from the learning environment. A focus on kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow. Adult decisions are made based on what is in the best interest of the students and the development of their knowledge, skills and dispositions. There is evidence of kindness between students and students, students and adults, and adults with adults. Adults demonstrate their respect and their responsibility to maintain a clean, orderly environment. They extend themselves to one another and to the students. Respect and personal responsibility is visible in all interactions.

What Students Do

- *Students are respectful to adults and to one another.* They are taught the expectations of conduct. From the playground, to the bus, to the cafeteria, students learn expectations for their behavior. They are trained to be polite to all adults in the school. They learn to say 'please' and 'thank you' to the staff in the cafeteria. They use napkins and quiet voices to visit with their friends in the cafe. They open doors for adults. When students are kind to and polite to one another, teaching and learning is not interrupted with reprimands.
- *Students learn early that their conduct in school creates the foundation* for their conduct after they leave school. They are taught expectations, hear examples and observe the modeling from adults.
- *Students are expected to walk, without talking, in lines* from kindergarten through eighth grade. This is another example of proactive expectations minimizing opportunities for misconduct and distractions in hallways.
- *Students do not talk in bathrooms.* The rationale for silence in the bathrooms is that it proactively prevents misconduct that can develop there. We want students to get in and get out quickly and return to their class.
- *Students know that there is zero tolerance for bullying,* and communicate a sense of security that they are taken care of at school.
- *Students understand that their choices bring consequences.* Consequences occur naturally and always with an explicit lesson.
- *Students know they will be recognized for their successes,* not only in what they know and can do academically, but also in their effort and attitude.
- *Students respect their school environment and property* by keeping it clean, orderly and through community service learning projects.

What Teachers Do

- *Teachers are proactive.* They try to prevent misconduct, inattentiveness, and disengagement from learning. Their motive is successful learning for all students in all settings at school.

- **Harbor teachers:**
 - **Teach clear expectations** through the use of the *Student Training Tape*. It is most effective to show the tape in individual classrooms on the first day of school, before students leave their room for recess, lunch, or another class such as music or P.E. Teachers need to attentively watch the video with students and make comments like "I love this" or "We can look better than that tape-let's practice." Watching passively or working on some other task will compromise the importance and the learning. Teachers know that modeling is the most powerful method of instruction. Teachers realize that their reactions will be closely observed and imitated by students. If a teacher is enthusiastic and obviously supportive of the behaviors on the tape, students will buy in. However, if the teacher thinks it is too much to expect students to walk quietly in straight lines, they will not take it seriously. Teachers discuss with students the reasons why the behaviors are important.
 - **Teach personal accountability**. All teachers develop ways to teach students a value for personal accountability. Teachers look for 'teachable moments' that naturally occur throughout the day.
 - **Walk behind students in lines**. Teachers continually watch students to observe conduct consistent with expectations as well as actively supervise opportunities to prevent misconduct.
 - **Remain alert** and 'have their antennas up', anticipating instances or circumstances in which students might be challenged, tempted or vulnerable.
 - **Teachers do not yell** when discipline is called for. The Harbor Method is proactive. If teachers are proactive regarding student conduct, they will not be prone to sudden anger. Discipline is natural and provided without negative emotion, but with clear and direct attention. The adults are calm and respond in a matter of fact manner.
- **Teachers send for the principal** to come to the classroom in cases of defiance or recurring infractions. Students are not sent to the office. Students learn quickly that issues are addressed and that consequences are immediate. The adults at school hold students accountable for the expectations set.
- **Teachers use humor** to create a safe and comfortable learning environment and to send messages that are important to students.
- **Teachers contribute to the positive, supportive culture** of the school through their deeds, words, and practices. Gossiping, destructive communication, and hurtful exchanges are not acceptable.

What Principals Do

- **Principals actively work to create the school culture** that exemplifies the Harbor philosophy: high expectations; kindness towards one another; safety physically and emotionally, respect and responsibility for the environment and every student. Positive and professional working relationships among the adults are essential and the principal actively fosters that.

- **Principals conduct an orientation for students** at the beginning of the year that outlines the expectations of the school. It is expected that the Student Training Video be used by each teacher in their classrooms to facilitate understanding and expectations close to home. The principal and staff however should preview the tape together before school starts to discuss how the teachers and all staff will be consistent on expectations.
- **Principals design school-wide schedules to minimize misconduct.** School lunches are scheduled by grade levels: grades 1-2; grades 3-4, etc. Class recess and playground time are scheduled with like ages to maximize safety and kindness.
- **Principals have the primary responsibility to supervise lunch, school arrival and school dismissal.** This is the principal's classroom in a Harbor School. This is the setting in which the principal gets to know the students in less formal contexts. Interactions are personalized, using these opportunities to acknowledge positive things about the students. School arrival and dismissal are opportunities to visit with parents. This is an ESSENTIAL responsibility of the principal to establish positive relationships with students and parents, be proactive and model the Harbor philosophy. If the principal has an emergency, they need to temporarily assign someone to that responsibility and orient them on consistent expectations.
- **Principals support teachers in the management of student behavior.** If misconduct of a student occurs, it is addressed in the environment in which it happened. If a student has defied a teacher, the principal takes care of it in the classroom so all students see that consequences happen to misbehaving students.
- **Principals are involved with student management.** Teachers inform the principals early and depend on them to intervene. For example, in the case of a student who is chronically misbehaving, they would check with the teacher first thing in the morning, saying, for example, "Mrs. Colbert, I just need to know how Johnny is doing?" This is done early enough where the student has not had time to do anything wrong yet. When the teacher indicates, "Mrs. Stallcop, he has been great!" the principal always follows up with a positive comment to the student.
- **Principals use time in hallways to acknowledge** the behaviors or accomplishments in more informal ways. It can be a time to connect with students in a more informal and discreet way. This also minimizes student misconduct.
- **Principals insure that all state regulations and board policies** regarding student discipline are followed.
- **Principals work with Boards to establish policies** that exemplify the work ethic that students see in adults and they themselves learn to develop. There is an expectation that the employees will be in attendance every day. Absence is an exception.
- **Principals remove students in extreme cases of misconduct.** Principal and teacher(s) decide together on an appropriate course of action. Federal regulations, state rules, school policy are followed. The safety of other students in a supportive learning environment is paramount.
- **Principals demonstrate a proactive approach to communication** to inform parents, teachers and students of key information for their success at school.

- **Principals continually monitor the use of Harbor ESSENTIALS** that contribute to the desired culture, including adult modeling, Rules and Reasons, 40 Cards, and Citizen of the Week.
- **Principals insure a safe and clean environment in and out of school.** Keeping a classroom and the school clean, orderly and maintained teaches respect and responsibility. Bathrooms are decorated as they might be in one's home. Students have a role in lunch room activities, such as serving and cleaning.
- **Principals insure that the Pledge of Allegiance is recited every day.** How and when it is said is the discretion of each school.
- **Principals demonstrate a non-threatening mindset and approach.** They demonstrate and model this to teachers. Discipline is an opportunity to lay out consequences and to learn.
- **Principals use humor** to create a relaxed atmosphere in which both the adults and students enjoy teaching and learning.



INSTRUCTIONAL FIDELITY

The quality of learning for students has everything to do with the quality of teaching. One can find examples of exceptional teaching in many schools. **Three key elements distinguish a Harbor school from other schools.**

What We Believe

- *High expectations with high quality instruction everywhere, everyday, by everyone.*
- *Students benefit from consistency, coherence and creativity of the adults.*
- *The foundation for critical thinking habits is challenging content, proficiency in skill and determination of best effort.*

One - faculty and staff who decide to work in a Harbor School commit to adopting the beliefs that ground the schools' philosophy. Their teaching, leading and working habits emerge from those beliefs.

Two - faculty and staff are prepared to meet clear expectations through the use of specific curriculum, teaching strategies and student management practices that support the intellectual as well as the social, emotional and character development of children.

Three - they understand the importance of instructional fidelity. Instructional fidelity is defined as being consistent with the Harbor philosophy and practices to achieve program coherence throughout their school. Program coherence matters for students.

The consistency of structure, expectations and instruction accelerates learning. This is a key component for school wide high performance.

Program and instructional coherence is a signature feature of Harbor Schools. This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn that they have multiple opportunities to learn information and to demonstrate their understanding and skill. Students learn the instructional routines in early grades which accelerate their ability to focus on new information, skill development and thinking skills. The core instructional methodology is consistent across teachers yet implemented with the unique creativity and talents of each teacher. Pacing of accelerated objectives is coordinated between grade levels.

What Students Do

- *Students learn to persevere* towards mastery of their learning. They are not afraid to try and understand mistakes are for learning.
- *Students articulate what they are learning*. They know what they are expected to learn which contributes to their active engagement and success.
- *Students demonstrate internal motivation to learn and excel*. The adults create the school and class environment that fosters internal motivation and satisfaction.



What Teachers Do

- *Teachers teach to the high*. Challenging students and expecting high levels of learning is visible in classrooms. Teachers create additional opportunities for the range of student learning needs.
- *Teachers adhere to the concept boards*, as disseminated, especially in their first year. As they acquire more comfort and familiarity with the methods, they adjust to meet the curriculum and learning needs of their students while maintaining the fidelity to the Concept Board approach.
- *Teachers use direct instruction*. Direct instruction is used during concept boards. Other instructional methods are used as teachers match the specific learning objectives to the best instructional approach.
- *Teachers design and engineer* the learning environment. They skillfully select the essential and accelerated curriculum objectives and coordinate them for alignment between and across grade levels. Teaching is the priority of every teacher. All activities of the day are opportunities for teachers to be intentional about what students can learn.
- *Teachers exercise individual creativity and talent*. Instructional fidelity and individual teacher creativity coexist. Teachers appreciate the consistency and utilize their talents and creativity on instruction strategies that are varied according to the learning objectives. They know where they need to be consistent in order to accelerate their learning.
- *Teachers instill values in students* for the character and work habits that are required to be successful and a contributing member of a democratic society.
- *Teachers are adaptive to the needs of students*. They see mistakes as a teaching opportunity and teach students to see mistakes as a learning opportunity. They are transparent about their own mistakes, modeling the learning opportunity.
- *Teachers manage student conduct consistently*. Classroom teachers select a student to carry the clip board that holds a “sign-off sheet” for special subject area teachers. The special subject area teacher uses this sheet to communicate the

behavior of the class and/or specific students. Positive reports may earn students an extra Hall of Fame.

- **Teachers are problem solvers.** They monitor student learning and create ways to meet needs of students. They direct the role of the Educational Assistant and utilize resources to support student learning. They take leadership roles and creatively approach dilemmas with the principal and their colleagues.
- **Teachers encourage the quiet students.** They set all students up for success. They are intentional about engaging specific students and are expert in how and when.
- **Teachers prepare students for state wide testing.** Teachers want students to feel prepared. They do not overemphasize its importance or create anxiety about it. Rather, they help students to be familiar with the mechanics of the testing process and confident in their preparedness to do well.
- **Teachers use national and state assessments as one indicator** of the quality of teaching and learning. They also use Concept Board Assessments and student work to guide their daily interactions with students. They use assessments as sources of insight about student learning, instructional effectiveness and curricular needs.

What Principals Do

- **Principals know the Harbor curriculum, instructional practices and resources thoroughly.** They are able to expertly represent the Harbor Method to the community. They demonstrate effective teaching to new teachers.
- **Principals monitor the teaching and learning** on a daily basis. This is their most important responsibility. They are highly visible in classrooms, on the playground, in the cafeteria, and during arrival and dismissal. They provide continual feedback to teachers regarding what was effective and what they might consider. They encourage students and recognize the behaviors and achievement that they want to reinforce.
- **Principals monitor student and school performance.** They review data from state and school assessments. They monitor enrollment, attendance and proactively approach performance improvements.
- **Principals defend, protect and insure instructional fidelity** and program coherence. They understand that traditional education has often been fragmented for students. They understand the influence of programmatic coherence and consistency on student learning.
- **Principals cover classes, provide assistance and support to a teacher.** Above all, principals believe that teaching is an honored profession and quality of instruction is the value that schools bring to students. They quickly cover instruction for teachers when appropriate.
- **Principals monitor grade to grade articulation and across grade consistency.** The curriculum is built for grade level mastery and acceleration. Teachers need to annually calibrate the content and grade level expectations to insure program instructional consistency and alignment to student learning expectations.

SCHOOL LEADERSHIP

The quality of a school, the quality of teaching and the confidence of parents rest on the competence of the school's leaders. Leadership comes from two functions of a Harbor School. One is the Board of Directors which is responsible for the governance, policies and strategic direction of the school, as well as the link to the parent community. The other is the school principal, who carries out the expectations of the Board and insures the quality of the school programs.

The ability of a Harbor School to carry out its mission depends heavily upon the strength of its governing board. An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school's mission, possess substantial leadership skills and expertise, set policy that guides the school's work, and evaluate both the school and itself with an eye toward continuous improvement.

What We Believe

- *Principals and school boards are accountable for the quality and performance of the school..*
- *Leaders create the conditions for adults and students to be successful..*
- *Leaders are explicit in their expectations of adults and hold them accountable to those expectations.*
- *The principal is responsible for the culture of the school.*

Leadership has a profound effect on the conduct and achievement of students and the adults who contribute to their learning in the school setting. We believe that the principal has a direct accountability for the environment in which teachers teach and students learn.

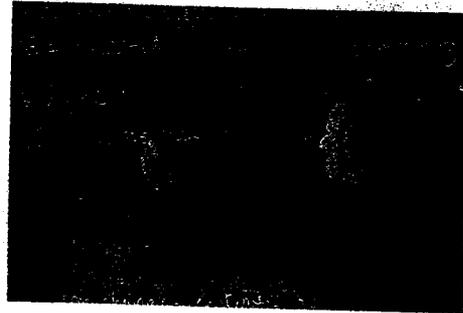
The principal's primary responsibility in a Harbor School is to support teachers and protect teaching time. This is not merely a function of scheduling or other administrative activities, but of the principal's presence throughout all student contact areas during school hours. Principals in Harbor Schools are extremely visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. They use all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. The principal's presence in this manner provides daily supervision and support of teachers to ensure instructional fidelity.

What Students Do

- ***Students demonstrate respect for authority.*** They understand there are rules, there are choices and there are natural consequences.
- ***Students know the principal.*** Not only do they know the principal, they know that he or she is looking out for their best interests and what they expect.

What Teachers Do

- ***Teachers are leaders of instruction.*** They are hired as experts of teaching and learning. They sustain their professional commitment to deliver high quality instruction for extraordinary results in student learning.
- ***Teachers come with solutions*** to presenting problems. They are creative in approaching any dilemma they face and present options that the principal and school might consider to respond, adapt or change any component that is interfering with their ability to teach effectively.
- ***Teachers depend upon their principal to guard their instructional time.*** Teachers know what they are expected to do and they know what principals are expected to do. Roles are clear and the differences in authorities are respected.



What Principals Do

- ***Principals act as stewards of the educational process.*** They understand their responsibility as custodian of parent trust. They work to ensure that parents have confidence in their school to create the kind of school that will make their child successful.
- ***Principals create the culture and conditions*** for high expectations for learning, conduct and program coherence across grades. They create the conditions for teachers to excel at teaching. They develop the capabilities of staff for instructional effectiveness and high student achievement.
- ***Principals are present, visible and actively monitor the learning environments.*** Since principals supervise lunch time, arrival and dismissal, they are visible and use this time to chat with parents and to interact with students. Paper work and other management responsibilities are performed before and after the instructional day.
- ***Principals establish trust and confidence*** with the Board of Directors. They implement the strategic direction and policies established by the Board.

- **Principals communicate their expectations to employees** in modeling the Harbor philosophy and practices. They communicate a sense of mutual responsibility for all adults to contribute to the kind of culture that supports their own effectiveness and the success of their students.
- **Principals act on those adult expectations.** They address issues and inconsistencies directly with staff. The adult as a model to students is highly regarded.
- **Principals promote positive working relationships.** They immediately address behaviors or practices that are threats to the Harbor culture. An example is gossiping among adults. The adults in a Harbor School are expected to provide constructive examples of high character and personal accountability for students. A good rule of thumb is to ask yourself how you would feel if the person you were discussing suddenly happened upon your conversation. Would you be embarrassed?
- **Principals establish proactive, transparent communication** with the Board, the staff and the parents. The principal anticipates questions and makes communication a management priority.
- **Principals create opportunities** for continuous professional development of staff. Principals model continuous learning and create opportunities for their staff to develop and contribute to professional learning.
- **Principals are self-directed learners.** As instructional leaders, they must remain knowledgeable and current in educational research. They create opportunities for teachers to develop professional skills, while guarding and protecting faculty from irrelevant distractions from their instruction.
- **Principals create a calm professional setting.** They do not create anxiety around testing, requirements and areas to improve. They create an adaptive, flexible, can do environment.

What School Boards Do

Public charter schools are formed under the non-profit laws of the state. Like most non-profit organizations, public charter schools are mission-driven. Public charter school boards in Idaho follow nationally recognized models for governance, which require boards to serve the mission of the school.



Public charter schools, like all effective non-profit organizations, carry out their mission by selecting board members that share common goals and utilize the talents of various volunteer members of the community to enhance the school's operation. It would be irresponsible for public charter school founders not to protect the mission and stability of that school by ensuring that board members understand and support the central concepts upon which the school was founded.

One challenge that faces charter school boards is fulfilling the founder's mission of the school. Recruiting board members who are committed to the school and who possess the skills, knowledge and interests are foundational to develop their non-profit organization to succeed for students, families and teachers.

School Boards:

- **Identify and recruit board members** who are committed to the vision and mission of the founders. They need to possess the skills, knowledge and attitudes that are needed to effectively carry out its responsibilities. Board members need to help recruits determine if their needs, interests, values, and beliefs are aligned with that of the schools' mission.
- **Orient and train board members** to be effective leaders and decision-makers. They must be well-informed about all four areas: corporate law, internal policies, and procedures/contracts with third parties; local, state, and federal laws/regulations; the charter school's financial resources, facilities, and equipment; and risk management. Training for service on the board must include a thorough understanding of the Harbor Method, the challenges and requirements of board service, and their legal responsibilities.
- **Make effective decisions** consistent with the mission of the charter school. As the board of an independent public school and a separately incorporated non-profit organization, the charter school board must act as a guardian of public trust with legal governing obligations.
- **Plan for near-term and long-term success.** Strategic planning and thinking is paramount to the success of a school. The need to determine how the board can organize itself in order to function as an effective, future-focused leadership team is a critical role of charter school boards.
- **Carry out legal and financial responsibilities.** Board members know how to monitor the organization's financial position, and understand their roles versus committee roles in the oversight responsibilities.
- **Develop effective board-staff relations** and maintain an effective, mutually supportive working relationship with the charter school administrators.
- **Develop fruitful board/community/parent relations** by forging strong relationships with parents and community members. The charter school board can play a critical role in developing partnerships and collaborations that tap the resources of the community, enhancing the school's capacity to meet the educational needs of its children.
- **Develop internal accountability** of the performance of the school and the people who work there. Boards know that quality is developed and maintained with competent professionals who implement the school's mission.
- **Create and maintain effective committee structures** to enhance the board's overall effectiveness by matching the needs and requirements of the committee with the skills, knowledge and interests of prospective committee members.
- **Foster fund-raising** with a standing committee whose purpose is to plan, organize, and build successful fund-raising campaigns.
- **Develop effective board self-assessment** on the effectiveness of the board in carrying out its roles and responsibilities. It is important that the board spends time

looking at its own performance in order to improve it. Charter school boards need to institute a self-assessment process to continuously help the board enhance its effectiveness.

PARENT ENGAGEMENT

Harbor Schools depend on the support and engagement of parents. Most of our schools began with a small group of interested, committed and dedicated parents who wanted a Harbor education for their children. Harbor educators must always remember that and cultivate strong parental engagement. The school actively works to earn their trust and confidence to provide a safe and productive learning environment for their children.

What We Believe

- *Educators regard and engage parents as their children's first teachers.*
- *Parents contribute to the excellence of a school.*

It is essential that parents are well informed on the elements of the Harbor School Method. **All Harbor parents understand that they are their child's first teacher. They can identify their role in "What Teachers Do" sections of this document.** All parents should have sufficient understanding of the method upon enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience the method through classroom visits. Their understanding of Harbor practices is essential for them to support their child's education. Harbor Schools encourage parents to volunteer in various ways to enhance the program's effectiveness.

What Students Do



- *Students contribute to their families* by modeling at home and in the community the same kind of behaviors and work ethic expected at school.
- *Students contribute to their families* through community service learning projects.

What Teachers Do

- Teachers utilize parent volunteers to support student learning. Teachers direct parents who are available to volunteer their skills and talents in their child's classroom.
- Teachers communicate proactively with parents, as a group and for individual students.

What Principals Do

- Principals proactively communicate to parents. Communication is frequent. Principals explain how their school does business. Communications include the following:
 - Interruptions to the instructional day are kept to a minimum. Emergencies are an exception. All other communication is done before or after school. Principals and teachers 'teach' parents that instructional time is the highest value.
 - Teachers and principal want students to develop a productive work ethic early in their lives. We encourage parents to support their children in their work and to encourage superior efforts to their work.
 - Before school starts, invitations are extended to parents to meet with teachers at all grade levels in the initial year of their child's attendance and then at kindergarten and first grade every year. First days of school and last days of school are instructionally full days.
 - Principals prepare weekly notes for parents that require their signature and return to their child's teacher. The notes report their child's attendance and other essentials that parents need to know.
 - Principals communicate the importance of the school's expectation of student attendance to parents. Parents need to plan family trips and vacations around the school calendar. This communicates a sense of high value and respect for their time at school.
- Principals create opportunities for parents to understand the educational program and the Harbor method that their school is using.
- Principals establish productive relationships with parents. Because they are well informed regarding the progress and the conduct of students, they are able to talk with parents regarding concerns.

THE INSTRUCTIONAL PROGRAM ESSENTIALS

The Harbor Method™ is an instructional approach that provides students with a coherent system of learning from grade to grade. It is a synthesis of multiple instructional approaches that are well-documented for their effects on learning. Over the past several years, research on learning has established key attributes for effective teaching and effective learning. The Harbor Method incorporates these key elements into its pedagogy. Instruction of concepts and skills is *frequent* and *integrated* into multiple contexts. Concepts and skills are not taught in isolation, but incorporated throughout the day. Teachers *motivate* students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The Harbor Method does not separate the development of character in children from the development of their academic skills.



Harbor Schools utilize the Harbor Curriculum for reading, language arts, and math which includes the Idaho State Standards as a foundation. It extends student learning through designation of objectives as either “essential,” which are expected to be mastered at that grade level or “accelerated,” which are expected to be introduced or repeated at that grade level. Teachers design instruction based on the level of cognitive demand that they are helping students achieve.

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented. The Harbor Method focuses on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. The Harbor Method incorporates both information and skill development as requirements for tasks of high cognitive demand. Teachers skillfully scaffold student learning, building on their success from year to year and increasing the cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. They learn skills that need to be automatic. Instruction emphasizes opportunities for students to develop thinking skills that:

- acquire and integrate knowledge
- extend and refine knowledge
- use knowledge meaningfully

As students progress through grades, teachers design learning to incorporate these areas and develop the ability of each of the students to be a critical thinker and a self-directed learner.

MATH INSTRUCTION

The hallmark instructional strategy of the Harbor Method is the *Concept Board*. It is used to teach both the essential and accelerated objectives of the Harbor Curriculum in a repetitive manner. Teachers use their white boards to display the daily concepts, implement it through direct instruction, and then scaffold to build on the skills which are repeated everyday. Students respond by engaging in oral recitation and joining in choral response. This provides a safe environment in which students can learn and teachers can monitor each child's progress. By modeling and reinforcing as a group, the students do not feel singled out, but rather know that if they do not get it today, they will get it tomorrow.

Teachers are provided CDs illustrating *Concept Boards* that should be used as outlined during the first year of the program. These "boards" have been created by skilled master teachers at every grade level and are artfully constructed to contain both the essential and accelerated curricular expectations for that grade level.

As teachers become more comfortable with the Harbor School Method™, they may alter the *content* in subsequent years, to meet students' needs and curricular expectations. The *Method*, however, does not change. Previous new teachers of Harbor Schools have said "trust the Method"! It works!

GRADE FIVE

Week of
WEEK 15 DAY 1

Numerals and Operations

Write in standard form:
eighteen million, seven hundred twelve thousand, ninety-nine

MMMCDXXMXCIV

Figure the difference:

Round each to the greatest value:

Decimals

Fraction	Decimal	Percent
	1.5	
$\frac{3}{4}$		
		9%

Geometry

Plot the ordered pairs and connect the points to construct each quadrilateral. Then write rectangle, square, parallelogram, trapezoid, or rhombus to identify each quadrilateral.

4
3
2
1
0	1 2 3 4

R,(0) (2,4) (0,1) (4,3)

4
3
2
1
0	1 2 3 4

(2,0) (3,0) (3,4) (2,4)

Fractions

$$\begin{array}{r} 127\frac{1}{2} \\ 136\frac{1}{4} \\ +159\frac{1}{2} \\ \hline \end{array} \quad * \quad \begin{array}{r} 315\frac{7}{16} \\ -177\frac{1}{2} \\ \hline \end{array}$$

Convert: $8\frac{1}{12} = \frac{73}{11} =$
 $4\frac{29}{31} = \frac{59}{7} =$

Estimate

We paid for 100 sundaes.
Grade 1 = 25 students
Grade 2 = 28 students
Grade 3 = 29 students
Are there enough sundaes?
Estimated number of students: _____

Vocabulary

(Keep test vocab. on A-Z's)

Divisibility

1	2	3	4	5	6	9	10
---	---	---	---	---	---	---	----

1,004

Measurement

Complete <, >, =

fortnight _____ 4 weeks
escape velocity _____ 24,000 mph
3 yards _____ 14 feet
1,000 pennies _____ 10 dollars
sides octagon _____ # sides hexagon

Fractions

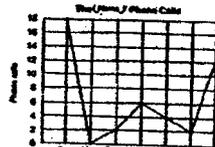
12 = 44 =
5 = 22 =
6 = GCF =
LCM = $\frac{5}{7} =$ %

Solve

Radius = 5"
Diameter = _____
C ≈ _____

Graphs

A line graph can show changes over time. Line segments on the graph can move up, move down, or stay the same. This graph shows how many phone calls the [Name] family made in a week. Use the graph to answer each question.



1) On which day were no phone calls made?

2) What was the total number of phone calls for the week?

3) On which day did the Spinos make 6 calls?

4) On which two days did they make 10 calls altogether?

Concept Boards include:

- Real life concepts that are integrated, not isolated or segmented.
- Multiple opportunities to learn concepts every day.
- Opportunities for students to shift thinking, as they move from one problem to the next. This is more reflective of real life rather than isolated attention to one type of content.
- Fast-paced teaching with “thinking aloud” opportunities for students to check for comprehension.
- Daily Oral Language (DOL).
- Daily Oral Analogies (DOA).
- Daily Oral Vocabulary (DOV).
- Schools follow Idaho State Standards and the recommended resources for
 - Daily Oral Geography (DOG).
 - Daily Oral Social Studies (DOSS). - <http://www.sde.state.id.us/instruct/socialstudies>
 - Daily Oral Science (DOS). - <http://www.sde.state.id.us/instruct/Science/>
- A framework from which teachers can design homework, reviews and assessments.

Concept Boards and the accelerated curriculum are essential requirements of a Harbor School. The Concept Boards, taught through direct instruction, are an essential method for teaching math. Teachers use the “think aloud” method. They model for students (“my turn”), then students say it with teachers (“your turn”), taking turns reciting the math concepts, functions and process. Teachers use repetition and check for student learning throughout the

22

instruction, for example, "Back row only", "boys only", "girls only," etc. This teaching strategy actively involves all students, increases time on task, and allows teachers to correct quickly.

Mad minutes are done daily in grades 1-8. All teachers do at least one mad minute. Grades 3-6 assess students' skills in timed tests. Math manipulatives are also used to deepen students' understanding. Teachers often incorporate these manipulatives in other instructional activities where it fits. Grade levels utilize Problem Solvers to strengthen the problem-solving component of Math. This series incorporates various strategies such as Guess & Check, Draw a Picture, Use Logical Thinking, Work Backwards, etc. to reinforce/practice solving mathematical situations. This connects to the *Concept Board* as well as real-life situations, which is important to Harbor philosophy.

Schools may select supplemental math programs at their discretion.

READING INSTRUCTION

The Harbor Method™ has not adopted one particular reading program. Each school is free to select its own reading program. The methods of direct instruction, which ensures quick pacing, repeated and spiraling concepts, and realistic application are used. There are ESSENTIAL elements in literacy instruction that have proven to be highly effective for student learning and can complement any reading program.

Essential School-wide Reading Instructional Practices

- **Reading program is balanced and novel/literature based.** Each grade level has selected novels from a variety of genre such as historical fiction, science fiction, and biography. Units are prepared for each novel, gathering ideas from a variety of sources and integrating subjects from social studies, science, or math when possible. These units cover the State Standard's critical attributes required for each grade level. High-quality novels are used to practice/reinforce comprehension. Teachers instill a value that good books can be read over and over again.
- **Teachers do phonograms every day.** Daily review of phonograms through seventh grade in reading and spelling provides repeated practice of the 60+ units of sounds, fundamental to reading fluency. Teachers determine the amount of time spent. Some teachers utilize transitions to do this. Teachers create ways to adjust to age and to levels of student learning.
- **Reading aloud is fundamental to literacy development.** Students utilize buddy reading for 15-20 minutes daily in kindergarten through 6th grades (3-4 times per



week in 7th grade and 2-3 times per week in 8th grade), and gain confidence in their reading skills. Teachers often pair students with differing reading skills who can support one another and develop their ability to read with expression. Teachers move around the room, listening to students and documenting their observations for later instruction. Fluency practices include repeated readings of short stories and word lists, along with partner buddy reading. Oral reading gives an important check for accuracy. An assessment of words per minute is recorded daily and/or bimonthly.

- **Students do repeated readings for fluency.** This is particularly helpful for students requiring additional practice. Parent volunteers and educational assistants are often used to help students practice. The students have extensive reading practice in both narrative and expository texts.
- **Students use trackers (markers) to follow what the teacher reads aloud.** The tracking aids in student focus and reading expressively for enjoyment is modeled. Student and teacher engagement with words, passages, and ideas keeps interest intact. Subject integration with novels adds interest and relationship to concepts from other areas. Although it is possible for a student to pretend to track, tracking allows a teacher to easily spot who is on task and who is not. It helps all students pay attention. It also supports quick stops for questions and discussion allowing students to resume efficiently.
- **Students work on units designed at their level of mastery.** This provides students with an opportunity to interact with the text in a variety of ways.
- **Reading and language development are venues for character development.** The Book of Virtues by William J. Bennett is used. For example, fifth graders memorize "Can't" by Edgar Guest, and sixth graders memorize "If" by Rudyard Kipling. This is more than a mere memorization. The repetition, along with the mediation of the teacher, helps students understand what the key concepts in these pieces of poetry, such as courage, means. Once understanding takes place, there is a much greater likelihood that we will see examples of these character traits that will serve them well throughout their lives. With each grade level memorizing a poem from a section of The Book of Virtues, students will leave a Harbor School having studied each character area from perseverance to loyalty.
- **Comprehension instruction is emphasized in all grades.** McCall Crabbs resources are used for comprehension.
- **Thorough and on-going assessments are used** to determine individual needs. Classrooms have sufficient instructional support, early reading assistance, and interventions addressing a range of learning needs. Teachers engage parents to facilitate a home/school connection that benefits students.
- **Motivational incentives are used to encourage reading improvement** Accelerated Reading Program may be used as a supplemental program coordinated through the school library.

It is a Harbor ESSENTIAL that educators be well-versed in research findings of reading. Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- **Phonemic awareness**—the ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.
- **Phonics**—the relationship between the letters of written language and the sounds of spoken language.
- **Fluency**—the capacity to read text accurately and quickly, including oral reading skills.
- **Vocabulary**—the words students must know to communicate effectively.
- **Comprehension**—the ability to understand and gain meaning from what has been read.

What are the benefits of teaching phonemic awareness?

Phonemic awareness instruction is most suitable for beginning readers in kindergarten or first grade. However, older students can also benefit from this type of instruction if they are exhibiting problems in applying phonics skills and strategies. Phonemic awareness helps to improve children's word recognition, decoding, and fluency. It also helps in developing phonics skills that may improve spelling because students learn to connect letters to sounds. Phonics can be especially beneficial for students with disabilities, English language learners, and many other struggling readers.

What are the benefits of teaching phonics?

Research shows that children who are taught phonics are more proficient at reading and writing than those who are not taught phonics. They learn to spell more quickly because they concentrate on the relationship between sounds and letters—when they hear a word spoken, they are more likely to translate these sounds into letters than children who not taught phonics. They also learn word recognition more quickly because they learn keys for decoding new words. Developing skills in decoding new words accelerates reading abilities and leads to greater comprehension of texts.

What is fluency?

Fluency is the ability to read a text quickly and accurately, instead of stumbling word by word. When readers don't have to slow down to decode every word, they're able to concentrate more on understanding the content. Fluency is characterized by the ability to read with expression as the reader begins to recognize not just single words but grammatical units such as phrases, clauses, and punctuation that give the text its tone and cadence.

Naturally, fluency varies depending on the reader's familiarity with the words in the text. Even a proficient reader may encounter texts, such as highly technical documents, with which he or she lacks fluency. Still, students should be fluent at reading any texts appropriate to their grade levels.

How can fluency be taught?

Teaching fluency begins with the teacher modeling fluent reading. Teachers and other adults should read texts aloud to children so that the children can hear how their voices change with the text. Components of fluency include:

- **Expression**—the mood of the text, such as sadness or happiness.
- **Intonation**—the rise and fall of the voice, usually indicated by sentence structure or punctuation.
- **Flow**—the smoothness of the voice as it quickly moves through the words of a sentence.

After the text has been modeled, students should reread the text aloud, with the teacher providing guidance or feedback on the students' performance. In fact, research shows that repeated oral reading is a highly effective means of teaching fluency. Repeated oral reading means the students read aloud the same text several times, receiving feedback each time, until they are fluent with the text.

Repeated oral reading does not have to mean one child reading independently to the teacher. Repeated oral reading can take several forms, and teachers should employ a variety of strategies for fluency practice. Children can read together from books as a chorus, or the teacher can provide a text in large print and point out the words as everyone says them together. Students can also be paired with the more-fluent students who provide modeling and feedback. Regardless of the method used for repeated oral reading, the key points are modeling, feedback, and repetition.

In modeling fluency or providing feedback to students, teachers should be direct about when the voice changes. For example, they can point out clues in the text, such as words that suggest mood, or they can point out punctuation, such as exclamation marks, that suggest a voice rising with excitement. While different children might read with variations in expression, there are still clues in texts for how they should be read, and teachers should explicitly point these out.

To develop fluency, what should children read?

Success breeds success, so children should read texts that are appropriate to their reading levels. This method allows them to experience success and build fluency. Using short texts—200 or fewer words—helps develop fluency. Furthermore, teachers should use different kinds of texts; poetry is often a good choice because of the rhythm and rhyme employed.

Does silent, independent reading build fluency?

The research on silent, independent reading as a strategy to increase fluency is inconclusive. However, given daily time pressures, silent, independent reading is probably more appropriate to an individual student's spare time during the day or after school. During class

time, students are better served when teachers can provide explicit, systematic fluency instruction.

How can teachers measure fluency?

Teachers observing oral reading, using their experience, can make judgments about a student's fluency, but more formal methods should be used as well. Students can be evaluated based on reading speed, degree of expression, and level of comprehension.

One common method for measuring fluency is to time students as they read samples aloud. The teacher counts the number of errors made and compares that to the number of words read. This ratio can then be compared to published norms, and can also be used to monitor individual growth by comparing it against the students' previous words per minute.

Why is vocabulary important?

Vocabulary is important because students use their personal vocabularies to help them understand the words they see in a text. In most cases, students sound out the letters they see in a written word and then compare those sounds to their personal vocabularies to find a match. Of course, the larger the student's personal vocabulary, the more matches he or she finds in print and the greater the word recognition.

There are four types of vocabulary:

- Listening vocabulary—the words needed to understand what is heard
- Speaking vocabulary—the words used when speaking
- Reading vocabulary—the words needed to understand what is read
- Writing vocabulary—the words used in writing

How do students expand their vocabularies?

Children learn most of their vocabularies from everyday conversation, adults reading to them, and reading to themselves. On the other hand, in the classroom, students best learn vocabulary through explicit and systematic instruction from their teachers. Teachers can supply strategies that help children learn vocabulary that they would not otherwise learn outside the classroom.

How should teachers teach vocabulary?

There are two primary ways to teach vocabulary. The first way is to directly instruct children in the meanings of specific words. For example, before starting a lesson, teachers can familiarize students with keywords they will encounter in their reading material. The instruction should include using the words often and in several contexts.

The second way to teach vocabulary is to provide strategies for learning new words as they are encountered in texts. Such strategies include:

- Use of secondary materials, such as dictionaries
- Using word parts, such as prefixes, suffixes, and root words
- Using context clues
- Use of dramatics / acting out definitions of words

In both cases, vocabulary instruction should be explicit and systematic.

Which words should teachers teach directly?

Because there are too many words in a text to teach all of them directly, teachers need to choose wisely which words they will teach. Here is some advice on which words to teach:

- Important words—words that are critical to understanding a text
- Useful words—words that students will see often
- Difficult words—words that have multiple meanings or are easily confused with other words

What is comprehension?

Comprehension is the goal of reading instruction. It is the ability to create meaning from text. However, not everyone is aware that comprehension can be taught. By using certain proven comprehension strategies, teachers can improve students' abilities to understand what they read.

What comprehension strategies are most effective?

Research has revealed several effective comprehension strategies:

- Teaching children to pinpoint hard-to-understand sections of text and then seeking solutions such as rereading, restating, and looking forward to other sections for clues.
- Using graphic organizers—such as maps, charts, and diagrams help students focus on important points the author is trying to convey. They help students organize information to increase learning and retention.
- Answering questions—among several benefits, answering teachers' questions helps students focus on important points in a text and read actively.
- Generating questions—students who are taught to ask their own questions become more active, involved readers.
- Recognizing story structure—students who can analyze a text in terms of its plot, characters, and other content categories are more likely to remember the story. They must also recognize text features in both fiction and nonfiction texts.
- Summarizing—encourages students to focus on the most important elements in a text and then reprocess them through using their own words.

How can comprehension strategies be taught?

Based on the findings of recent research, the best means of teaching comprehension strategies are explicit and systematic and include:

- **Direct explanation by the teacher**—the teacher describes comprehension strategies such as the ones listed in the preceding section.
- **Modeling by the teacher**—the teacher applies a comprehension strategy to a sample text. For example, the teacher might generate questions regarding the content of a book all the children have read. The questions would relate to characters and events within the book. The teacher verbalizes the thought process he or she is using to gather meaning from the text.
- **Guided practice by the teacher**—the teacher steps through the application of a selected strategy with the help of students. For example, the teacher could help students generate questions about the characters and events in a book they all have read.
- **Application by the student with help from the teacher**—the teacher directs the students to apply a selected strategy, and the teacher moves among the students, supplying feedback appropriate to the strategy. For example, the teacher could ask students to read the first chapter of a chapter book and write down any questions they have about the characters or events. Working individually with the students, the teacher confirms that the children have asked questions that stem directly from the content.

These are the major strategies that can help children develop their comprehension skills and grow as readers.

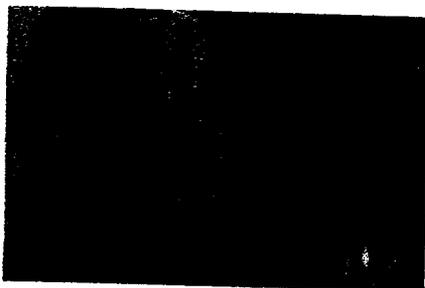
Complementary strategies include:

- **Cooperative learning**—working in small groups allows students to help each other and learn and apply comprehension strategies.
- **Using comprehension strategies flexibly and in combination**—in this type of instruction, teachers work with students to apply multiple comprehension strategies in response to different types of comprehension problems. The specific strategies used are:
 - Asking questions
 - Summarizing
 - Clarifying words or sentences they don't understand
 - Predicting what might come next in the text

VOCABULARY DEVELOPMENT

- *Vocabulary development is a key component of a Harbor School.* Students learn words through 'whole body learning'- a total immersion of multi-sensory strategies: oral recitation, dramatizations, choral speaking. Not all students may master these words, but the repetition will insure that they will recognize them and be familiar with their meaning.
- *Vocabulary development is embedded daily.* Vocabulary sources include the literature used at each grade level and the book, *110 Words to Pass the SAT and ACT* for grades 3-8 and above. For Kindergarten through grade 2, words can be taken from Dolch lists, ISAT vocabulary list and literature.
- *Teachers integrate the development of vocabulary* in content areas for their students. They recognize that students may have different life experiences, so they often bring in specific vocabulary words to build on or extend those life experiences that relate to the content and context of their instruction.
- *Teachers communicate the vocabulary selections to the next grade level.* Student portfolios might include a running record of vocabulary words to which students have been exposed. Subsequent grades can then repeat and extend. Vocabulary words can be reinforced through computer lab and other special area subjects as appropriate.
- *The ISAT has designated key words that are used in the tests.* These words are imbedded into daily teaching and are not recommended to be used for vocabulary skits. The goal of vocabulary development is to enrich and extend.

LANGUAGE ARTS



There are essential features of the Harbor School Method™ that contribute to the development of competent speakers and writers. These essentials are a foundation upon which schools and teachers can adopt additional instructional methodologies, such as the Northwest Regional Educational Laboratory's (NWREL) Six Traits of Writing (<http://www.nwrel.org/assessment/department>).

The essential components of the teaching approach to language arts are outlined below.

The Shurley Method:

Students need to understand the mechanics and the linguistic characteristics of their language. The Harbor Method utilizes the Shurley Method because the results of this method have been well-documented. This prepares students to be excellent writers and users of their language as well as more astute learners of foreign languages. The Harbor Method incorporates one to two Shurley sentences every day. Depending upon the grade level, teachers may decide to expand this minimal requirement depending upon the curriculum and student need. Teachers need to develop their skill and comfort with strategies specified in the method. Practice, practice and more practice will result in skillful

use. Students are very involved in the instruction. The understanding of the parts of speech is integrated into reading, writing and not practiced in isolation.

SCIENCE INSTRUCTION

At this time, the choice of science curriculum and instruction is at the discretion of each school. Science instruction is delivered as a separate class and lab provided by a qualified science teacher and consistent with the Idaho State Standards.

SOCIAL STUDIES

The Harbor Method does not prescribe a specific program for Social Studies. Schools should follow the Idaho State Standards for Social Studies as a minimum. Selection of teaching materials is at the discretion of the school. Fourth grade emphasizes Idaho history. Fifth and eighth grades emphasize U.S. history. It is suggested that novels be carefully selected to represent specific periods and curricular emphasis. Concepts should be included on the *Concept Board* for review.

SPECIAL EDUCATION SERVICES

Special Education Services are provided to any student whose needs can not be fully met, as outlined in the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. The Harbor School Method™ when implemented as outlined minimizes student misconduct and maximizes student learning.

Students on Individual Education Plans or Section 504 plans are mainstreamed for much of the school day. Students receive special education services as supplemental to their classroom-based experiences. Students spend the majority of their time in their grade level class, supported by educational assistants who work closely with the special education teacher and classroom teacher to personalize the expectations according to their IEP. The purpose of the special education teacher is to be a resource and support for teachers, students and parents.

The primary goal of special education is to accommodate and adapt as needed in the general education classroom with limited pull-out service. Children cannot expect to be at grade level if they are not exposed to grade level material. Their learning often exceeds adult expectations because they are exposed to accelerated learning, which often does not happen in traditional school programs. They blossom in an environment that is centered on student kindness. All students learn how to relate with one another, regardless of human differences.

SPECIAL SUBJECT AREAS

Harbor Schools provide instruction in technology, music, art, physical education and foreign language. Harbor Schools design these special area programs to meet their unique scheduling needs. The only requirement is that faculty and instructional programs are consistent with the Harbor philosophy.

ASSESSMENT OF STUDENT LEARNING

Statewide Testing



Harbor Schools follow all Idaho State requirements including the state wide testing program. The Idaho State Standards and the State tests are the minimum expectations for Harbor schools. They are the floor, not the ceiling. Harbor schools make sure that what the State tests, is taught and that students are prepared. However, the learning and working environment is not test-centered. Principals are expected to minimize anxiety to prevent undue stress on students, teachers and families. Harbor educators respect the value of state wide tests and prepare their students to take it seriously, to do their best and to excel.

Harbor teachers are confident that the State tested areas are well integrated into their instruction throughout the year.

Concept Board assessments are used to monitor students' progress frequently. Student work is closely monitored by teachers. Portfolios are created for each student with samples of their work from each grade level.

SUPPORTIVE SCHOOL ACTIVITIES

- *Citizen of the Week and Citizen of the Month:* Each week, Harbor schools provide the opportunity to recognize a student who exhibits the values that are important to the Harbor Philosophy and Beliefs. Teachers select a student who exhibits kindness, responsibility and helpfulness during the week. Teachers make

this personal to the child receiving it, recognizing their unique traits and special qualities publicly. This is considered a tribute.

Citizen of the Week and Citizen of the Month is never done in Kindergarten. In first grade, every effort is made to give each child the award. This means that toward the end of the year, the first grade teacher ensures that each child understands what this award feels like when they truly earn it. From second grade on, *Citizen of the Week* is truly earned and is not considered an entitlement. The award can be given to the same child more than once, but only after that particular child has received Citizen of the Month. If no one stands out for recognition, the award is not given for that week and the teacher encourages more effort the following week. This award has nothing to do with being the "smartest in the class." It has to do with responsibility, getting all work done on time, getting to school on time, diligence, persistence even when the subject is not easy for the student, and kindness toward students and adults.

It is important to walk the fine line between recognizing and encouraging outstanding behavior and creating a sense of jealousy and resentment toward the students who receive recognition for their positive behavior. Heartfelt tributes given to *Citizens of the Week* are visible at brief Friday assemblies or sometimes within the classrooms (depending on whether or not a facility is available at a school. The tributes are personalized, meaningful and brief. The assembly is fast paced.

- **Assemblies:** School wide assemblies are intentionally kept to a minimum, limiting distractions to instruction. They are held for special events and to build school-wide community, and have students as the center. Citizen of the Month and music programs are examples of assemblies where students perform and parents are invited to listen.
- **Community service:** Community service learning is an essential component of the Harbor School Method™. We believe that giving to the community promotes the values of civic responsibility, kindness, caring and compassion. It teaches children their responsibility as a contributing member of a democratic society. Children naturally develop through stages in which they are centered on themselves and their immediate perceived needs. Community service teaches students early to be concerned and attentive to the needs of others. For grades 7-8, the Harbor Institute recommends a combined 30 hours of community service arranged by teachers, parent volunteers or community service coordinators, if a school decides to employ them. We recommend 50 hours per year at the high school level. For grades 4-8, Harbor recommends that students participate and contribute to the care of their school. Service to family and school can be incorporated. Cleaning rooms, participating in cafeteria operations, cleaning the grounds of the building, maintaining cleanliness and order are all activities that teach children that they have a responsibility for their environment. They learn early to respect physical property. Schools purchase appropriate cleaning supplies that protect students and facilitate their tasks (sanitary gloves, vacuums, washing supplies, etc.).

- **Field trips:** The Harbor Method uses field trips judiciously as a vehicle for instruction. It is recommended that field trips be carefully planned to teach essential objectives that cannot be effectively taught in any other way. Examples of useful field trips might be in fourth grade to reinforce what they have learned about Idaho history.
- **Dress codes:** These are established by the school board of directors. It is generally recommended that dress be consistent with young men and women who exemplify respect, responsibility, and safety in their lives. When students give presentations, they are encouraged to dress professionally, consistent with expectations for today's work environment.

GRADE LEVEL STRUCTURE

The Harbor School Method™ has experienced success using a self-contained classroom model for 6th, 7th, and 8th grades. The Harbor Educational Institute recommends (but does not mandate) that its partner schools follow the same structure for these grade levels. If a middle school model is considered, it is recommended that teachers be experts within their subject areas and have middle school experience. In order to maintain the integrity of the Harbor School Method™, it is imperative that those schools be consistent with the social, behavior, and academic expectations of a Harbor School. If student conduct and/or student learning become noticeably different from the other grade levels, the structure could be a contributing factor. The goal is to maintain the same expectations for conduct and learning that exist in K-6.

PARENT CONFERENCES

Harbor Schools incorporate the following elements for effective parent-teacher conferences:

- **Provide sufficient notice and invitations to parents**
- **Consider engaging the student in the conference** as an opportunity to develop their personal accountability for their school performance. Teacher-led conferences are encouraged.
- **Plan the environment.** The conference experience should be an enjoyable one for everyone. Consider the elements of the environment. This is an opportunity to illustrate Harbor values.
- **Provide relevant meaningful information.** Consider the artifacts that you share and the utility of them to parents and students.
- **Anticipate and come prepared to make suggestions.** If increasing parent engagement and support is an objective, then provide suggestions specifically for parents.
- **Honor the confidentiality of the conference.** Teachers do not discuss other children in the class or school by name.

References

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APPENDIX P

SCHOOL TO WORK

LEGACY PUBLIC CHARTER SCHOOL

The Harbor School Method™

Attitude and Effort Emphasis for the Workplace

By: Rebecca R. Stallcop, Founder of the Harbor School Method™

Questions:

- Other than the 3 r's, how are the United States schools preparing students and specifically disadvantaged students for the workplace?
- Who is responsible for the notion that schools are a babysitting business?
- What can be done to give our children the opportunity to be successful as adults?

THE PROBLEM

Parents, students and yes, even some educators have developed a nonchalant attitude toward education over the past several decades. There is an air of expectation that education just happens.

Adults model attitude and effort to children in myriad ways, and often it's the less direct actions that seem to have the greatest impact toward a child's work effort later as an adult. For instance, parents model to children the importance (or lack of importance) on getting to work on time, putting in a full day's work, or correctly recording one's timecard by the commitment made in getting students to school on time, taking vacations only during scheduled school breaks, taking time away from the regular school day for such things as hair cuts and routine doctors' appointments, allowing students to "rest up" for a vacation or after a vacation, keeping one child home to babysit younger children, as well as endless other situations where a children see that their job, to be in school, isn't a priority.

The result can be students who react by justifying staying home from school because they are tired, have a pimple, haven't finished an assignment, don't like school, don't think they have anything to wear that day, don't want to deal with their friends, want to watch something on TV, etc.

Educators similarly model attitude and effort. Through the manner in which they perform their jobs which, of course, are observed by students daily, they demonstrate the traits of being a good employee. For instance, if a teacher is on time; rarely, if ever, requires a substitute teacher in his or her class; keeps the classroom appearance well organized and orderly; and manages their work day (the students' learning time) well, students observe competent, confident adults and the satisfaction that comes from adults who are committed to their careers.

Contrastly, educators who save up personal days (instituted to complete tasks that couldn't be done after the school day, such as closing on a house, adopting a child, etc.) to then use as additional vacation time during student contact days; routinely calling in sick, thus requiring substitute teachers to fill in; setting "collaboration, in-service or professional development" half-days or full days right before a holiday weekend, etc., all communicate to students (and their parents) the lack of commitment by those educators to their profession.

And, unfortunately, some educators go even a step further in discouraging good work traits in students by being openly critical of their clients and customers (students and parents),

colleagues (fellow teachers and staff), and bosses (administrators and principals). [And thank goodness, most students rarely see what transpires in the dreaded "teachers' lounge," where lounge conversation centers on misbehaving or academically challenged students, "problem" parents, other teachers, administrators, district office personnel and school board members. Rarely do those leaving the teachers' lounge feel uplifted and prepared to enter the classroom with a positive attitude towards their students or their job.] What employees who demonstrate these work tendencies and who participate in "water-cooler" gossip succeed in their careers — are they the ones promoted? Is this really what we want students to learn as acceptable or tolerated work traits?

When it's said children are always watching you, it's no truer than in the educational setting in which all adults, from parents to educators, play a part. As a result, when the plight of education is discussed, every adult has some responsibility to bear.

And although all students are put in jeopardy, disadvantaged students are significantly harmed. Obviously, the aforementioned impacts teaching and learning time, but they also have long-lasting effects by seriously impacting the future for our kids.

Where do children learn that, as adults, they must get to work on time, have a great attitude toward their work, their colleagues and managers? Where do they learn that all work is honorable? Where do they learn that as they're interviewing for a job they demonstrate all they can do for that company, rather than coming in with their "hands out" feeling entitled to make demands of the business and what all it should provide?

All earlier illustrated, as educators we do our part in paving the road positively or negatively for students to follow in developing a strong work ethic. Educators affect this further by, in recent years, buying into the idea that they are to give stickers for everything: pass out coupons at recess that say, "Caught You Doing What is Right," or first thing in the morning saying, "Good for You for Getting Your Work in on Time!" Often, these coupons and stickers are given to the students who usually are the problems, not to those who are acting appropriately most of the time. These reward systems have attempted to improve behaviors of students who are behavior problems without really addressing the behavior itself, and carry with them the added downside of ignoring students who consistently do the right thing. What message does this send?

Additionally, educators have been taught that it's most important to develop the self esteem of students, meaning there's an expectation that teachers do not identify publicly any student misbehavior even if that behavior occurs in class, on the playground, in the lunchroom, etc. Instead, educators have been told misbehaving students should be dealt with privately to protect their fragile self-esteem. Students must not be "embarrassed" by seeing late work identified on a whiteboard. They mustn't be told in front of the class that they answered a question incorrectly but, rather, "I like the way you think; you are very close," even though the answer is oceans away from the correct outcome. And even though a student openly teases or bullies another student, he or she should never be humiliated by being called out where the action took place. How do these false statements and actions support future career success and the ability to cope in an ever-changing workplace environment?

They don't. Rather, these messages send our students into the workplace with an inability to accept and use constructive criticism from their bosses; a lack of knowledge of what is acceptable behavior among their peers, and a lack of understanding of how negative actions do

carry consequences. Students have become so used to expecting the adults in their lives to list only positive things they do (and frame the negatives in a positive light) that they are unable to accept direction with an appropriate attitude.

All children are at risk, but the disadvantaged are in the most danger. Students from disadvantaged homes where families are on welfare, where single parents are rarely home for having to work long hours at one or more jobs, or where the family is homeless, have little hope of breaking the poverty cycle unless today's educational system moves from protecting a child's self-esteem to instead preserving his or her dignity, and where it expects academic and social accountability.

With all this said, what can be done to improve all children's chances of being successful in their adult lives?

THE SOLUTION

The founder of the Harbor School Method believes that all adults in schools need to be truthful with students. Discipline of students MUST be handled where the problem occurred.

Otherwise, how will the other students know that the adult took care of the problem? This is one reason students feel unsafe in a school setting. If Johnny is sent to the principal's office for bullying on the playground, he builds his reputation by returning to class and announcing, "Yeah, we talked about sports and then the principal gave me candy." Other students then think, "Wow, even the principal is afraid of Johnny." The practice of preserving the self esteem of a disruptive student does not evoke confidence in other children. And it tells them whether you're good or bad, you'll get the same consequences, so what does it matter? In the real world, it does matter. Adults who do not follow rules and laws get their names in the media. Think of those folks who drink and drive and then get a DUI. Does the real world provide those who break the rules the opportunity save their self esteem? In order to prepare children for the real world, you can preserve their dignity at their young age while still being honest with them first and foremost, and holding them accountable for their actions.

When we look the other way when students are unkind, dishonest, or disruptive, we are not doing our job in preparing them for life beyond school. How many adults receive promotions and raises for bad behavior in the workplace? If an employee harasses another employee, whether sexually or verbally, does he have job security? If an employee is found to have lied on her resume, does she get to keep the job for which she was hired? If an employee is a "pot-stirrer" is she the one the boss promotes? Are we as educators doing our students a favor by not confronting and giving consequences for misbehaving? Do businesses and companies typically allow swearing in the workplace? Do they allow employees to be insubordinate and defiant to the boss? What can we do to support the success of our students in their careers? The Harbor School Method also sets forth the importance of focusing on student attitude and effort while students are in our schools. Adults both at home and at school must model attitude and effort. We learn what we see, not what we are told. As adults we must model a positive attitude toward our colleagues, students, supervisors, parents, etc. We must model flexibility in our jobs. We must model a "can do" attitude toward our work. Only then do we have the right to have those same expectations of our students.

Parents must impress upon their children the importance of getting to school on time, having their homework finished, and making the effort required at school with the best attitude possible.

Educators must stop blaming parents and dysfunctional homes. We must accept the students we receive and stop making excuses. We take the cards we are dealt and do everything we can to ensure a winning hand. Comments like, "How can I be expected to teach when I know the parents let Jane stay up and watch TV all night?" Or, "Jane is never here. How can I be expected to ensure that her scores go up?" Or, "The reason my class scores are so low is that the principal gave me all the special education kids this year." All of these comments become a self-fulfilling prophecy.

Educators must welcome all students with a "can-do" attitude. When that attitude is accepted, only then we will be able to start breaking the cycle for those students who most desperately need to have a vision of what life can be for them.

And educators must demonstrate the attributes of being good employees: positive attitudes, prepared, flexible, and professional.

THE HARBOR SCHOOL METHOD WAY

What we do in a Harbor Method School is develop a school culture that will most likely mimic what will be expected in the workplace. Our students are instructed from the first grade on in the importance of attitude and effort. Awards, such as Citizen of the Week and Citizen of the Month, are awarded for getting to school on time, homework being completed on time, great attitude inside and outside the classroom to other students and adults alike.

- In 1st – 3rd grade we have implemented a program, *Scholar Dollars*, developed by Liberty Charter School's Jackie Ecker, a master teacher. This program starts after spring break and continues to the last week of school. Students in these grades receive scholar dollars for getting to school on time, for homework being finished in a timely manner, for attitude and effort in the classroom, and for kindness toward peers. At the end of the 10 weeks, the students are able to spend their scholar dollars at a carnival put on by the 1st, 2nd, and 3rd grade teachers and parents. This gives students an early start in the basic understanding of what it will take to be successful in post secondary/college education and future employment.
- 4th grade students are responsible for picking up the PE equipment left on the playground each day before the end of the school day.
- 5th grade students are responsible for picking up trash on the playground and parking lot on a regular basis.
- 6th grade students mop the floor in the café, vacuum the floor outside the café in the hallway, and wash the lunch tables.

- 7th grade students cut fresh vegetables and fruit each morning, 2 students at a time for a period of one hour each day for one week.
- 8th grade students are instructed by the principal in the café in a school-to-work program for a period of 2 hours per day for 10 school days.

By the end of their 8th-grade year, Harbor School students have culminated 8 years of focus on attitude and effort, and formed life-long habits and skills in these social development areas. (See Attached)

When students leave a school effectively utilizing the Harbor School Method, they have been thoroughly schooled in the qualities expected as successful future employees. Students have seen the traits modeled on a daily basis by adults and have had the opportunity to practice, make mistakes, and learn from those mistakes through the opportunities listed. They have been able to develop not only through their successes, but safely through trial and error. So not only are Harbor students building successful work traits, they're also developing strong character traits as well.

As educators we have a mandate: prepare our students for the real world. As Harbor educators, we take it even further so that our students are not only prepared for the real world, but that they are overly prepared – that they will become the employees that every employer wants.

Parents, educators and significant adults in a child's life know that character is not built in a vacuum. And while parents may hope their kids won't experience embarrassment, have a bad day, make a mistake, or have a problem of any kind, they will. If they didn't how would they learn that bad things do happen and they still must get up and face the next day? And for children where bad days are the norm because of the environment in which they've being raised, it's imperative they have a place (i.e., school) where they learn that one can rise above them. *All* children need to learn and *can* learn that problems and our reaction to them are what build character. Rather than ignoring problems when they occur, a Harbor School recognizes them, and has methods in place to address them effectively, while providing experiences for children in which they can grow and achieve in these critical social developmental contexts. Ultimately, we want Harbor students to have the experiences that will help them build character and face life head on. That is the "Harbor" way.

LEGACY PUBLIC CHARTER SCHOOL SCHOOL TO WORK PROGRAM

Opportunity is missed by people because it is dressed in overalls and looks like work. – Thomas Edison

Legacy Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in a post-secondary education and be offered satisfying employment.

Attitude and effort are the deciding factors between satisfying and successful employment or disappointment and failure in the workplace. Bosses look for enthusiasm, efficiency, and excellence in those that they hire.

Applicants need to ask themselves the following questions:

- What can I do to make myself indispensable in the workplace? (Excellence)
- What can I do to support a positive work environment? (Enthusiasm)
- What can I do to model an enthusiastic attitude for my boss and co-workers. (Enthusiasm)
- What can I do to save a step for my co-workers and myself in the workplace? (Efficiency)

At Legacy, students will participate in activities which are designed to develop work ethic and cultivate enthusiasm, efficiency and excellence in the workplace.

- Grades 1-3: Scholar Dollars. Students earn "Dollars" based upon behavior, attitude and effort in the classroom. Dollars are used at the end of the year at a school fair to participate in activities and purchase various items.
- Grade 4: Playground Pick-up. Students are responsible for picking up balls and equipment daily on the playground.
- Grade 5: Trash Pick-up. Students clean up trash from the playground every week.
- Grade 6: Cafe Clean-up. Students work in café in groups of four to mop floors and wipe tables at the end of lunch period for one week.
- Grade 7: Kitchen Preparation. Students work in groups of two to help prepare vegetables and fruit for 30 minutes per day for one week.

Legacy Charter School's School to Work program culminates in the eighth grade. All eighth grade students have the opportunity to work with the principal for two hours per day for two weeks in the kitchen. The principal and two students will serve the food, bus the tables, and wash the trays. Students will be supervised, trained and evaluated by the principal daily. If the students get an "E" (Exemplary) each day, they will go with the principal to Golden Corral or similar restaurant as payment for a job well done.

<u>Standard 1:</u> Attitude and Positivity	<u>Standard 2:</u> Effort and Follow Through	<u>Standard 3:</u> Time Management and Efficiency	<u>Standard 4:</u> Problem Solving and Common Sense	<u>Standard 5:</u> Improvement and Identifying Weaknesses
Day 1: Workers who get an A+ on the <u>Performance Report</u> , will go to a local restaurant to observe customer service while enjoying lunch with the principal	Day 1: A boss doesn't care what you think about the task. She just wants you to do it.	Day 1: When working in the lunchroom, you still need to keep up on school work. Ask a classmate to keep a list of assignments and notes.	Day 1: Impress your boss by what YOU do, not by making your coworkers look bad.	Day 1: Principal reviews each day's rubric with each student. Student sets goals for improvement.
Day 2: Appropriate responses to directives: "great idea" "got it"	Day 2: Wipe the whole spill, don't leave a smear. Sweep the entire mess, not just part of it etc. Employers don't want you to cut corners.	Day 2: Move as quickly as you can. Instruct how to fold rags and wipe tables.	Day 2: Be well groomed. Wear deodorant because you'll be working very hard. Wear shoes that will allow you to move quickly.	Day 2: Watch body language and facial expressions. -sighing -rolling eyes -irritated expressions See above
Day 3: You will be stressed at some point; it shouldn't show. Practice facial expressions in the mirror to avoid: -sighing -rolling eyes -irritated expressions	Day 3: Employers like follow through, don't do just part of the job. Ex: After you sweep, put the broom away.	Day 3: Always look for something to do. If you don't know, <u>ask</u> .	Day 3: Be confident in your ability to think.	Day 3: See above
Day 4: Appreciate the opportunity for work experience. Nobody owes you a job.	Day 4: If you're tired, pretend like you're not.	Day 4: Use every spare minute to work, not just when people are watching.	Day 4: When given multi-step directions, replay what was said in your head.	Day 4: See above
Day 5: Don't say, "I know", when given a directive.	Day 5: If you are frustrated, smile; you will automatically have more energy.	Day 5:	Day 5: If a problem arises that you can do something about, act on it. Don't wait to be told.	Day 5 See above :

Standard 1: Attitude and Positivity	Standard 2: Effort and Follow Through	Standard 3: Time Management and Efficiency	Standard 4: Problem Solving and Common Sense	Standard 5: Improvement and Identifying Weaknesses
Day 6: Appropriate responses to weaknesses: "thanks for the input" "I will make that adjustment"	Day 6: Each student will say "thank you" and use your name. Be friendly and say "you're welcome".	Day 6: Everyone likes to miss class to work in café, but hurry back to class when done. Some kids try to walk as slowly as poss. to miss more class	Day 6: You get free lunch: -say thank you -eat fast but with good manners	Day 6: Principal reviews previous day's rubric with each student. Student set's goals for improvement.
Day 7: Can you communicate with your work partner and keep one another on track without trying to be the boss?	Day 7: If you see little kids cleaning up their own messes compliment them.	Day 7: In class, if you are between an A and a B and you have a bad attitude or are lazy, which grade will you get?	Day 7: Turn your head to sneeze. Wash your hands after restroom. Tell us if you're sick.	Day 7: See above
Day 8:	Day 8: If you get behind on school while in the café, would you ever blame it on lunch duty? No excuses.	Day 8: People who act overwhelmed don't get raises or promotions.	Day 8: Average teen in work force only pays attention to 7% of what is told to them. If you want an employment edge, pay attention.	Day 8: See above
Day 9: All work is honorable. Tell story about parent who didn't want kid doing lunch.	Day 9: Your boss won't suggest, they will <u>tell</u>	Day 9:	Day 9: If you make a mistake, apologize...sincerely.	Day 9: See above
Day 10:	Day 10:	Day 10:	Day 10: Develop the knack for doing what needs to be done.	Day 10: See above

HARBOR SCHOOL-TO-WORK STUDENT PERFORMANCE REPORT

"Face It. Nobody owes you a living. What you achieve or fail to achieve in your lifetime is directly related to what you do or fail to do."

The Bottom Line Author Unknown

1=SIGNIFICANT IMPROVEMENT NEEDED

2= EMPLOYABLE, BUT SOME IMPROVEMENT NEEDED

3=EXEMPLARY

NAME:	<u>Standard 1</u>	<u>Standard 2</u>	<u>Standard 3</u>	<u>Standard 4</u>	<u>Standard 5</u>
Day1	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Day2	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Day3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Day4	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Day5	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Day6	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Day7	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Day8	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Day9	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Day10	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

FINAL GRADE _____

APPENDIX Q

**LEGACY PUBLIC CHARTER SCHOOL
HOME LANGUAGE SURVEY**

Please check the best description of language usage in the home:

	English	Spanish	Other: (please list)
Language spoken in the home most often.			
First language the student has learned.			
Language used most often by the adults in the home.			
Language used most often by child(ren) in the home.			
Languages used most often by child(ren) with friends outside of the home.			

To the best of your knowledge, has your child ever participated in a bilingual program through his/her/their school? _____

Depending upon this survey and student records, you may be contacted for permission for your child to be tested for language proficiency.

**LEGACY PUBLIC CHARTER SCHOOL
DE IDIOMA HABLANDO EN CASA**

Por favor, marque la descripción mayor de la idioma usada en casa:

	Inglés	Espanol	Otra idioma (escribalo):
Idioma hablado en casa más frecuentemente.			
La primera idioma ha aprendido del estudiante.			
Idioma usado en casa más frecuentemente de adultos.			
Idioma usada en casa más frecuentemente de niño.			
Idioma usado con más frecuencia con amigos afuera la casa.			

¿Ha participado su niño en una progama bilingüe de su escuela?

***Si es necesario, le contactará para permiso para su niño estará examinado para competencia de idioma.

APPENDIX R

DRAFT POLICIES

ATTENDANCE POLICY

At Legacy Public Charter School regular attendance and punctuality are a vital part of a student's education. Teachers implement a high level of direct teaching and interactive learning and both students and teachers are held accountable to complete a set of standards and benchmarks. These teaching techniques do not allow students to simply make up concepts missed. Additionally, Legacy's mission is to develop students who will become exceptional employees, and incorporates a school-to-work emphasis in all we do. As attendance and punctuality are essential qualifications for individuals in the workforce, so they will be for those who attend Legacy. In accordance with our charter, Legacy Public Charter School has a 96% attendance standard. Every effort and commitment should be made by students, parents and administration to ensure that students are in attendance and punctual every day. A year-round school calendar is provided well in advance to allow families to schedule activities during breaks. Students are expected to attend classes regularly.

TARDY POLICY

All students arriving more than 5 minutes late must be signed in at the office to ensure accurate records and lunch counts. Students arriving more than 5 minutes late need an adult to sign them in at the office. Students leaving and returning during the school day must be signed in and out by an adult.

Each time a student is **tardy three (3) times in 1 semester**, the student will also be treated as having 1 unexcused absence.

ABSENCE POLICY

Excused absences – The Administration and Governing Board recognize that there are special circumstances when a student may need to participate in another event or activity rather than attend class. An absence will be considered "excused" if the student could not attend class because he/she is ill, or is attending a funeral or wedding of an immediate family member, and the student's parent/guardian provides reasonable evidence that this was the cause of the absence. However, the cumulative affect of regular class attendance is critical to the learning experience that Legacy Public Charter School offers, which the student misses even when the absence is excused.

Unexcused absences are absences due to non-school related activities, unapproved club or family events, trips or vacations, and any absences not reported to the school by a parent/guardian within two school days of the student's return to school.

Sanctions

A student receiving two (2) or more unexcused absences in a semester will not be eligible to receive Citizen of the Week or Citizen of the Month for the twelve-month period following the date of the second absence. Any student in 6th through 8th grade receiving three (3) unexcused absences will have the grade he or she would otherwise receive reduced by one full letter grade. Students who accrue five (5) or more unexcused absences or nine (9) excused and unexcused combined absences in a semester will be subject to expulsion.

EXPULSION

A student will be expelled only after the Legacy Governing Board has given written notice to the parent/guardian of the student, stating the grounds for the proposed expulsion, and specifying a time and place where the parent/guardian of the student may appear to contest the proposed action of the Board. This notice shall also state that the student has the right to be represented by counsel, to produce witnesses, and to submit evidence on his/her behalf, and to cross examine any adult witnesses who may appear against him/her. The Governing Board for Legacy Public Charter School has reviewed and adopted policies described above and determined that the indicated sanctions, including the expulsion of the student, would be appropriate unless there are extraordinary circumstances. Specific procedures and grounds for expulsion are defined in Legacy Public Charter School's Discipline Policy

TRUANCY

Truancy is defined as a student being absent for all or any part of the school day without the approval of the parent, guardian or school authorities. This includes students who are on the campus, but not in their assigned classroom. Truancies accrue for the entire year. Students who accrue five or more unexcused absences or nine excused and unexcused combined absences per semester will be subject to expulsion. See page 6 of the Legacy Handbook.

ABSENCE VERIFICATION

When a student has not arrived by 9:00 a.m., and no contact from a parent has been received, a school representative will attempt to contact parent/guardian. To have an absence excused, a parent/guardian must call or send a signed note stating the reason for the absence upon the student's return to school. A doctor's note is recommended for extended absences due to medical reasons. Three (3) or more consecutive absences may require a note from a physician. If appropriate notification has not been received within 2 days of student's return to school, the absence may be considered an unexcused absence. Parents whose work schedule prevents them from contacting the school during the normal school hours are strongly urged to send a note with the student, leave a phone message after hours, or email the school with an urgent message.

MORNING AND AFTER SCHOOL SUPERVISION POLICY

Legacy Public Charter School will not provide supervision on school grounds for students in grades K through 6 before 7:50 a.m. or after 3:00 p.m. Therefore, students should arrive after 7:50 a.m. and be picked up prior to 3:00 p.m. Grades 7 through 8 will not be supervised before 7:00 a.m. or after 2:15 p.m. Parents are expected to make appropriate arrangements to ensure the safety of their children.

DISCIPLINE POLICY

Students are expected to be respectful and kind to fellow students, staff and visitors at all times, exhibit good work skills, and use appropriate language. Students are expected to follow school rules and policies throughout the school day, and at all times on the Legacy Public Charter School campus, and while involved in any event associated with the school. School rules and policies apply to transportation to and from events as well.

Student Appearance

In an effort to maintain a safe and orderly school environment for students, the following dress guidelines have been established. It is the opinion of the administration and the governing board that student attire has a direct effect upon the educational environment and upon the individual student's ability to function at an optimum level.

Appropriate clothing for class or any school activity must be reasonable, safe, clean, and non-revealing. An individual's dress and personal appearance should reflect a sensitivity and respect for others, as well as what would be considered appropriate in a casual-professional work environment. Therefore, the following guidelines are to be followed by students of Legacy Public Charter School:

- Pants are to be worn at the waist.
- Shorts and skirts must reach the end of the middle finger of the extended arm.
- Shorts may only be worn before the October Break and after the Spring Break.
- Students must have tennis shoes for P.E. kept at the school.
- Students may NOT wear makeup at Legacy Public Charter School. However, blemish corrector and CLEAR lip gloss are allowed.
- Straps must be a minimum of 3 fingers wide. (no "muscle man" shirts)
- Midriffs, cleavage and underclothing will be concealed at all times.
- Students will refrain from wearing gang attire of any kind, or attire that appears to promote gang activity. Garments that advertise inappropriate or illegal substances or clothing items with suggestive or obscene statements are prohibited.
- Hats, bandanas, stocking caps and hairnets are prohibited.
- Hair color will be within the natural hair color spectrum (brown, black, blonde or auburn).
- No facial rings of any kind will be allowed.
- Earrings are acceptable with the exception of ear gauges. EAR GAUGES ARE NOT ACCEPTABLE.
- Tattoos must be concealed during school hours.

Students wearing attire deemed inappropriate by Legacy Public Charter School staff or Administrator will be provided alternative clothing to cover up. This clothing must be laundered and returned to the school the following day.

Required dress for student participation in activities that are in any way representative of the individual school or community shall be outlined by the respective sponsor and administration.

Student Conduct and Discipline

At Legacy Public Charter School, we believe that no student has the right to interfere with another's educational opportunities. The role of discipline at Legacy is to create an environment conducive to learning. It is to provide an atmosphere where kindness and respect will be given to teachers and to individual students, as well as to all institutional and private property so that all members of the community will be allowed to pursue learning without distraction.

Any student who demonstrates a general unwillingness or inability to abide by classroom or Legacy rules and/or policy is subject to expulsion. After meeting with parents, the student and involved faculty, the Administrator will decide if expulsion is warranted. All suspensions will comply with *I.C. 33-205*.

Language

Students will refrain from swearing or using foul language at all times. Students will speak kindly and respectfully to staff and fellow students. Students speaking inappropriately, disrespectfully or unkindly will be assigned detention and an incident report will be completed. Repeated incidences may require an appearance before the Governing Board as stated in the Discipline Policy.

Academic Integrity/Plagiarism, Cheating

Legacy Public Charter School considers cheating or academic dishonesty to be a serious violation of school rules and has adopted procedures (below) to deal with students who have committed any of the following:

- Receive or provide information during a test.
- Receive or provide information on tests during an earlier period.
- Use unauthorized material on tests.
- Use ideas or written material from other sources, i.e., students, professional writers, Internet notes, study guides without acknowledging the source in their own writing.
- Use or copy another student's homework when not authorized by the teacher to do so.
- Allow other students to use their work on assignments.

First Offense – Student is given a zero on the compromised work. Parents will be notified.

Second Offense – Student will receive a zero and will be referred to administration for further disciplinary action with the possibility of expulsion.

Electronic Equipment

Students are not to bring electronic equipment to campus, except for class use as authorized by the teacher for class assignments. This includes iPods, MP3 players, CD players, etc. Cell phones may be used before school begins and after it ends. At no time will they be allowed to be used in the classroom or halls. Failure to adhere to this rule will result in the electronic device being confiscated and returned after meeting with parents and the Administrator.

Drugs and Weapons

Legacy Public Charter School has a zero tolerance policy for drugs and weapons. Students in possession of drugs or weapons will be automatically suspended with an expulsion hearing in front of the Governing Board. See Drug and Alcohol Policy and Weapons Policy.

Suspension and Expulsion

Legacy Public Charter School recognizes that students are entitled to attend a free public school and that even temporary denial of that right may occur only after careful attention designed to protect the individual rights of students. However, the school is also responsible for providing a safe learning environment which protects the safety of all students, volunteers, and personnel.

The Idaho Legislature has empowered public schools to provide temporary suspension and for expulsion of individual students when circumstances demonstrate that such action is necessary for the protection of the rights of other students, necessary for the orderly operation of the school process, and/or necessary for the protection of the safety of other students.

Suspension

Authority to temporarily suspend students has been delegated by the Idaho legislature to the principal/superintendent of the school. No person other than the principal/superintendent or the Governing Board may suspend a student from Legacy Public Charter School.

Grounds for suspension may include the following:

- A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of other students and the general climate of the school.
- A student may also be suspended when, in the judgment of the principal/superintendent, the suspension is necessary to protect the health, welfare, or safety of the student or other students of the school.

Period of suspension

The Governing Board or the principal/superintendent may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the principal/superintendent shall not exceed five (5) school days in length; and the Governing Board may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Governing Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Governing Board may extend the temporary suspension for an additional five (5) school days.

Procedure for suspension:

1. Prior to suspension, steps will be taken to ensure compliance with all applicable policies and procedures;
2. Prior to suspension, unless an emergency exists, the principal/superintendent shall grant the student an informal hearing on the reasons for the suspension;
3. The student shall be given opportunity to challenge the reasons for the suspension and explain the circumstances surrounding the event;

4. If the student is suspended, a complete explanation will be given orally and in writing to the student regarding the terms or conditions required to lift the suspension;
5. Written notice describing the reasons for the suspension shall be delivered or mailed to the parent or guardian;
6. The Governing Board shall receive a copy of the written notice delivered to the parent or guardian.

Expulsion

Only the Governing Board may expel a student. If a Special Education or Special Services student accumulates, or is likely to accumulate, more than ten (10) days of suspension in a school year, the student's multidisciplinary team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, multidisciplinary team shall make needed modifications to the student's IEP.

Grounds for Expulsion:

A student may be expelled only for the following reasons:

- When the student is a habitual truant;
- When the student is incorrigible;
- When the student's conduct is such as to be continually disruptive to the instructional effectiveness of the school;
- When the student carries a deadly or dangerous weapon concealed or on or about his or her person while on the property of the school;
- When the student's presence in the school is detrimental to the health, safety, or welfare of other students or staff.

Procedure for Expulsion:

Formal Hearing: When events or circumstances are such that a student faces expulsion from school, the following will occur:

1. The student and the parents or guardian shall be notified of:
 - a. The grounds of the proposed expulsion, and the date, time and place where a full and fair hearing of the expulsion will be held;
 - b. The right to be represented by legal counsel;
 - c. The right to confront and cross-examine adult witnesses who testify against him/her and to submit evidence on his/her own behalf.
2. The student and the parent or guardian shall be provided a written copy of the charges.
3. Expelled students within the age of compulsory attendance fall under the purview of the Juvenile Corrections Act, and an authorized representative of the Governing Board shall, within five (5) days, give a written notice of the expulsion to the Idaho Department of Health and Welfare.

DISCIPLINE OF STUDENTS WITH DISABILITIES

All discipline of students with disabilities will comply with the Idaho Special Education Manual.

WEAPONS POLICY

Absolutely no weapons of any sort or anything that resembles a weapon as defined in 18 U.S.C. Section 930 are allowed on Legacy Public Charter School property or at school-sponsored activities at any time under any circumstances. Any student who brings a weapon to school property and/or school-sponsored activities is in violation of the Gun-Free Schools Act and Idaho Code 18-3302D, and shall be expelled for a period of no less than 1 year (12 months). A recommendation will be made to the Governing Board for extended suspension or expulsion.

WEAPONS POLICY EXPLAINED

I. Purpose

The purpose of this policy is to ensure a safe school environment for students, staff and the public.

II. Statement

No student shall possess, use, or distribute a weapon when in a school location.

III. Definitions

A. Weapon

1. Any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns, pellet guns; BB guns, all knives, blades, clubs, metal knuckles, numb chucks, throwing stars, explosives, fireworks, mace and other propellants, cigarette lighters, stun guns, ammunition, poisons, chains, bows, arrows, laser pointers, and objects that have been modified to serve as weapons.
2. No student shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons, including, but not limited to, weapons listed above which are broken or non-functional, look alike, toy guns, and any object that is a facsimile of a real weapon.
3. No student shall use articles designed for other purposes (i.e.: belts, combs, pens, pencils, files, scissors, tacks, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. School Location

School location includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

C. Possession

Possession means having a weapon on one's person or in an area subject to one's control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that he/she accidentally has a weapon in his/her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon.

IV. Consequences

1. Legacy Public Charter School takes a position of addressing each case individually in regard to the possession, use or distribution of weapons by students. The minimum

consequence for student's possession, use or distribution of weapons may include (upon discretion of Administrator):

- Confiscation of the weapon
- Notification of Police
- Notification of parents/guardians
- Suspension
- Hearing with the Governing Board

V. Application to Instructional Equipment/Tools

While the school district/school wishes to address each case individually, it takes a firm position on the possession, use or distribution of weapons by students. Such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

VI. Administrative Discretion

The administrator may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

FIGHTING/BATTERY POLICY

Legacy Public Charter School's philosophy is "*grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.*" Fighting is diametrically opposed to "low threat." A fight is described as follows: Pushing, shoving, kicking, pulling or physically connecting in an aggressive manner with another student. Parents will be notified of any fight (battery). The consequences for a fight are as follows.

1st Fight (Battery):

- Parents will be notified by phone.
- Loss of recess and P.E. for 5 school days.
- Loss of field trip privileges: K, 1, 2, 3 – One field trip. Grades 4, 5, 6, 7, and 8 loss of all remaining field trips for the school year.
- If deemed necessary, the authorities (police) will be notified.

2nd Fight (Battery):

- Parents will be notified by phone.
- Grades K, 1, 2, and 3 – loss of all remaining field trips for the school year.
- The Legacy Public Charter School Board will be notified and may require a meeting with the student and parents.
- Authorities (police) will be notified.
- Three-day suspension

3rd Fight (Battery):

- Parents will be notified by phone.
- Authorities (police) will be notified.
- The Legacy Public Charter School Board will be notified and will conduct a hearing with the student and parents to determine whether student will be expelled or serve suspension.

A student who has been identified in a fight may participate in an off-campus activity if he/she is transported to and from the field trip location(s) by a parent and is supervised by the parent for the duration of the field trip. The student's safety is the responsibility of his/her parents.

TITLE IX SEXUAL HARASSMENT POLICY

Title IX Policy Statement

It is the policy of Legacy Public Charter School in subscribing to and promoting the principles of equal protection under the law, that neither the Governing Board, nor its designated agents, will discriminate in employment or in the equal delivery of educational services and opportunities against any person because of race, color, sex, religion, age, birth, ancestry, national origin, family relationship, personal or political patronage or handicap.

Sexual Harassment

It is the policy of Legacy Public Charter School to maintain a learning environment that is free from sexual harassment. It is a violation of this policy for any Legacy Public employee to harass a student or for any student to harass another student through conduct or communication of a sexual nature.

For the purpose of this policy, sexual harassment is defined as any unwanted or unwelcomed verbal, written, or physical conduct of a sexual nature that interferes with a student's right to learn, study, work, achieve, or participate in a comfortable and supportive educational atmosphere.

It is the expressed purpose of this policy to see that no student is subjected to language or harassment that makes him/her feel uncomfortable or unsafe. Students who believe they are being harassed should report the situation to a teacher, or the administrator immediately. Disciplinary action for violation of this policy may involve up to and include suspension and/or expulsion. Legacy Public Charter School officials will follow appropriate state and federal laws, and refer to the following Idaho Codes as appropriate: I.C. 33-1280A, I.C. 33-512(4), I.C. 18-1501, I.C. 18-1506, I.C. 18-6101, I.C. 18-6108, I.C. 18-6608.

BULLYING AND HARASSMENT POLICY

The Legacy Public Charter School Governing Board, administrator and staff strive to provide a safe and positive learning climate for their students. Therefore, Legacy Public Charter School will maintain an educational environment in which bullying or harassment of any kind will not be tolerated.

Definition

Bullying includes, but is not limited to, the following: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member. Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Bullying or cyber bullying behaviors have the effect of:

1. Physically, emotionally or mentally harming a student;
2. Placing a student in reasonable fear of physical, emotional or mental harm;
3. Placing a student in reasonable fear of damage to or loss of personal property; or
4. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

All forms of bullying are unacceptable and, to the extent that bullying and/or cyber bullying actions are disruptive of the educational process at Legacy Public Charter, offenders will be subject to appropriate disciplinary action.

Students who have been bullied can report such incidents to the administrator or any staff member. Complaints of bullying will be investigated promptly, and corrective action will be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint. The administrator/designee will inform the parents or guardians of the victim and also the parents or guardians of the accused.

The School District will inform students in the school's student handbook that bullying of students will not be tolerated.

How to report bullying:

A student can report a complaint of cyber bullying, orally or in writing, to the administrator or a staff member. If a parent initiates the complaint, the administrator/designee will follow-up with the student. Information will be gathered by the administrator/designee to determine if the alleged bullying or cyber bullying conduct occurred. After gathering the information, the administrator will determine the need for further investigation or the appropriate intervention, including disciplinary action, to ensure that the conduct ceases.

A violation of this Policy will subject the offending student to appropriate disciplinary action, consistent with the school's discipline policy, which may include suspension, expulsion, or notification to the appropriate authorities.

HOMEWORK & PROMOTION POLICY

The education of today's youth must be considered a team effort involving parents, students and teachers. Research shows that the most successful students, regardless of family income or ethnic background, are those who have regularly structured homework time. Homework allows additional practice and reflection, reinforces skills, and provides practical application and time for additional research. Homework helps establish a basis for independent and life-long learning while the discipline of nightly homework creates a habit that will be beneficial throughout life.

- Homework assignments are required and will apply to the student's grade.
- Late assignments will be awarded a lower grade.
- Assignments more than one day late may or may not be accepted at the teacher's discretion.
- Homework due during an unexcused absence will receive a failing grade at the teacher's discretion. (Teachers will establish specific policies for their classes and will share those with their students.)

It is not our intention that parents teach their students; however, parental support and encouragement are essential for many students to be successful. The following have proven beneficial to both parents and students:

- Establish with your student that homework is a priority.
- Establish a regular homework schedule.
- Discuss, read and review assignments periodically.
- Listen to rehearsals of presentations.
- Review and discuss grades on completed assignments.

Legacy Public Charter School does not embrace the philosophy of social promotion. Each student is responsible for his/her own learning and must master the required subjects before being promoted to the next grade.

SCHOOL WELLNESS POLICY

In accordance with the Child Nutrition and WIC Reauthorization Act of 2004, Legacy Public Charter School wellness policy includes goals for nutrition education and physical activities designed to promote student wellness. Nutritional guidelines for all foods available at Legacy Public Charter School are available. These guidelines insure that reimbursable school meals will not be less restrictive than federal guidelines.

The following goals and guidelines will assist our students in establishing healthy lifestyles:

- Nutrition educational goals are to provide 30 minutes of health instruction per week, annual staff wellness in-service, and provide parent nutrition information upon request.
- Physical activity goals are to provide 120 minutes per week of physical education grades 1-8.
- The Food Service Supervisor and Wellness Committee members, consisting of a school board member, administrator, parent and teacher will meet annually to review the nutritional education and physical activity goals as set forth in this policy.

DRUG AND ALCOHOL USE POLICY

Drug Free School Policy

Legacy Public Charter School will comply with *I.C. 33-210*. In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Legacy Public Charter School is committed to the concept of having a drug free student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choice regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted.
- Referral to assistance, such as counselors and/or health professionals.
- Referral to an outside agency for chemical dependency assessment and/or treatment.
- Suspension from school.
- Expulsion from school.

Referral Policy

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, or on adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described.

1. Observable behaviors may include chronic attendance problems, erratic behavior, drop in grades, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence.
2. Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination or other recognizable characteristics unusual for the particular students.

Offenses for elementary students shall be cumulative from grades K-5 and offenses for secondary students shall be cumulative from grades 6 - 8.

Procedures

Legacy Public Charter School will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Administrator through appropriate procedures. To develop reasonable cause for taking action the following procedures may be indicated.

1. Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
2. Possession of alcohol or other illegal drugs
3. All procedures are to be performed with discretion and documented.
4. Refusal to submit to a request to any of the procedures may result in disciplinary action.

Elementary Disciplinary Procedure

1. First Offense for Use or Possession (Grades K-5)
 - a. Parent or guardian will be contacted.
 - b. Student will be suspended for 5 days.
 - c. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
 - i. Law Enforcement Agency shall be contacted.
 - ii. If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.
2. Second Offense for Use or Possession (K-5)
 - a. Parent or guardian will be contacted.
 - b. Governing Board may be petitioned for expulsion of student.
 - c. Law Enforcement Agency shall be contacted
 - d. Child Protection Services (C.P.S.) may be contacted.
3. Third Offense for Use or Possession (K-5)
 - a. Parent or guardian will be contacted.
 - b. The student shall be suspended and the Governing Board will be petitioned for expulsion of the student.
 - c. Law Enforcement Agency shall be contacted.
 - d. Child Protection Services (C.P.S.) will be contacted.
4. First Offense for Selling or Delivering (Grades K-5)
 - a. Parent or Guardian will be contacted.
 - b. Law Enforcement Agency shall be contacted.
 - c. The student will be suspended and the Governing Board will be petitioned for expulsion of the student.
 - d. C.P.S. may be contacted.

Secondary Discipline Procedure

1. First Offense for Use or Possession (Grades 6-8)
 - a. Parent or guardian will be contacted.

- b. Law Enforcement Agency shall be contacted
- c. Student shall be suspended for 5 days.
 - i. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
2. Second Offense for Use or Possession (Grades 6-8)
 - a. Parent or guardian will be contacted.
 - b. Law Enforcement Agency shall be contacted.
 - c. School Board may be petitioned for expulsion of the student.
3. Third Offense for Use or Possession (Grades 6-8)
 - a. Parent or guardian will be contacted.
 - b. The student will be suspended and the School Board will be petitioned for expulsion.
 - c. Law Enforcement Agency shall be contacted.
4. First Offense for Selling and/or Delivering Alcohol or Drugs (Grades 6-8)
 - a. Law Enforcement Agency shall be contacted.
 - b. Parent or guardian will be contacted.
 - c. The student shall be suspended and the School Board petitioned for expulsion.

Search and Seizure Philosophy

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of Legacy Public Charter School is under the direct jurisdiction and exclusive control of the Governing Board and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student desks, any area designated by the school for storage of students' personal property, and all other school property over which the school has control at any time, without student consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school expense.

Enforcement Procedures

Any student exhibiting inappropriate behavior that suggests "using" or "being under the influence" of controlled substances will be immediately escorted by an employee to the administrative office for interviewing and observation. Except in the case of an emergency, the student will not be left unattended and will not be allowed to leave the school premises.

The Principal or designee will refer the student to the law enforcement agency after a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using or under the influence of a controlled substance. All employees will cooperate

fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to student desks, any area designated by the school for storage of students' personal property, and other school property, and providing oral and/or written statements regarding the relevant events.

The Principal and/or any other employee having observed the student's behavior will document his or her observations of the student; the documentation will be provided to the law enforcement agent, and a copy will be placed in the student's discipline record.

The procedures to enforce this policy are as follows:

1. **Suspension/Expulsion:** Students who violate this policy will be suspended by the Principal. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. The time period for suspension for the second or third offense will be determined at the discretion of the Principal and/or Governing Board. The Principal will determine whether or not the suspension will be served in school or out of school. If deemed appropriate by the Principal, he or she may request that the board expel a student who has violated this policy for a second or third offense.
2. **Referral to Law Enforcement:** The student will be referred to the law enforcement agency Search and Seizure: A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. Any evidence of a violation of the law or this policy may be seized by the Principal or designee. Student desks and any other area designated by the school as storage for students' personal property, are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of personal property.

COMPUTER USER POLICY

Student Computer User Agreement

There is a need for full disclosure and understanding for the partnership between parents, children and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have an agreement form signed and on file for use of the Internet.

Electronic network Use Rules

School account holders are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the state and the United States. Students will be provided with a school atmosphere and procedures for student control and discipline that will assure a suitable learning environment, and students will learn to act as responsibly. **Using the network is a privilege, not a right and the privilege may be revoked at any time for unacceptable conduct.** Unacceptable conduct includes, but is not limited to, the following:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance
- Vandalizing the data of another user.
- Wastefully using finite resources.
- Gaining unauthorized access to resources or entities.
- Willfully and knowingly accessing pornographic or other inappropriate sites.
- Invading the privacy of individuals.
- Using an account owned by another user without authorization.
- Posting personal communications without the author's consent.
- Posting anonymous messages.
- Placing of unlawful or unlicensed information on a system.
- Using abusive or otherwise objectionable language in either public or private message.
- Sending of messages that are likely to result in the loss of recipients' work or systems.
- Sending of chain letters or broadcast messages to lists or individuals, or any other type of use that would cause congestion of the networks or other wise interfere with the work of others.

Network Etiquette

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.

- Note that electronic mail (3-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

Security

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify staff. Do not demonstrate the problem to other users. Do not use another individual's account. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Electronic Network Use Agreement

School computer systems are for use by authorized individuals only. Any unauthorized access to the systems is prohibited and is subject to criminal and civil penalties under Federal Law. Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring. Prosecution and/or account termination may occur without warning.

The school believes that the benefits to educators and students for access to the Internet (in the form of information resources and opportunities for collaboration) far exceed any disadvantages of access. Ultimately, parent(s) and guardian(s) of minors are responsible for their child's behavior, and this includes use of the Internet. It is possible for all users of the Internet (including your child) to access information that is intended for adults. Although the school has taken reasonable steps to ensure the Internet connection is used only for purposes consistent with the curriculum, the school can neither prevent the availability of, nor begin to identify, inappropriate material elsewhere on the Internet. Computer security cannot be made perfect, and it is likely that a determined student can make use of computer resources for inappropriate purposes.

I, _____ and _____
Parent Name (please print) Student Name (please print)

have read the Computer User Policy, understand it, and agree to adhere to the principles and procedures detailed within. We understand and accept the conditions stated above and release from any liability Legacy Public Charter School, Inc. its subcontractors, and employees.

I understand that my child is expected to use good judgment and follow the Student Computer Use Policy in making electronic contact with others. Furthermore, I have discussed the information contained in this policy with my child. Should by child breath the guidelines suggested, I understand that my child will lose all privileges on the Legacy Public Charter School network.

Parent Signature

Date

Student Signature

Date

Safety Policy

Purpose

It is the policy of Legacy Public Charter School to take all practical steps to safeguard employees and students from accidents and to maintain an effective risk control program. The school believes that accident prevention and education go hand in hand. A comprehensive safety program will enhance the total education program. All employees have a primary responsibility for their own safety as well as the safety and well being of students and co-workers.

Safety Committee

The school will establish a safety committee, which will work to assure that all necessary safety precautions are established.

The composition of the Safety Committee will be as follows:

- a. Principal/Administrator (Chairperson)
- b. Designated Safety Officer (appointed by the Principal)
- c. President of the PFA

Building Safety Inspections

In the interest of students, personnel and the general public, Legacy Public Charter School shall provide its own safety inspection program and will cooperate with other appropriate public agencies properly authorized to conduct safety inspections. Authorized agencies include the State of Idaho Department of Labor and Industrials Services, Southwest District Health, the school's insurance carriers, the Idaho State Department of Education, fire departments and duly authorized law enforcement agencies. Safety deficiencies cited by duly authorized safety inspectors will be promptly reported to the Idaho Public Charter School Commission upon receipt of written reports.

It shall be the duty of the Principal, in cooperation with the Safety Committee, to prepare a list of necessary repairs in order to keep the buildings in proper condition. The school will conduct its own safety program to include at least:

- One school-wide building and grounds inspection by the Safety Committee shall be conducted each year.
- Monthly fire and/or emergency drills shall be conducted.
- Verification of an annual bus safety program for all bus drivers who transport Vision students.
- An annual safety seminar, prior to the start of each school year, for all teachers, staff, and custodians.
- A requirement that all accidents resulting in injury to personnel be promptly reported to the Principal. The Principal will work with its authorizer and the insurance companies to ensure timely reporting of all injuries.

Health Policy

Communicable Disease

Legacy Public Charter School shall follow state guidelines to assist in preventing the spread of communicable diseases in the school setting. The school shall also follow the most current guidelines issued by the Centers for Disease Control (CDC), currently entitled "Universal Precautions for Prevention of Transmission of Human Immunodeficiency Virus, Hepatitis B Virus, and Other Blood-borne Pathogens in Health-Care Settings."

The Governing Board has the power to exclude students and/or employees with contagious or infectious diseases from school. Human Immunodeficiency Virus (HIV) or Hepatitis B Virus (HBV) infections are not transmitted casually and, therefore, are not, in and of themselves, a reason to either remove a student or staff member from school or place the student in a restricted setting.

A. The following guidelines shall be followed when the Principal receives appropriate notification that a student, or employee, is diagnosed with an HIV or HBV infection:

1. Subject to obtaining appropriate written consent from the parents and/or guardian of an infected student (or from the infected student in the event they have reached the age of majority), or with the consent of the infected employee, each case will be considered individually by a team comprised of the following:

- a. The student's or employee's physician;
- b. A qualified Public Health Official who is responsible for such determinations;
- c. The student's parents or guardians or the infected employee; and
- d. The Principal.

If requested by the employee, an additional team member shall consist of a representative of the employee.

2. An unrestricted setting is generally appropriate for students. In the event the infected student has a secondary infection which constitutes a recognized risk of transmission in the school setting, the team shall agree on an appropriate placement. If the student is determined to be handicapped, an appropriate placement will be made pursuant to Individuals with Disabilities Act (IDEA) in the least restrictive environment.

3. Since there is a potential for social isolation should an infected student's condition become known to the general public, school personnel and all others involved in education the student will respect the student's right to privacy and need for confidentiality. The privacy of an infected student's school records will be strictly maintained and there will be a concerted effort to limit the number of persons who are made aware of the student's condition to those persons necessary to assure the proper education of the student and to detect and avoid situations where the potential for transmission of the disease may increase. Any further dissemination of medical records or information shall require the specific consent of a parent and/or guardian or the student (if over the age of majority). The team shall periodically

review the infected student's case to determine whether a modification of the student's education program is necessary or advisable. The team shall address ways within which the school may help anticipate and meet the needs of the infected student in the educational process.

4. An infected employee who is otherwise qualified to perform required tasks will continue with employment as long as he or she is able. In the event the infected employee has a secondary infection which constitutes a recognized risk of transmission in the school setting, the team shall attempt to identify reasonable accommodations which the school can make in an effort to allow the employee to continue with his or her employment. All usual regulations and policies regarding employee sick leave will be applied to the infected employee. The privacy right of the employee will be strictly maintained. Any further dissemination of medical records and information shall require the specific consent of the employee.

B. In the event it is determined that an individually tailored plan is necessary for any student or employee who is diagnosed with a communicable disease, the plan shall be designed to have minimal impact on the infected person's education or employment. Any official action will be consistent with applicable federal and state law.

C. In an effort to protect the privacy of a student or employee who may be diagnosed with a communicable disease, the Principal, without divulging the name of the infected person or the infected person's place of school or employment, shall notify the Governing Board that the school has a student or employee who is diagnosed as having a communicable disease.

Prevention

Prevention measures against communicable diseases should be employed whenever reasonable. Reasonable prevention measures include requiring all students to wash their hands (either with soap and water or through the use of instant hand sanitizer) before lunch, after using the restroom, and after blowing their nose. Each classroom will have both a sink with running water and soap and an available supply of instant hand sanitizer for use by employees and students.

Immunization

Parent(s) or guardian(s) of any child(ren) enrolled in Legacy Public Charter School are required to provide school authorities with the immunization information regarding the child's immunity to certain childhood diseases in accordance with *I.C. 39-4801*, and Title 2, Chapter 15, *Immunization Requirements for Idaho School Children*, "Rules and Regulations of the Idaho Department of Health and Welfare".

Proof of immunity must be received upon first admission and prior to attendance. If school authorities do not receive the immunization information prior to attendance, the child must be denied attendance until the information is received. The immunization information provided by the parent shall be in the form of a written statement or record signed by a physician or a physician's representative. This statement must provide the vaccine type, number and date of each immunization the child had received or that the child is immune through prior illness (physician diagnosed measles or mumps disease or laboratory proof of immunity). Exemptions to these requirements shall be as stated in the law, *I.C. 39-4802*.