

LIBERTY CHARTER SCHOOL  
9955 Kris Jensen Lane, Nampa, Idaho  
2009-2010 Programmatic Audit Report

During Liberty Charter School's 2008-2009 annual update before the Idaho Public Charter School Commission, the administrator shared and asked for support in a new approach toward the school's programmatic audit.

In Liberty's charter, it states: ***Liberty 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 be offered the invitation of a post-secondary education and satisfying employment.***

To that end, the 2009-2010 programmatic audit was conducted by local, successful business and community leaders who spent a day observing the school to see if Liberty's educational program, school culture, and school management carried out the mission to the fullest and if the school was truly preparing its students to be the best employees and citizens – people the auditors would want to either hire, work for, live next to, or serve with in their community in the years to come.

Prior to the audit, the auditors were provided with background information about the school, website information, and the following guide to use on their day of observation. The day included first meeting with the school administrator to go over the day's agenda; the school's mission, vision & philosophy; the school's history, as well as recent accomplishments, changes, challenges, future plans; and to share those things not easily noticed in the classrooms, such as the financial aspects of the school. In all, the auditors' reports show an overwhelmingly positive impression of the Liberty Charter School. The auditors who participated were knowledgeable of charter schools in general and had strong business and community ties. One was extremely knowledgeable in the Harbor Method so as to have the background to most easily recognize theory vs. application, another had strong financial expertise and state funding expertise, while another is an educator by profession. They were:

- Dr. Christine Ivie, charter school consultant for Paragon Charter Schools and a Nampa resident. Dr. Ivie has served as a teacher, counselor, principal and special education director throughout Idaho. She has worked as a coach, advisor and volunteer with many educational and youth-serving organizations. Dr. Ivie is a licensed professional counselor, certified teacher, school counselor, special education director and superintendent in Idaho.
- Rep. Dolores Crow represented District 12 in the Idaho Legislature for 24 years, the last 8 years as Chairman of the House Revenue and Taxation Committee. After retiring in 2006 she was appointed and currently serves as a Commissioner on the Capitol Commission whose mission it was to oversee the restoration and construction of the new wings of the State Capitol Building. She is a long-time Nampa resident.
- Mr. Terry Bower, director of marketing for the Center for Wound Healing & Hyperbaric Medicine, former operations manager for the Harbor Education Institute, former director of Idaho non-profit Love INC, and former Boise business owner.

The auditors commended the school on effectively implementing and maintaining the vision of the school, and especially recognized the importance of not only the formal education being provided to the students, but also the character education, career-preparation (no matter what the career), and community education being presented. Suggestions for improvement were nearly non-existent. Rather, the auditors seemed to use their comments to confirm what we have hoped all along: that this school, from the youngest of grades, develops in students habits, traits, and characteristics that will not only help them learn well in a school setting, but perform very well in their career and community dealings. Sometimes, in the midst of new education standards, testing, and reporting, educators can lose sight of these goals and lose grasp of what the "real world," or the "business world" will require of their students. To have these business people audit our school setting and educational program purely from those lenses helps reaffirm our resolve to continue this method of educating students, and keeps our confidence level high that we are presenting a practical approach to getting kids ready for a successful future.

But the audit also caused the administrator, board and staff to evaluate certain areas, primarily the middle school and high school component--again, not so much to change things, but continue to improve. For instance, Liberty is now in its 4<sup>th</sup> year of a "College Knowledge" type of program and will at the end of this year have harder data to show the effectiveness of this 2-3 minute review of ACT/SAT-type questions at the start of each high school class period. We know the quick drills are increasing the students' testing outcomes, but we will more closely track those improvements in the years to come. And to continue to maintain a high standard of teacher effectiveness, an educational consultant developed a Harbor teacher-specific evaluation tool

for the administrator to use in her annual teacher evaluation. Additionally, the Liberty Title IA teacher (in conjunction with Victory Charter School's Title IA teacher) presented a class to her peers for college credit that focused on appropriately implementing Title IA requirements in a Harbor-driven classroom.

As this was the first year for conducting the programmatic audit in this manner, it was a learning year for us in administering such an observation. For instance, in subsequent years we hope to schedule a full day observation (if auditors' schedules allow), rather than a half-day. We plan to dedicate more time to have the auditors meet with Board members to discuss fully the Board's role and work at Liberty. A full day would also allow the auditors to spend more quality time with students at several grade levels, rather than just a couple, and it would give the auditors the ability to better review certain documents, such as the fiscal audit. Additionally, in coming years we will provide a more structured document for the auditors that includes a checklist of items to observe and comment, rather than the more general topic-driven/narrative format used this year. In this manner, it's expected a large majority of the feedback could be provided before the auditors leave from the day's visit, thereby requiring less time for them later to have to devote to completing the review.

Following is the audit questionnaire. Following that, are the three auditors' reports.

2009-2010 Programmatic Audit: Liberty Charter School

Conducted by:

Date:

Liberty Charter School's school-to-work emphasis challenges the Board, administrator, teachers, staff, students and parents to look at every aspect of every school day so that the end result is an education where students graduate prepared to move into the next phase of their lives with the tools, skills, and behaviors necessary to ultimately be the best employees and community members. As a K-12 school, Liberty is in a unique position to instill these traits and habits at the earliest grades and consistently build on them to graduation, as well as help students entering the school at any grade level become immersed in the program so they clearly benefit as well.

Liberty Charter is grounded in the belief that when a low-threat environment (an environment where children and adults feel safe) is coupled with highly-challenging content (teaching to the high with multiple learning opportunities in place so that "If you don't get it today, you'll get it tomorrow...if you don't get it tomorrow, you'll get it next week, etc.), accelerated learning takes place.

The school's mission says it best (as it should!): ...to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills, and attitudes necessary to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.

To that end, our hope is as you conduct the programmatic audit, you see various ways in which the philosophy and mission of the school is being carried in tangible, realistic and practical ways. Therefore, please provide your observations, comments and suggestions to the following:

- 1) Teacher and Staff professionalism: Do adults model the behaviors typical of top-notch, successful employees in a company? How? [Dress, class management, classroom cleanliness & organization, professional attitude towards boss, peers, students, etc.]
- 2) Is class time organized in such a way that students are developing time management skills, seeing a well-run organization in action, able to take part and/or practicing workplace organization skills, etc.? What examples did you observe?
- 3) What behaviors did you observe among the students that are indicative of successful employees as co-workers, leaders (i.e., bosses), subordinates, etc. [Respect, collaboration, clarification, preparedness, etc.]
- 4) In addition to the classroom curriculum, what out-of-class experiences did you observe, or that were shared with you, that help in developing future, successful employees & citizens? [Middle school lunchroom assignments; administrator's interns; student leadership opportunities; community service; internships and apprenticeships; high school assignments, such as after-lunch cleanup, etc.]
- 5) Academically, what education components did you observe, or that were shared with you, that are indicative of knowledge/skills that are necessary to obtain to help create life-long learners, i.e., employees that can adapt to new situations, learn new jobs, continue to be valuable to the organization? [High School college knowledge/morning concepts, K-8 concept boards, May Awards/public presentations, 1,000 words to know for the ACT/SAT, classroom discussions, etc.]
- 6) In your discussions with the high school students & teachers, what skills, habits & traits do they possess, or that they've been prevented with that make them college and/or work-force ready? What did they share with you that made them feel ready for college/post-high school training/workforce ready?
- 7) In your career, what do you see as having the most importance in terms of being the best employee for your organization? What is going on at this school that demonstrates that students will have these skills/knowledge in place when they enter the workforce?
- 8) Additional thoughts/observations:

Audit completed by: \_\_\_\_\_

2009-2010 Programmatic Audit: Liberty Charter School  
Conducted by: Christine Ivie  
Date: June 1, 2010

Liberty Charter School's school-to-work emphasis challenges the Board, administrator, teachers, staff, students and parents to look at every aspect of every school day so that the end result is an education where students graduate prepared to move into the next phase of their lives with the tools, skills, and behaviors necessary to ultimately be the best employees and community members. As a K-12 school, Liberty is in a unique position to instill these traits and habits at the earliest grades and consistently build on them to graduation, as well as help students entering the school at any grade level become immersed in the program so they clearly benefit as well.

**Auditor's response:** *After participating in the programmatic audit at Liberty Charter School, I would identify the following strengths and challenges related to each of the identified areas:*

*Strengths – Liberty directs resources to support the school to work emphasis and has provided a highly qualified, dynamic staff member to facilitating school to work projects for secondary students. In addition, the Liberty staff model the expectations and traits that they expect students to learn. They also participate in activities designed to reinforce the idea that all work is honorable and they look for opportunities for students to participate in work environments that benefit the school. Challenges – none specifically identified but I would anticipate that Liberty spends some time explicitly instructing parents in this area so that they understand and support the efforts of the school.*

Liberty Charter is grounded in the belief that when a low-threat environment (an environment where children and adults feel safe) is coupled with highly-challenging content (teaching to the high with multiple learning opportunities in place so that "If you don't get it today, you'll get it tomorrow...if you don't get it tomorrow, you'll get it next week, etc.), accelerated learning takes place.

**Auditor's Response:** *Strengths – the overall culture and environment at Liberty shows that this approach is effective in creating a model school where students are valued and can participate in a safe environment with extremely high expectations. The fact that students meet and exceed expectations is evidence of how effective this approach is. Challenges – none observed – possibly a challenge to train teachers new to the system, but I think they have this handled well.*

The school's mission says it best (as it should!): ...to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills, and attitudes necessary to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.

To that end, our hope is as you conduct the programmatic audit, you see various ways in which the philosophy and mission of the school is being carried in tangible, realistic and practical ways. Therefore, please provide your observations, comments and suggestions to the following:

- 1) Teacher and Staff professionalism: Do adults model the behaviors typical of top-notch, successful employees in a company? How? [Dress, class management, classroom cleanliness & organization, professional attitude towards boss, peers, students, etc.]

**Auditor's response:** *I definitely observed extremely professional staff members who modeled every expectation, character trait and behavior identified as important to help students become successful future employees. Staff*

*dress, communication with other adults and with students, and interactions with colleagues were extremely professional.*

*Specific examples observed: The kitchen manager interacted with students in a very professional way that communicated respect and modeled clear expectations. The internship coordinator interacted with the audit team and provided us with detailed, specific information to help us understand the program. The Spanish teacher modeled very professional behavior when teaching students and interacting with his students between classes.*

*Challenge – Ms. Stallcop did express a challenge in ensuring a few staff members arrive on time in the morning. She has tied annual salary increases to this expectation and anticipates that punctuality will improve as a result.*

- 2) Is class time organized in such a way that students are developing time management skills, seeing a well-run organization in action, able to take part and/or practicing workplace organization skills, etc.? What examples did you observe?

**Auditor's response:** *I did not observe any challenges in this area. In fact, all classes seemed on task and students and teachers were engaged and working hard during our observations. In addition, hallway behavior was respectful and efficient – leading to little wasted time during the day.*

*Specific Examples – the elementary classes observed were able to transition between activities and respond to teacher instruction quickly and in a manner that suggested they were highly engaged and responsive to the expectations of authority figures. The one thing I would point out that is unique in this environment and is extremely important in developing future workers, is that the students seemed excited and happy to meet and exceed the expectations of their teachers- they didn't seem to merely be complying because they had to.*

- 3) What behaviors did you observe among the students that are indicative of successful employees as co-workers, leaders (i.e., bosses), subordinates, etc. [Respect, collaboration, clarification, preparedness, etc.]

**Auditor's Response:** *Strengths – the students were very respectful of adults and made an effort to interact with each other and with their teachers. Students volunteered to participate in activities. Students also seemed highly engaged and there were very few students sitting quietly and passively taking in instruction.*

*Specific Examples – Again – the elementary school students were highly engaged and very respectful of each other and of their teachers. I didn't observe as many secondary students, but the ones that were in the hallway were respectful and seemed to be engaged and not just wasting time in the hallway.*

*Challenges: The only challenge I observed was during announcements in the common area – the students did seem to have a hard time moving to the announcement area and listening to each other – that may not be a typical work type of activity, though, so I don't know that I would fault them – it's something they could work on improving if the day we observed is a typical day.*

- 4) In addition to the classroom curriculum, what out-of-class experiences did you observe, or that were shared with you, that help in developing future, successful employees & citizens? [Middle school lunchroom assignments; administrator's interns; student leadership opportunities; community service; internships and apprenticeships; high school assignments, such as after-lunch cleanup, etc???

**Auditor's response:** *I did meet the administrator's interns and spoke with the intern coordinator. I didn't observe lunch room or hall cleanup assignments on this visit, but have in previous visits and believe those contribute to the identified school to work goals.*

- 5) Academically, what education components did you observe, or that were shared with you, that are indicative of knowledge/skills that are necessary to obtain to help create life-long learners, i.e., employees that can adapt to new situations, learn new jobs, continue to be valuable to the organization? [High School college knowledge/morning concepts, K-8 concept boards, May Awards/public presentations, 1,000 words to know for the ACT/SAT, classroom discussions, etc.)

**Auditor's response:** *This is another area that I don't know if I can identify specific examples from this visit (other than the things that Ms. Stallcop pointed out in her tour) but I have observed a wealth of instructional activities that create life-long learners and that prepare students for post-secondary education and successful careers. I believe, after observing Liberty for almost 10 years, that the combination of activities, instructional practices and expectations create this rather than specific examples. I think the evidence is the outstanding results that start in kindergarten and continue on after graduation. I could see behaviors in each class we visited that contribute to this overall outcome.*

- 6) In your discussions with the high school students & teachers, what skills, habits & traits do they possess, or that they've been prevented with that make them college and/or work-force ready? What did they share with you that made them feel ready for college/post-high school training/workforce ready?

**Auditor's response:** *I think students believe they possess the skills, habits and traits that make them college and work-force ready but none specifically addressed this – that might be an area to focus on so that students can communicate how Liberty has helped them specifically in this area.*

- 7) In your career, what do you see as having the most importance in terms of being the best employee for your organization? What is going on at this school that demonstrates that students will have these skills/knowledge in place when they enter the workforce?

**Auditor's response:** *I believe that the most important quality of an employee is that he or she is able to use the gifts, strengths, knowledge and abilities he or she has in a way that is effective and creates collaboration with others. I think prior to being an employee, the person has to gain the skills, abilities and knowledge for a specific career or area (and ideally that person has to identify or recognize his or her gifts). Ultimately, an effective employee has to be able to use that in some type of collaboration with others in order to be effective.*

*I saw tremendous opportunities for students to work together both in and out of the classroom. I also observed numerous examples of teachers and other staff members providing feedback to students to help them develop all of the things they need for future success. I think that the high standards and expectations in each classroom are critical in accomplishing this goal. I also think the behavior and character expectations in the school help to achieve this goal.*

- 8) Additional thoughts/observations:

**Auditor's response:** *GREAT SCHOOL!!! Excellent job in implementing the vision and educational program and building on success – it amazes me that even when you think Liberty is at its best and can't improve, it gets better again the next year. Thanks for allowing me to participate.*

**rup4scuba**

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**From:** "rup4scuba" <rup4scuba@msn.com>  
**To:** <orobngay@cableone.net>  
**Sent:** Wednesday, June 09, 2010 10:49 AM  
**Subject:** Programmatic Audit

FINALLY!!!!

1. When entering either Liberty or Victory you have the feel of calm, welcoming and efficiency. The staff is friendly, professional and greets you and sees to your needs. The hallways, classrooms and flex rooms are clean, neat and pleasantly appointed. There is a pride amongst the staff and the students. I was present at the grand opening of Liberty some years back. During one of the tours of the facility I was walking behind an elementary student and his family. I heard him say "remember, don't put your hands on the walls cause this is OUR school and we want to keep it nice and clean." Guess that says it all as to pride of ownership where it belongs.
2. The classrooms are orderly and run in a planned manner much like a Board meeting in a company. A place to bring your thought-out ideas to share with the rest of the class. The teacher is in charge (the chairman, so to speak) and leads the discussion, but always allowing plenty of exchange of thoughts at all angles. All are encouraged to participate. All this happens with respect between teacher and students and students to each other.
3. I found that in the lower grades on up through high school, interaction is at a high level and students & teachers work well with each other to solve problems and come up with new ideas. This makes learning fun. I also noted that there is a high level of preparedness, meaning to me that most all had completed their homework.
4. The next observation was how the lunchrooms are run. As a mother of six I can really appreciate how much effort has gone into the organization of such a great program of including kids in the whole process of preparing and clean-up. There is a rotation of age appropriate jobs and every one eventually gets a few of these tasks they don't care to do and then some they find very pleasant. All are rewarding in their own way and teach a lot about how life really is—yes, even in the lunchroom. By the way, the lunch was very nutritious and delicious!
5. I was impressed with the leadership opportunities in the way of apprenticeships, encouragement to be a leader in any area, creating the desire to serve wherever you are—school, home or community. One very good example is a former student and member of the first graduating class at Liberty, is now becoming a teacher and is interning with Mrs. Stallcop. Success story in a nutshell!!!!
6. I found the highschool students to be very informed, engaged and eager to learn. They obviously possess the ability to work on their own as well as in a group. Homework seemed to have been completed, based on their ability to participate in a real way in the discussions. They were very open to expressing ideas, no matter how far out they might seem, without the fear of being laughed at or belittled. This is an atmosphere where learning can reach the stars.
7. My career is not the average job, but mirrors many qualities in life that are necessary for success. To be in politics for me means you have to genuinely like people and have the desire to better lives. You need the ability to express your ideas while respecting those of others. Someone once said "Tact is being able to tell someone where to go and have them looking forward to the journey". Don't think I ever attained that goal, but was fun trying. Seriously, the one most important thing, and this is true not only in politics, is to be a good listener and disengage your mouth while you hear them out. Any way you can broaden your view of the world, other cultures, and of course a deep knowledge of your own State and Country is a plus.

6/9/2010

Thank you for the opportunity to be involved in this audit. I find it exceedingly difficult to hold my answers to a few lines and not using all the superlatives in the dictionary. I have such high regard for all the teachers, staff and students at these schools. Of course I am in awe of Mrs. Stallcop and her vision and tenacity to weather the storms involved in "planting" these schools. Just think how many lives have, and will be, changed because of her belief in this dream. Besides that, I am just so proud of my coffee drinking pal of years ago succeeding at such a high level!

6/9/2010

# LIBERTY CHARTER SCHOOL

## PROGRAMMATIC AUDIT

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*June 1<sup>st</sup>, 2010*

*Presented by:*

*Terry A. Bower*

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**1. Teacher and Staff professionalism:** Do adults model the behaviors typical of top-notch, successful employees in a company? How? [Dress, class management, classroom cleanliness & organization, professional attitude towards boss, peers, students, etc.]

### **OBSERVANCE**

All of the Liberty teachers and educational assistants I observed were well organized and their students were focused on the subject at hand. As role models their manner of dress and behavior showed their commitment to professionalism and quality. I noticed the teaching style used kept the attention of all the students even though it was obviously rigorous and geared toward the high. In each classroom the teacher had a thorough knowledge of the curriculum and it was presented in a fast pace. There was mutual respect displayed between the teachers/assistants and the students. When questions were asked by the students there was time for the teachers to answer and without interruption from other classmates. I sensed that the students were well acquainted with the curriculum flow and what was next, so organization and control of the classroom was not even an issue. The one thing I most enjoyed while at Liberty Charter School was the positive attitude of all those I met, whether it be the principal, Becky Stallcop, the office staff, teachers and most important ,the students. Learning/teaching seemed to be fun at this school.

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**2. Class time organization:** Is class time organized in such a way that students are developing time management skills, seeing a well-run organization in action, able to take part and/or practicing workplace organization skills, etc.? What examples did you observe?

## **OBSERVANCE**

I observed very organized classrooms and students taking responsibility for their part in keeping the classroom organized and well managed. What impressed me the most was the teaching flow from one subject to the next without so much as a blip. No looking for the lesson plan; and a teamwork effort by all including the students. Some of the things I saw were assistance from peer partners/study buddies, checking each others work quickly and quietly and with respect. Students retrieving items to be used in the next lesson without being asked. Handing in completed work when done without request or disruption of any kind. I could tell these students have been taught to take control of their learning experience, while the teacher oversaw their self-monitoring and on-task behavior thus helping to perfect the use of not only the students class time effectively but also helping them correct skills that would help them at home in getting their work done.

All the classrooms were organized and not cluttered with “stuff”, there was a place for everything and everything in was in its place. I noticed that most classrooms had a teacher’s assistant, a very important asset especially for helping those students who may be struggling. The organization and therefore the order even extended into the hallway. With classes transitioning to various subjects like P.E., computer and music it was so amazing to see 100 kids at one time get to the next class with no confusion, correction or so much as a sound. They always appeared ready to learn and this seems to be the greatest benefit of ridding the school of needless noise and confusion.

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**3. Students as successful co-workers:** What behaviors did you observe among the students that are indicative of successful employees as co-workers, leaders (i.e., bosses), subordinates, etc? [Respect, collaboration, clarification, preparedness, etc.]

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## **OBSERVANCE**

Developing positive attitudes in students concerning work and effort will allow them to have satisfying personal and professional lives. A positive can-do attitude goes a long way in the job application, interview and employment process. Three categories for successful workplace employment are human relations skills, negotiation skills, and adaptability skills. I observed all three being addressed at Liberty. The promotion of teamwork attitudes among the Liberty students was evident in every class I observed. This will make it easier to excel as they learn oral communications, idea clarification, negotiation, and goal setting. I was pleased to see the emphasis of these traits already displayed in the 5th grade and daily used in the high school setting. I was not surprised to learn that Five Standards taught at Liberty were personal responsibility, expanding and integrating knowledge, communication skills, thinking and reasoning skills and social responsibility and skills. I have no question that Liberty students are prepared for the workplace upon graduation.

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**4. Out of class experiences:** In addition to the classroom curriculum, what out-of-class experiences did you observe, or that were shared with you, that help in developing future, successful employees & citizens? [Middle school lunchroom assignments;

administrator's interns; student leadership opportunities; community service; internships and apprenticeships; high school assignments, such as after-lunch cleanup, etc.

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### **OBSERVANCE**

- I'm very impressed with the young age at which the administrator and teachers creatively introduce the school to work model.
- For example, 1st – 3rd grade where a program called Scholar Dollars is introduced. 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 shown toward peers. At the end of 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 prepare fresh vegetables and fruit each morning in the cafe, 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 for each student.
- 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.

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**5.Knowledge/skills for life-long learners:** Academically, what education components did you observe, or that were shared with you, that are indicative of knowledge/skills that are necessary to obtain to help create life-long learners, i.e., employees that can adapt to new situations, learn new jobs, continue to be valuable to the organization? [High School college knowledge/morning concepts, K-8 concept boards, May Awards/public presentations, 1,000 words to know for the ACT/SAT, classroom discussions.]

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### **OBSERVANCE**

- I was able to witness numerous teaching tools that impressed me. A few I'll mention here - the 1,000 words to know for the ACT/SAT, some words the third graders were learning I'm sure many adults wouldn't know. How they would then take the monthly group of words and develop poems using all the words helped these young ones understand the correct use of the word. The application was amazing. The most impressive was the K-8 concept boards using concepts that seemed to be a couple of grade levels higher yet the kids "got it", the repetition and the questions asked by the teacher convinced me that they understood the whole concept. It showed me that you can teach to the high to keep interest but that the repetition helps those children who may be a little slower. The encouragement from the teacher that they may not get it today, but they will probably get it tomorrow or the next day is something I think all parents should use at home when working with the kids on their homework. Unfortunately it can only be used in a setting like Liberty where they really are given more than a week to learn a certain concept.

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**6.Skills, habits & traits:** In your discussions with the high school students & teachers, what skills, habits & traits do they possess, or that they've been prevented with that make them college and/or work-force ready? What did they share with you that made them feel ready for college/post-high school training/workforce ready?

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## **OBSERVANCE**

I was introduced to a young lady, a high school student, who was doing an internship under Principal Becky Stallcop. She told me that she hadn't even thought of going into the education field until attending Liberty Charter School. Her belief in the Harbor Method and the excitement over learning she sees daily has given her a new and exciting venture – to become a principal and promote the same standards of high expectations she has seen played out both academically and behaviorally at Liberty.

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**7.Career and the real world:** In your career, what do you see as having the most importance in terms of being the best employee for your organization? What is going on at this school that demonstrates that students will have this skills/knowledge in place when they enter the workforce?

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## **OBSERVANCE**

Attitude is everything in my workplace and I have found with the younger new employees there are some disturbing trends. First of all, too often younger employees seem to have an attitude of entitlement. They are use to getting what they want now without too much effort and certainly without much criticism concerning their performance. I also too often hear foul language that is unprofessional and could set us up for lawsuits. It was obvious at Liberty that students are not coddled or allowed to think they are owed, rather education is presented as a privilege to be grateful for and grades and recognition for achievement is something to be earned with many opportunities for improvement along the way. Also, I did not hear a single cuss word or hint of disrespectful language by anyone at the school.

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**8.Additional thoughts/observations:** In your career, what do you see as having the most importance in terms of being the best employee for your organization? What is going on at this school that demonstrates that students will have this skills/knowledge in place when they enter the workforce?

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## **OBSERVANCE**

I'm so impressed with the attitude of all the students I came in contact with. They were polite, helpful not only to me but to their teachers and peers, something that is so needed in the workplace and frankly something we struggle with daily. I was most impressed with the administrator, Becky Stallcop. She has put together a school that not only has a positive feel but has positive results in tangible terms - test scores. I heard stories from kids, so fearful at their last school, it kept them from focusing on their school work and their grades suffered. I have seen this in my personal experience with a daughter who would be considered outgoing, attractive and fun, but who would walk down the hall way at her middle school and have half a dozen boys and girls call her vulgar names. Unfortunately when we met with the administrator over our concerns on the matter she told us there was nothing they could do because, "that's the way the talk in their homes." I have seen that there is something that can be done and if businesses and corporations want to protect their bottom lines and created positive work environments then we as a community need to start insisting on higher standards and perhaps more Harbor Schools.