

Thomas Jefferson Charter School

Proposed Transfer Year: 2019-20

Location:

1209 Adam Smith Ave., Caldwell, ID 83605
Canyon County (Vallivue School District boundaries)

Jodi Endicott, Principal
Thomas Jefferson Charter School
1209 Adam Smith Ave. Caldwell, ID 83605
jendicott.tjcs@vallivue.org
(208)871-5662
Matt Dorsey, Board Chair
21753 Hoskins Rd., Caldwell, ID 83607
mdorsey.tjcs@vallivue.org
(208)573-2045

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Executive Summary

The mission of Thomas Jefferson Charter School is to develop virtuous citizen leaders. What distinguishes great leaders is their moral strength and intellectual qualities. Instilling and developing virtue is accomplished by examining the lives of noble and great people to ascertain the value of their virtues and then strive to emulate those virtues to serve the interests of family, community, professional vocation, and our nation.

Thomas Jefferson Charter School utilizes the Harbor Method to develop the intellectual capacity of our students by providing a solid foundation in reading, writing, and mathematical conceptual understanding. 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 to lead meaningful lives and contribute to our democratic republic. A liberal arts approach increases student appreciation for the arts, foreign languages, and a deeper understanding and respect for our own culture and our place within a worldwide context.

We serve kindergarten through twelfth grade (one class per grade), with class sizes ranging from 26 to 33 students. Current enrollment is 372 students with 600 on the waiting list (2/5/19). Vallivue School District approved our charter school on October 17, 2003 and the Idaho State Department of Education approved Thomas Jefferson Charter School (TJCS) on November 2, 2003. The primary attendance area is the Vallivue School District and this is reflected in the TJCS student population; however, we also serve students from Caldwell, Marsing, Middleton, Nampa, and Homedale School Districts. Enrollment and the waiting list support the need to continue offering a Harbor education to our community.

The current demographic population is 81% Caucasian, 16.4% Hispanic, .3% African American, .7% Asian, .7% Pacific Islander, and 1% Native American. Further, .8% are ELL, 42.1% free or reduced lunch, 3.5% Special Education, and 4.6% receive accommodations via Section 504. Daily attendance is paramount to learning in a Harbor School and the goal is 96%. The daily average student attendance for K-12 was 97.1% for 2016-17 and held steady at 97% K-12 for 2017-18 and 2018-19.

Thomas Jefferson Charter School students consistently score above the State academic targets. Data from 2018 (State Target): 4 year graduation rate 90.0% (84.8%), ISAT ELA 80.3% (58.2), ISAT Math 67% (48.1), IRI Fall 83.3% (58.4), IRI Spring 91.7% (73.1%). It is notable that TJCS IRI K-3 2019 spring scores averaged 93.6%. The goal is to continue to improve across all academic measures.

Six members of the TJCS Board of Trustees provide oversight and exhibit a strong commitment to retain the unique and innovative qualities of TJCS. Presently, one of the original founders remains on the TJCS Board of Trustees.

Educational Program

Educational Philosophy

Thomas Jefferson Charter School is a Harbor School. The educational philosophy is clearly stated in *The Harbor Method Essentials for Educators*:

“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 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 way in which these elements have been brought together to form 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 but unlock their potential through high expectations, a rigorous, fast-paced curriculum, and dynamic character education. Children must learn 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 republic. The Harbor School Method integrates elements in five key areas: student learning, Instructional Fidelity, School Culture, Parental Engagement, and School Leadership (Appendix A). Thomas Jefferson adheres to the Harbor School philosophy that daily attendance, consistently excellent instruction, a safe learning environment, and multiple opportunities to engage with concepts and skills will result in high achievement for all students.

Student Academic Achievement Standards

TJCS consistently meets or exceeds the academic benchmarks on all mandated State of Idaho assessments.

Description of Key Design Elements, Curricula, Tools, and Instructional Methods

The primary difference between K-8 and grades 9-12 is utilization of the strong skills-based foundation in K-8 to tackle relevant, personalized learning opportunities which encourage a learning to learn approach in grades 9-12. All grades include a discovery-based approach to learning; however, the K-8 ensures that students are proficient readers, writers, and have a firm number sense and grasp of basic math facts and skills. To this end, direct instruction is a critical component of instruction (Marzano, 2001; Jensen, 1998; Stahl and Fairbanks, 1986). The elementary and high school recognizes the importance of performance tasks, but also emphasizes the conceptual and skills-based framework that allows students to make real world application.

In addition to the 46 credits required by the State of Idaho, Thomas Jefferson High School students must successfully complete an additional 16 credits. The additional 16 credits and all high school academic content revolves around five basic pillars of learning: 1) Independent Study, 2) Team Discussion and Studies, 3) Industry Apprenticeship, 4) Community Service and Leadership, and 5) Family Unit Focus. Students are the “dynamic workers” within the classroom, who consistently are given the opportunity to excel at projects that most appropriately develop the breadth and depth of conceptual knowledge, refine skills and impart new ones (Graduation Progress Checklist, Appendix G)

Grades 9-12 provide opportunities for short and long-term study projects as well as team studies, hands-on industry internship, community service, leadership opportunities, and positive contribution to the family unit. Projects are inquiry based, require an essential question and guiding questions, and activities aligned to assist the student in answering the essential question (Wiggins, McTighe, 1998). Questioning sequences are key drivers in all disciplines and provide feedback to the teacher as to the depth of understanding for each student and serve to guide their thinking via a metacognitive approach. The modeling of thinking aloud about the thinking process allows students to understand there are various approaches to gain understanding or solve a problem, plus, provides a model for the self-questioning that must occur when the teacher or other teammates are not present to assist in learning (Fisher, Frey, Hattie, Thayer, 2016; Hattie, 2012; Good and Brophy, 2008).

For grades K-8, the skill and concept building methods (frequency, intensity, and interdisciplinary connections) are based on neuroscientific research (Arendal and Mann, 2000), memory research, specifically, explicit and implicit memory (Schacter, 1996), and utilization of high effect size instructional strategies (Marzano, Pickering, Pollock, 2001). The behavior model relies on pre-teaching school culture expectations through teacher-created stories (Elmore, 2004) and natural consequences (Jones, 2007) coupled with care and respect (Curwin, Mendler, 2018).

Care is taken to ensure vertical alignment between grades and the curriculum spirals so that students continually have opportunities to learn challenging concepts and are taught specific strategies to store conceptual and skills based knowledge into their long term memory (Jaeggi, Buschkuhl, Jonides, & Perrig, 2008).

From its inception to the present, TJCS meets and exceeds the averages on all State-mandated tests, IRI, ISAT, and SAT. Our goal is continued mastery for all students in every sub-group of 3% or more. To this end, teachers will study the results and determine instructional gaps and strategies to address weaknesses in the educational program. Since our overall mission is to develop virtuous citizen leaders, two of the five pillars specifically address community service and leadership and contributing positively to the family unit. These areas are assessed in terms of hours completed and the quality of short and long term projects, activities, and involvement.

The K-12 certified counselor, like the charter administrator, is visibly present throughout the school, and also teaches a required one credit course, College and Career Prep. All staff members encourage students to prepare for post-secondary education, whether college, professional technical, or job-related.

TJCS utilizes every space in the current facility. As funds are available, TJCS will build an additional facility on purchased ground across the street from the current building. At present, students have access to science, computer, and music labs, classrooms, gym, library, and the high school commons area.

Curricular materials are purchased as needed; however, the elementary curriculum is based on the Harbor School curricula (math concept boards, Shurley English, academic vocabulary) and teachers

develop curricula based on the State Standards. Consumable materials, technology, and textbooks are reviewed by the staff and administration, then approved by the Board prior to purchase. All instructional decisions are based on data and instructor expertise.

Given the increased use of technology and the short and long term consequences of individual technology footprints, TJCS will provide greater oversight as well as opportunities for discussion regarding ethical and safe use of technology, including cyberbullying and laws regarding the proper use of technology. Further, since many high school students transfer to TJCS after elementary and middle school, more attention will be given towards developing the safety, expectations, and responsibilities of participating in a Harbor School.

Strategies for Effectively Serving Special Populations

Thomas Jefferson Charter School adheres to the tenet that multiple and differentiated opportunities to engage with new concepts and skills will result in all students learning and applying those new concepts and skills. Providing challenging curriculum addresses the needs of those who grasp the material more quickly, while those who are less quick or who are struggling know that they will see the material again and will be given additional learning strategies.

Parental involvement is crucial to student achievement. Parents are welcome to volunteer in classrooms, assist with school projects, programs, and committees; this involvement is recorded and available for review. In addition to Parent/Teacher conferences in the fall and spring, parents are asked to complete a yearly survey addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of the learning environment and student achievement. A weekly newsletter is sent electronically and hard copy for those without access to technology. The charter administrator, counselor, and teachers contact parents to discuss concerns and to express appreciation for students for actions within and outside of the school.

In conjunction with Caldwell and Vallivue School Districts, TJCS advertises in the Idaho Press Tribune to address student identification programs (Child Find). TJCS follows a written Response to Intervention protocol.

TJCS employs two K-12 ELL Certified staff members. English Learning Plans (ELP) are developed by an ESL certificated teacher, the student and parent for qualifying students. Students are immersed in the general education program and are monitored for progress in achieving ELP goals. As with any student at TJCS, individualized help by a certificated and/or paraprofessional is provided as needed. Four staff members are fluent Spanish speakers and, at present, this satisfies translation needs.

TJCS employs a part-time Special Education Director, a full-time Special Education teacher, two part-time educational assistants, and contracts for Occupational Therapy services and Speech, Language Therapy services. There is a specified classroom for Special Education. TJCS develops Individualized Education Plans (IEP) or 504 Plans for qualifying students, with all stakeholders being represented throughout the process. Progress monitoring occurs regularly through various measures. All students are immersed in the general education program, but as with students on ELPs, students on IEPs or 504 Plans receive additional instruction and support as needed and as delineated by the individualized plan. TJCS is responsive to meeting student needs and will hire additional staff should progress monitoring indicate that additional time is necessary.

Professional Development

At present, teachers seek professional development opportunities that occur outside of the school day. While each teacher creates an Individual Growth Plan, all certified staff will participate in after school, on-site professional development in the Essentials of the Harbor Method for elementary, middle, and high school levels. Classroom video and coursework artifacts describing the Harbor Essentials in action will serve as training tools for onboarding future Harbor teachers. In addition to the training materials, new teachers will be paired with an on-site and off-site mentor. Other possible course offerings include Developing a Growth Mindset (Dweck, 2016 and Boaler, 2016), Developing Inquiry Units with Essential and Guiding Questions, subject-specific instructional strategies (Wilhelm, Wilhelm, and Boas (2009); Markham, T., Larmer, J., and Ravitz, J. 2003); and Making Learning Visible (Hattie, 2012).

Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

The goal of TJCS's fiscal, management, policy is to focus on devoting financial resources primarily to fund the education program. The TJCS Board is fiscally conservative and attains this goal through efficient use of funds, while ensuring teachers have the tools necessary to provide an accelerated curriculum and a high quality learning experience for every student. The annual budget is evidence of the Board's commitment to the objectives of the instruction programs. Strict adherence to annually, approved, budgets is critical in managing and maintaining the financial position of the school. Board members recognize the importance of budget details and oversight as well as maintaining revenue and associated spending practices that ensure necessary cash reserves to cover salaries, operating expenses, facility and other unexpected expenses. The board does not spend money that the school does not have.

- In 2005 \$2,600,000.00 in Idaho Housing and Finance Association, Nonprofit Facilities Revenue Bonds were issued with U.S. Bank serving as Trustee. The amortization period for the loan was estimated at 20 years. Proceeds were used to build a 36,000 square foot permanent facility. This loan was paid in full in 2016, approximately 10 years prior to the estimated maturity date.
- The school has been debt free since 2016.
- As a result of retiring the building debt and conservative budgeting, TJCS approved a salary schedule increase for all staff members. The average salary increase for certified staff was 9% and the average increase for hourly, classified staff was as much as 34% depending on years of service.
- Additionally, in 2014, the school purchased an adjacent section of land for potential, future, growth. That purchase was a cash transaction. Beginning in fiscal year 2016-2017, annual Charter School Facilities funding [33-5208 (5), I.C.] is held in a construction fund for potential growth on that section of land. Administration is closely monitoring the intention of the ID State Legislature in regard to school funding. If an enrollment based funding model is adopted, TJCS may see a significant reduction in funding. Even so, financial standing is solid and the most likely result of less funding will mean postponing an additional structure to house increased science opportunities, an auditorium, and commons area for middle school students.

Gale Martini has been employed by TJCS since 2006. Gale serves as Business Manager, Clerk, and Board Treasurer. She holds a CPA license in the state of Montana and works remotely from Billings Montana. Gale has 12 years of experience with:

- budgeting and the SDE reporting process
- financial statement and audit cycle
- payroll and associated reporting
- Board meeting packet preparation including monthly financial statements with budget comparison and cash flow projections.

Administration has many years of experience with preparing budgets and the ever-changing funding formulas approved by the legislature. Budgets are prepared under the premise of under-stating income and overstating expenses, however, budgets lose credibility if actual numbers are not consistently close to budgeted numbers. An analysis of the budgets for the 8-year period beginning 2010-2011 and ending 2017-2018 show the following:

1. Revenue budgeting:
 - a. The average change from original revenue projections compared to amended budget revenue projections is an under-estimate of revenue of 2.95%.
 - b. The average change from amended, revenue, projections compared to actual revenue received is an under-estimate of revenue of 1.77%.
2. Expense budgeting:
 - a. The average change from original, budgeted, expense projections compared to amended budget expense projections is an over-estimate of expense of 1.15%.
 - b. The average change from amended, expense, projections compared to actual expenses is an under-estimate of .38%.
 - i. Under-estimating expenses for the period 2010-2011 through 2014-2015 can be attributed to the Board approving additional, principal pay-down on the facility loan at year-end.

Adequate cash reserves are maintained to cover reductions in revenue or unbudgeted expenses. Cash flow projections estimate the balance in the LGIP account, at the end of 2018-2019 will be approximately \$1,900,000.00. Approximately \$550,000.00 are special distribution funds held in the Occupied School Building Maintenance fund and the Construction fund. The remaining unappropriated funds would cover expenses and payroll for approximately four months assuming no income at all. Successful implementation of our educational program is dependent on teachers and support staff.

The legislature has not voted to approve the proposed enrollment based funding model, however, it seems likely a similar funding model will be approved in future years. Administration has reviewed the proposed funding model and has prepared a preliminary budget projection based on those numbers. If the legislature votes to revert to the previous funding model, budgets have been prepared using that model for several years. Thus, we are well acquainted with its provisions and parameters.

Transportation and Food Service

Transportation is contracted through a local provider, currently, Brown Bus Company, and operates within the attendance boundaries of the Vallivue School District. Parents are allowed to transport students living outside of the district to the nearest bus location as space permits.

Food Service operates within the State guidelines and offers free and reduced lunch for qualifying students. We currently employ one full time employee and two part-time employees.

Financial Management and Monitoring Plan

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Board Chair has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Once the annual budget has been adopted by the board, Administration and the Business Manager, who also serves as the Board Treasurer, are responsible for administering the budget.

Role or Position	Duties and Responsibilities
Board of Directors	Policy, oversight and approval
Administration	Expenditure approval, budget oversight
Business Manager	Budget and amended budget preparation. All financial accounting cycle processes in accordance with Generally Accepted Accounting Principles and Governmental Accounting Standards. Transfer of funds between the general fund checking account and the LGIP account. The school uses 2M Budget, Payroll, and ABRPT software for financial tracking and reporting. ISEE reporting and review of data submitted to ensure accuracy. PowerSchool and 2M Payroll software are used to generate ISEE reports. Monthly financial reporting to Administration and the Board of Directors including income and expense by fund, budget comparison and potential amended budget numbers, cash flow and cash disbursements.

Budget Process		
Role	Timeline	Responsibility
Business Manager	April	Develops budget timeline calendar to comply with Idaho code requirements regarding adoption, reporting, posting, publication of 4 year summary, notification and SDE submission deadlines.
Business Manager	April & May	Develops budget for the next fiscal year.
Business Manager	April & May	Amends budget for the current fiscal year.
Business Manager	June	Presents amended budget and proposed budget to Administration and the Board of Directors at the June Board meeting and budget hearing.
Board of Directors and Administration	July	Adopts current year amended budget and subsequent year's proposed budget
Business Manager	July	Submits approved budgets to SDE, posts budgets to the website

Internal Controls

Cash:

- The school maintains three checking accounts; general fund, café account and a student fund fiduciary account.
- Bank statements are received by the business manager electronically.
- The Business Manager reconciles the bank statements and files a paper copy and an electronic copy of the bank statements and reconciliations.
- Quarterly, the board reviews all bank statements at board meetings and signs and dates the statements. Examples of transactions the board may review:
 - confirm cash disbursements tie to approved cash disbursements
 - verify banking transfers between accounts
 - review outstanding checks
 - compare banking activity to banking activity included in monthly board packets
 - compare a random sample of cleared check images, provided on the bank statement, to accounting software check register presented at each board meeting

Revenue:

- State funding is directly deposited into the school's general fund checking account or the school's LGIP investment account.
- The Business Manager prepares and submits ISEE reports according to the ISEE timeline. Attendance counts are tracked by teachers in PowerSchool. Manual attendance is also taken by administration. The two counts are reconciled weekly and monthly. Staffing demographics are tracked in payroll software. 2M payroll and Powerschool software is used to compile reports for ISEE.
- Subsequent to each ISEE submission, the Business Manager reconciles reports generated from the SDE ISEE portal.
- All receipts received at the school are recorded into a ledger, i.e., excel spreadsheet.
- Card reader receipts are electronically deposited into applicable bank accounts.
- All cash and check receipts received at the school are deposited into the school's accounts at First Interstate Bank via courier. The total deposit is verified a second time by bank staff.
- Monthly, the receipt ledger received from the school is reconciled to bank statements by the Business Manager.
- Prepaid lunches balances are tracked online and in Nutri Kids software. Parents can make a deposit to student prepaid lunch accounts online or by cash/check/card in person at the school office. The majority of payments are made in person. Parents who use the online deposit system have access to the online accounts to see their child's balance.
- All cash payments must be paid at the front office and are receipted by administrative staff. No cash is accepted in the café.
- A list of cash payments received is forwarded to the café supervisor. Cash amounts received are recorded to students' accounts in Nutrikids software.
- Both the list of lunch receipts received from the front office and those receipts entered into Nutrikids software are reconciled monthly by the Business Manager. Deposits are also reconciled to the cafeteria bank statement.

Expenditures:

- A purchase order (P.O.) is generated by the secretary and approved by the Administrator.
- The invoice and P.O. is sent to the Business Manager for payment after being approved by administration.

- Staff in the following designated positions is authorized to certify invoices: Custodial Director, Technology Directory and the Café Director. Final approval from Administration is required.
- Utility payments, i.e. gas, water, electricity and telephone, are paid electronically. Administrative approval is not required as these payments are contractually obligated. The payments are included in the monthly list of disbursements approved by the board.
- If an additional P.O. is required, the business manager generates the P.O. and obtains administrative approval.
- Confirmation that merchandise has been received or services rendered is obtained by email or initials on shipping documents.
- Cash disbursement lists are first emailed to administration for final approval. After final administrative approval the list is emailed to the entire board. At least two members must provide final approval before the checks can be mailed.
- Total monthly cash disbursements are reviewed and reconciled and receive a third approval at monthly board meetings.
- Monthly, department directors are given YTD expenses as compared to the budget for that department. Comparisons to that information for the previous year are also included.
- The administrator is authorized to sign on behalf of the board, contracts, leases, and/or contracts for goods and services for amounts under \$10,000.00 without prior approval of the Board

Debt:

- New debt must be approved by the Board.
- Debt payments go through the same procedure as other expenses.
- Additional debt principal pay down is also approved by the board.

Payroll:

- The Board Chair and Administrator are authorized to sign personnel contracts and agreements of employment.
- Hourly employees fill out time cards, which are checked and approved by the Administrator.
- Approved time cards are sent to the Business Manager who prepares payroll. Paychecks and benefit payments are directly deposited or electronically paid.

Fixed Assets:

- Fixed asset additions go through the same process as other expenditures.
- The Business Manager reviews the fixed asset schedule annually for additions and disposals.
- No restrictions on the disposal of assets.

Fiscal Reports		
Report	Period	Description
Income and Expense	Monthly	Data provided for comparison include: • approved budget amounts • potential amended budget amounts – particularly state funded revenue amounts as those numbers are finalized • month to date income and expense • year-to-date income and expense • monthly and yearly percentage comparisons

Cafeteria Summary	Monthly	Café income and expense for each month to monitor the deficit to be covered by the general fund.
Bank Account Summary	Monthly	Summary of all bank account activity for the general fund account and the LGIP as well as cash flow projections.
Unappropriated Balance	Annually	Reconciles actual unappropriated general fund balance as per the audit to budgeted amounts.
Audit	Annually	Audit report presented by the auditing firm.

Board members are trained as they serve. The Board Chairman is a founder and has 16 years of experience with the budgeting process, fiscal oversight and vision. The Business Manager has 12 years of experience with these same processes and philosophies. The school uses multiple checks and balances to ensure proper fiscal oversight.

Facilities Plan

TJCS opened its doors in portable units in the fall of 2004. In the 2006-07 school year, TJCS moved into a newly constructed 36,000 foot building, designed to house K-12. The building debt was retired in the spring of 2016. The gym doubles as the all-school assembly area. There is a small commons area in the high school wing. Every room is utilized throughout the day.

TJCS acquired land with the intent to add a structure to house science labs, additional classrooms, an auditorium, and a common area for middle school students. As per §33-5208, subsection 5, TJCS receives approximately \$370 per students to set aside as building capitol. At 2018-2019 fiscal year end the school has an approximate balance of \$500,000.00 in the construction fund. These funds are comprised of three years of Charter School Facility Fund payments from the state. The timeline for this building project is dependent on the proposed funding model.

Board Capacity and Governance Structure

Description of Governance Structure:

The TJCS Charter allows for no less than five and no more than seven members. The Board follows open meeting laws, keeps accurate minutes, and makes the minutes available to the public. The initial formation of the Board consisted of founders; subsequent members are appointed by the current Board of Directors. The Board of Directors discuss potential candidates, develop a slate of possible candidates, and then contact candidates to assess interest. All board openings are posted on the school website and all interested candidates apply. The board interviews candidates out of the application pool and votes to confirm the selected candidate during a public Board meeting. The charter document and By-Laws delineate the role and responsibilities of the Board of Directors.

All six of the current TJCS Board of Directors have read and agreed to abide by the Board Code of Ethics document as well as the Board Protocol document. The current Board Chair is a TJCS founder and has served as Board Chair for 16 years. The previous charter administrator was also a founder and now serves as an adviser to the current charter administrator. A new board member was the first TJCS

administrator and oversaw the move from portable units to the current facility. TJCS Board of Directors contribute expertise from banking, hospital management, technology industry, agri-business, business ownership, and educational leadership. Five of the six Board of Directors have or had children attending TJCS. As members of the Idaho School Board Association, TJCS Board of Directors will receive Board Training, as well as assistance with reviewing and updating Board policies. <http://www.tjcs.org/board-of-directors>. The board of directors is working with the Idaho School Board Association to provide training specific to policy adoption. TJCS will continue to be under Vallivue District's Policies until the transfer to PSCS is approved.

The Board of Directors annually elects a Board Chair and Vice Chair. In addition to the Board of Directors, TJCS employs a Business Manager who also serves as the Board Treasurer. The Business Manager prepares and presents the monthly and yearly budget report and the Board of Directors and Charter Administrator provide budget oversight.

The TJCS Charter Administrator ensures adherence to the vision and mission of the school, state charter school requirements, recommendations to the Board regarding staffing, program and curriculum changes, as well as day-to-day operations (Appendix D).

Student Demand and Primary Attendance Area

Summary Attendance Area

Thomas Jefferson Charter School's target population is Kindergarten through Grade 12, primarily within the Vallivue School District, but is also open to students in surrounding school districts. TJCS provides a niche for students who thrive in a small school setting where excellence in academics and character are the primary focus. While all schools seek to provide a safe and orderly environment, a climate of high expectations, instructional leadership, clear and focused mission/vision, opportunity to learn and student time on task, frequent monitoring of student progress, and effective home-school relations, Lezotte (1999), these effective school correlates are more readily attained and maintained in a smaller sized school (Sadker and Zittleman. 2013). According to Sadker and Zittleman, smaller schools allow students to connect with each other and their teachers in ways that increase student achievement and the likelihood of attending college. TJCS achievement measures support the veracity of these claims, as do the student and parent survey results and the waiting list of 814 potential students.

TJCS has enjoyed a mutually beneficial and amicable relationship with the Vallivue School District (VSD) for 16 years. VSD has experienced significant growth resulting in new schools and added infrastructure demands. At the same time, the Idaho Charter School Commission (ICSC) has grown in their capacity to serve charter schools, thus, it is timely and prudent for TJCS to transfer to the ICSC. TJCS and VSD will continue to work together to serve the educational needs of our families.

Student Demand

Unlike Liberty and Victory Harbor Schools, TJCS does not have a feeder school (Legacy), thus, the high school often has more openings than the elementary and middle grades. Even though most of the high school students were not prepared through the Harbor Method, achievement measures indicate growth and averages that meet or exceed State targets. In addition to TJCS-specific courses focusing on innovation and family involvement, TJCS offers Advanced Placement and Advanced Opportunity coursework. For all grades, regular attendance and active participation in learning are paramount. The mission of developing virtuous citizen leaders does not appeal to everyone, but the waiting list suggests that it continues to fulfill a need in the Treasure Valley. including students with special needs. Currently, we do not market TJCS; however, should numbers warrant it, TJCS will provide academic achievement data that demonstrates the ability of the school to meet the needs of all students.

Student Population

The demographic information is as follows:

Total students=~~356~~ 369

Male=48%

Female=52%

White=~~80%~~ 72.9%

Black/African American=less than 1%

Asian=less than 1%

Native American=less than 1%

Hispanic/Latino=~~18%~~ 23.8%

Total Free and Reduced Lunch=38%

Students Special Ed/IEP=5.8%

Enrollment Capacity

TJCS is committed to providing one class for each grade, K-12. Kindergarten is capped at 26, grades 1-3 are capped at 28, grades 4-6 are capped at 32, and grades 7-12 are capped at 33. We will employ one teacher per class, K-6, with additional staff for Music, PE, Science, Technology, and Spanish. The projected enrollment, both now and for the next five years, is 402 students. At present, we are at capacity.

Community Partnership and Local Support

As part of the TJCS internship requirement, students are placed in local businesses, often within Skyranch Business Park, but also outside of the United States. TJCS partners with Wahooz for Fit for Fun. Students are involved in home district athletics (IHSA), club sports, community musical/theater productions, perform at City of Caldwell functions, and participate in Mayor's Youth Advisory Council.

Students develop and implement charitable activities, providing coats, food, books, and money to meet local needs.

Enrolling Underserved Families

Sixteen years ago, TJCS advertised both in print and audio throughout the Nampa/Caldwell area. Today, we advertise the lottery and Child Find information in the local newspaper, and post information on our website. Largely, our advertisement is word of mouth and referrals from school counselors. Families are welcome to tour the facility and classrooms the first Thursday of the month. Four staff members are fluent Spanish speakers; they assist with enrollment, Parent/Teacher conferences, parent meetings, and translating written documents.

School Leadership and Management

Leadership Team

TJCS employs forty-five part or full time employees. The TJCS Board of Directors provides oversight of the facilities, academic, financial, and social climate of the school in attaining the goal of developing virtuous citizen leaders. The Charter Administrator provides oversight of the day-to-day operations, meeting state and federal expectations/guidelines, and specific Harbor School expectations. Harbor School principals ensure that:

- interruptions to the instructional day are kept to a minimum
- teachers and students develop a productive work ethic
- parents have the opportunity to meet with teachers prior to the first day of school and set the tone for continued interaction
- communication with parents is clear regarding the essentials of a Harbor School, including attendance, academic achievement, and other information regarding student wellbeing and growth
- there is a continued focus on the mission/vision of developing virtuous citizen leaders

The principal is evaluated annually by the Board of Directors based on the [Idaho Principal Evaluation Framework](#), Harbor Essentials and Job Description established in 2004.

The Business Manager/Board Treasurer is charged with developing and presenting the annual and monthly budget and ensuring that the Board reviews and approves the projected and actual revenue and expenditures. The Board of Directors reviews and evaluated the Business Manager/Board Treasurer annually.

Appendix

Appendix A - Budgets

Financial Summary			
Revenue			
Anticipated Enrollment for Each Scenario:	373	375	375
	2019-2020 Budget	2020-2021 Budget	2021-2020 Budget
Cash on Hand/ Other Revenue Sources	\$1,662,358.00	\$1,771,889.00	\$1,908,009.00
Contributions/ Donations/ Rent/ Interest	\$50,000.00	\$56,000.00	\$26,000.00
Loans	\$0.00	\$0.00	\$0.00
Grants	\$0.00	\$0.00	\$0.00
Base Support	\$664,000.00	\$677,000.00	\$690,000.00
Salary and Benefit Apportionment	\$1,967,000.00	\$2,006,000.00	\$2,046,000.00
Transportation Allowance	\$125,000.00	\$125,000.00	\$125,000.00
Title 1	\$30,000.00	\$30,600.00	\$31,200.00
IDEA Part B	\$28,000.00	\$28,500.00	\$29,000.00
Café	\$130,000.00	\$130,000.00	\$130,000.00
Special Distributions	\$349,800.00	\$356,800.00	\$364,100.00
REVENUE TOTAL	\$3,343,800.00	\$3,409,900.00	\$3,441,300.00
Expenditures			
	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$2,590,000.00	\$2,642,080.00	\$2,695,404.00
Educational Program Totals	\$109,100.00	\$111,700.00	\$114,500.00
Technology Totals	\$48,769.00	\$49,900.00	\$51,200.00
Capital Outlay Totals	\$18,400.00	\$18,900.00	\$19,400.00
Board of Directors Totals	\$31,000.00	\$0.00	\$0.00
Facilities Totals	\$87,000.00	\$88,900.00	\$91,000.00
Transportation Totals	\$256,000.00	\$266,400.00	\$277,200.00
Nutrition Totals	\$94,000.00	\$95,900.00	\$98,000.00
Other	\$0.00	\$0.00	\$0.00
EXPENSE TOTAL	\$3,234,269.00	\$3,273,780.00	\$3,346,704.00
OPERATING INCOME (LOSS)	\$109,531.00	\$136,120.00	\$94,596.00
PREVIOUS YEAR CARRYOVER	\$1,662,358.00	\$109,531.00	\$136,120.00
NET INCOME (LOSS)	\$109,531.00	\$136,120.00	\$94,596.00

Idaho Public Charter School Commission Charter Petition: Operational Budgets				
Operational Revenue				
Anticipated Enrollment for Each Scenario:	373	375	375	
Line Item / Account	Full Enrollment 2019-2020 Budget	2020-2021 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand	\$1,662,358.00	\$1,873,389.00		Unappropriated Balance All Funds
Donations and Contributions				
Loans				
Grants				
Facility Rent	10,000	\$11,000.00	\$11,000.00	
Interest Earned	40,000	\$45,000.00	\$15,000.00	
Entitlement	664,000	\$677,000.00	\$690,000.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	1,967,000	\$2,006,000.00	\$2,046,000.00	
Transportation Allowance	125,000	\$125,000.00	\$125,000.00	
Title 1	30,000	\$30,600.00	\$31,200.00	
IDEA Part B	28,000	\$28,500.00	\$29,000.00	
Food Service Sales and Federal School Lunch	130,000	130,000	130,000	
Special Distributions	NA	NA	NA	
Charter School Facilities	149,200	\$152,000.00	\$155,000.00	
Content and Curriculum	3,500	\$3,600.00	\$3,700.00	
Continuous Improvement Plans and Training				
Gifted Talented	3,000	\$3,100.00	\$3,200.00	
Leadership Premiums	22,300	\$22,700.00	\$23,200.00	
IT Staffing	15,000	\$15,300.00	\$15,600.00	
Math and Science Requirement	2,900	\$3,000.00	\$3,100.00	
Professional Development	33,000	\$33,700.00	\$34,400.00	
Safe and Drug-Free Schools	6,400	\$6,500.00	\$6,600.00	
Technology (i.e. infrastructure)	73,000	\$74,500.00	\$76,000.00	
Advanced Opportunities				secondary schools only
College and Career Advisors/ Mentors	18,000	\$18,400.00	\$18,800.00	secondary schools only
Literacy Proficiency	NA			
Limited English Proficient (LEP)	NA			
School Facilities (Lottery)	\$23,500.00	\$24,000.00	\$24,500.00	
REVENUE TOTAL	\$3,343,800.00	\$3,409,900.00	\$3,441,300.00	

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Full Enrollment 2019-2020 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	9.08	525,000.00	9.50	535,500.00	9.50	546,210.00	
Secondary Teachers	12.52	834,000.00	13.00	850,680.00	13.00	867,694.00	
Specialty Teachers	0.20	20,000.00	0.20	20,400.00	0.20	20,900.00	
Classroom Teacher Subtotals	21.80	1,379,000.00	22.70	1,406,580.00	22.70	1,434,804.00	Average classroom size: 32
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director	0.18	13,000.00	0.18	13,300.00	0.18	13,600.00	
Special Education Teacher	0.20	18,000.00	0.20	18,400.00	0.20	18,800.00	
Special Education Subtotals	0.38	31,000.00	0.38	31,700.00	0.38	32,400.00	
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.00	107,000.00	1.00	109,200.00	1.00	111,400.00	
Assistant Administrator							
Other Certified Staff Subtotals	1.00	107,000.00	1.00	109,200.00	1.00	111,400.00	
CERTIFIED STAFF TOTAL	23.18	\$1,517,000.00	24.08	\$1,547,480.00	24.08	\$1,578,604.00	

1b: CLASSIFIED STAFF	Full Enrollment 2019-2020 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	4.50	105,000.00	4.50	107,100.00	4.50	109,300.00	
Paraprofessionals- SPED							
Admin / Front Office Staff	3.00	135,000.00	3.00	137,700.00	3.00	140,500.00	
Other	4.10	163,500.00	4.10	166,800.00	4.10	170,200.00	
CLASSIFIED STAFF TOTAL	11.60	403,500.00	11.60	411,600.00	11.60	420,000.00	

1c: BENEFITS	Full Enrollment 2019-2020 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	13.10 %	231,300.00	13.10 %	236,000.00	13.10 %	240,800.00	
Workers comp/ FICA/ Medicare		164,300.00		167,600.00		171,000.00	
Group Insurance (Medical/Dental)		273,900.00		279,400.00		285,000.00	
Paid time off (provide assumptions)							
BENEFITS TOTAL		669,500.00		683,000.00		696,800.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		1,920,500.00		\$1,959,080.00		\$1,998,604.00	
TOTAL STAFF & BENEFITS TOTAL		2,590,000.00		\$2,642,080.00		\$2,695,404.00	

Section 2: Educational Program				
2a: OVERALL EDUCATION PROGRAM COSTS	Full Enrollment 2019-2020 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development	3,000.00	3,100.00	3,200.00	
SPED Contract Services	28,000.00	28,600.00	29,200.00	Types of anticipated SPED Contractors:
Membership Dues		-	-	
Authorizer Fee	21,000.00	21,500.00	22,000.00	
Other Contract Services (i.e. accounting, HR, management)	8,100.00	8,300.00	8,500.00	Provide details
Office Supplies	5,000.00	5,100.00	5,300.00	
OVERALL EDUCATION PROGRAM TOTAL	65,100.00	66,600.00	68,200.00	

Section 2: Educational Program

2b: ELEMENTARY PROGRAM	Full Enrollment 2019-2020 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum	3,000.00	3,100.00	3,200.00	
Elementary Instructional Supplies & Consumables	8,000.00	8,200.00	8,400.00	
Elementary Special Education Curricular Materials				
Elementary Contract Services (provide assumptions)				
ELEMENTARY PROGRAM TOTAL	11,000.00	11,300.00	11,600.00	

2c: SECONDARY PROGRAM	Full Enrollment 2019-2020 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum	12,000.00	12,300.00	12,600.00	
Secondary Instructional Supplies & Consumables	10,000.00	10,200.00	10,500.00	
Secondary Special Education Curricular Materials		-	-	
Secondary Contract Services (provide assumptions)	11,000.00	11,300.00	11,600.00	Purchased Services, IDLA etc.
SECONDARY PROGRAM TOTAL	33,000.00	33,800.00	34,700.00	
EDUCATIONAL PROGRAM TOTAL	109,100.00	111,700.00	114,500.00	

Section 3: Technology				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access	700.00	800.00	900.00	
Contracted Services		-	-	
Technology Software & Licenses	7,000.00	7,200.00	7,400.00	
Computers for Staff Use		-	-	
Computers for Student Use	30,000.00	30,600.00	31,300.00	
Other Technology Hardware (i.e. document cameras, projectors, etc.)	11,069.00	11,300.00	11,600.00	
TECHNOLOGY TOTAL	48,769.00	49,900.00	51,200.00	

Section 4: Non-Facilities Capital Outlay				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)	11,000.00	11,300.00	11,600.00	elementary, secondary & admin equip.
Kitchen Equipment (warming oven, salad bar, etc.)		-	-	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	7,400.00	7,600.00	7,800.00	library, SDFS
CAPITAL OUTLAY TOTAL	18,400.00	18,900.00	19,400.00	

Section 5: Board of Directors				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training	2,000.00			
Legal	2,000.00			
Insurance (property, liability, E & O, etc.)	20,500.00			
Audit	6,500.00			
BOARD OF DIRECTORS TOTALS	31,000.00	-	-	

Section 6: Facilities Details (consistent with facilities template)				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease				
Construction / Remodeling (if applicable)				
Repairs and Maintenance	16,000.00	16,400.00	16,800.00	OSBM
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)	35,000.00	35,700.00	36,500.00	
Utilities (i.e. gas, electric, water, etc.)	31,000.00	31,700.00	32,400.00	
Phone	5,000.00	5,100.00	5,300.00	
Other Facilities Related Costs (specify)				
FACILITIES TOTAL	87,000.00	88,900.00	91,000.00	

Section 7: Transportation				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	\$252,700.00	262,900.00	273,500.00	
Special Transportation (i.e. SPED, field trips, etc.)	\$2,500.00	2,600.00	2,700.00	
Other Transportation Costs (specify)	\$800.00	900.00	1,000.00	SDE Transportation Program Assmnt Fee
TRANSPORTATION TOTAL	\$256,000.00	\$266,400.00	\$277,200.00	

Section 8: Nutrition Program				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs	89,000.00	90,800.00	92,700.00	
Non-Food Costs	5,000.00	5,100.00	5,300.00	
NUTRITION TOTAL	94,000.00	95,900.00	98,000.00	

Section 9: Other Expenditures				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
OTHER TOTAL	-	-	-	

Idaho Public Charter School Commission
Cash Flow Operational 2019-2020

	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN
Student Enrollment Capacity	373							
Revenue								
Donations and Contributions	0							
Loans	0							
Grants	0							
Facility Rent	10,000			\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Interest Earned	40,000	\$3,000.00	\$3,000.00	\$2,000.00	\$4,000.00	\$4,000.00	\$3,000.00	\$4,000.00
Entitlement	664,000		\$318,700.00			\$127,000.00		
Salary and Benefit Apportionment	1,967,000		\$944,200.00			\$376,300.00		
Transportation Allowance	125,000		\$60,000.00			\$23,900.00		
Title 1	30,000							
IDEA Part B	28,000							
Food Service Sales and Federal School Lunch	130,000		\$10,400.00	\$14,300.00	\$10,400.00	\$13,000.00	\$11,700.00	\$14,300.00
Special Distributions	326,300						\$15,800.00	\$800.00
Total Revenue	\$3,320,300	\$3,000.00	\$1,336,300.00	\$17,300.00	\$15,400.00	\$545,200.00	\$31,500.00	\$20,100.00
Expenditures								
Salaries and Benefits	2,590,000	\$202,020.00	\$205,905.00	\$221,186.00	\$225,071.00	\$216,265.00	\$216,265.00	\$217,819.00
Education Program	109,100		\$8,700.00	\$12,000.00	\$8,700.00	\$10,900.00	\$9,800.00	\$12,000.00
Technology Totals	48,769		\$3,900.00	\$5,400.00	\$3,900.00	\$4,900.00	\$4,400.00	\$5,400.00
Capital Outlay Totals	18,400		\$1,500.00	\$2,000.00	\$1,500.00	\$1,800.00	\$1,700.00	\$2,000.00
Board of Directors	31,000	\$5,700.00	\$200.00	\$9,200.00	\$200.00	\$14,500.00	\$200.00	\$200.00
Facilities	87,000	\$3,500.00	\$5,000.00	\$7,600.00	\$6,000.00	\$7,700.00	\$7,800.00	\$9,600.00
Transportation	256,000		\$20,500.00	\$28,200.00	\$20,500.00	\$25,600.00	\$23,000.00	\$28,200.00
Nutrition	94,000		\$7,500.00	\$10,300.00	\$7,500.00	\$9,400.00	\$8,500.00	\$10,300.00
Other	-							

Total Expenditures	\$3,234,269	\$211,220.00	\$253,205.00	\$295,886.00	\$273,371.00	\$291,065.00	\$271,665.00	\$285,519.00
Cash Flow								
Operational Cash Flow	\$86,031.00	(\$208,220.00)	\$1,083,095.00	(\$278,586.00)	(\$257,971.00)	\$254,135.00	(\$240,165.00)	(\$265,419.00)
Cash on Hand	\$1,662,358.00	\$1,662,358.00	\$1,454,138.00	\$2,537,233.00	\$2,258,647.00	\$2,000,676.00	\$2,254,811.00	\$2,014,646.00
Cash End of Period		\$1,454,138.00	\$2,537,233.00	\$2,258,647.00	\$2,000,676.00	\$2,254,811.00	\$2,014,646.00	\$1,749,227.00

Idaho Public Charter School Commission Cash Flow Operational 2019-2020						
	FEB	MAR	APR	MAY	JUNE	Total
Revenue						
Donations and Contributions						\$0.00
Loans						\$0.00
Grants						\$0.00
Facility Rent	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$10,000.00
Interest Earned	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$5,000.00	\$40,000.00
Entitlement	\$128,200.00			\$66,700.00	\$23,400.00	\$664,000.00
Salary and Benefit Apportionment	\$379,800.00			\$197,500.00	\$69,200.00	\$1,967,000.00
Transportation Allowance	\$24,100.00			\$12,600.00	\$4,400.00	\$125,000.00
Title 1	\$30,000.00					\$30,000.00
IDEA Part B	\$28,000.00					\$28,000.00
Food Service Sales and Federal School Lunch	\$14,300.00	\$9,100.00	\$16,900.00	\$15,600.00		\$130,000.00
Special Distributions	\$60,500.00	\$54,500.00	\$21,600.00	\$173,100.00	\$0.00	\$326,300.00
Total Revenue	\$668,900.00	\$67,600.00	\$42,500.00	\$469,500.00	\$103,000.00	\$3,320,300.00
Expenditures						
Salaries and Benefits	\$221,704.00	\$221,704.00	\$217,560.00	\$222,999.00	\$201,502.00	\$2,590,000.00
Education Program	\$12,000.00	\$7,600.00	\$14,200.00	\$13,200.00		\$109,100.00
Technology Totals	\$5,400.00	\$3,400.00	\$6,300.00	\$5,769.00		\$48,769.00
Capital Outlay Totals	\$2,000.00	\$1,300.00	\$2,400.00	\$2,200.00		\$18,400.00
Board of Directors	\$200.00	\$200.00	\$200.00	\$200.00		\$31,000.00
Facilities	\$9,600.00	\$9,600.00	\$6,100.00	\$11,300.00	\$3,500.00	\$87,300.00
Transportation	\$28,200.00	\$28,200.00	\$17,900.00	\$35,700.00		\$256,000.00
Nutrition	\$10,300.00	\$6,600.00	\$12,200.00	\$11,400.00		\$94,000.00
Other						\$0.00
Total Expenditures	\$289,404.00	\$278,604.00	\$276,860.00	\$302,768.00	\$205,002.00	\$3,234,569.00
Cash Flow						
Operational Cash Flow	\$379,496.00	(\$211,004.00)	(\$234,360.00)	\$166,732.00	(\$102,002.00)	\$85,731.00
Cash on Hand	\$1,749,227.00	\$2,128,723.00	\$1,917,719.00	\$1,683,359.00	\$1,850,091.00	
Cash End of Period	\$2,128,723.00	\$1,917,719.00	\$1,683,359.00	\$1,850,091.00	\$1,748,089.00	\$85,731.00

ESTIMATING M & O STATE SUPPORT REVENUE

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Appendix B

BYLAWS OF THOMAS JEFFERSON CHARTER SCHOOL, INC. An Idaho Nonprofit Corporation

ARTICLE 1 OFFICES

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Canyon, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Canyon, State of Idaho.

ARTICLE 2 PURPOSE

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

ARTICLE 3 NO MEMBERS

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation

shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors appointed for a three (3) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C.33-5201)

Section 4.3 Election of Directors

- (a) During the initial year of operation, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Thomas Jefferson Charter School.
- (b) After the initial year of operation, Directors shall be appointed in accordance with the provisions of Section 4.3 (c).
- (c) After the initial year of operation, Directors will be appointed to fill vacancies on the Board by then current Board of Directors.

Section 4.4 Term

- (a) Directors shall be appointed to a three (3) year term of office. However, during the initial year of operation one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.
- (b) Each Director shall serve until the Board of Directors, at the annual meeting of the Corporation duly appoint his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board. The Board shall hold a public meeting within ten (10) business days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur.

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

Section 4.11 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 such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Canyon, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held in accordance with Idaho Law, IC 33-510 as amended, at the principal office of the Corporation in the County of Canyon, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory. The Board will determine the day of the monthly meeting at the annual meeting for each coming year.

Section 5.4 Notice of Meeting

Notice of meetings shall be in accordance of Idaho Open Meeting Law.

ARTICLE 6 OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the

restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation.
The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7 FISCAL AFFAIRS

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 8 NOTICES

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 9 DISSOLUTION

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 33-5212 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to one or more nonprofit funds, foundations, or corporations which are organized and operated exclusively for educational purposes and which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

ARTICLE 10 AMENDMENTS

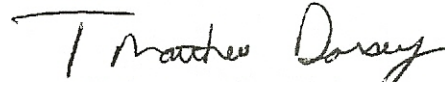
Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Thomas Jefferson Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the By-laws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on:

03/12/2019
Date



T. Matthew Dorsey, Chairman

Articles of Incorporation FILED/EFFECTIVE

Thomas Jefferson Charter School, Inc. 02 OCT 28 PM 12: 07

The undersigned, being a mature person of full age and a citizen of Idaho and the State of Idaho
United States, naturally acting as the incorporator of a corporation under the Idaho Nonprofit Corporation
Act, adopts the following Articles of Incorporation for such corporation:

Article 1

The name of the corporation is Thomas Jefferson Charter School, Inc.

Article 2

The corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Articles to the contrary, the corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Article 3

The principal office of the corporation is located in Ada County, Idaho. The street address of the registered office is: 5713 N. Hill Haven Place, Star, Idaho 83669

The registered agent for the corporation at such address is: Gale L. Pooley.

Article 4

The initial mailing address of the corporation is:

Gale L. Pooley
5713 N. Hill Haven Place
star, ID 83669

STATE
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Article 5

The corporation is a nonprofit corporation under the laws of the state of Idaho. The corporation shall have all powers allowed by law including, without limitation, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its officers, trustees, employees, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 2 hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Article 6

The corporation shall exist perpetually or until dissolved according to law.

Article 7

The corporation shall have no members.

Article 8

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws as adopted from time to time by the Board of Directors.

Article 9

The number of directors constituting the Board of Directors of the corporation shall be fixed by the Bylaws, but in no event shall there be less than three (3) nor more than seven (7) directors. The names and addresses of the initial directors are:

<u>Name</u>	<u>Address</u>
Gale L. Pooley	5713 N. Hill Haven Place, star, ID 83669
Dan Symms	13515 Chicken Dimer Road, Caldwell, ID 83607
John Hobson	1901 Dearborn, Caldwell, ID 83605

Article 10

The procedure for appointing and replacing Directors shall be set forth in the Bylaws.

Article 11

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

Article 12

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 13

The names and address of the Incorporator is:

Gale L. Pooley
5713 N. Hill Haven Place
star, ID 83669

Article 14

Upon dissolution of the corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a non-profit foundation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board of Directors.

Signature of Incorporator:

Gale L. Pooley

A handwritten signature in black ink, appearing to read "Gale L. Pooley", is written over a horizontal line.

Appendix C – Board of Directors

New Board Member Selection Documents

Process for Selecting a New TJCS Board Member

IDENTIFY ☐ **INTERVIEW** **CONFIRM** **CLOSE**

Identify

- Select Nomination Committee
- Notify Public of Board Vacancy
- Collect Candidate Names
- Pre-Screen Candidate List
- Verify Potential Candidates

Interview

- Schedule Board Meeting candidate discussion
- Schedule Nominating Committee interviews
- Evaluate Interview Results
- Select New Board Member

Confirm

- Formally announce New Board Member at board meeting
- Post in Board Minutes
- Post in any other applicable updates (Example: Monday Notes)

Close

- De-Interview Those Not Selected
- Start New Board Member On-Boarding Process

IDENTIFY		
Process Steps	Notes	√
Select Nomination Committee	Names:	
Notify Public of Board Vacancy	Date(s) Board Minutes: Monday Notes: Nomination Closure:	
Collect Candidate Names		
Initial Review of Candidate Names	Time/Date/Place:	
Verify Potential Candidates	Candidate Names/Email/Phone:	
Interview Candidate	Agenda: Introductions (All) Meeting Format (Albert) 1) General questions/observations she/he has about the school...where it has been, today and where would they like to see it go. (Chuck, Matt) 2) Competency questions (Albert) 3) Candidate question/answer	

- Select Nomination Committee
 - Consists of the Administrator and two of the board members.
 - Two board members selected and confirmed by unanimous vote of the board (Executive or Open Session at monthly board meeting?)
- Notify Public of Board Vacancy
 - Post announcement in Board Minutes
 - Mention the nominating committee names, the board member being replaced, the Principal as point of contact for collecting names, and the last date and time for submissions.
 - Include in any general updates sent to Parents and teachers (TJSC Monday notes as an example)

Example from July 6th, 2010 Board Meeting Minutes:

A nominating committee consisting of Mr. Ward, Chairman Dorsey, and Director Davis will be formed to find a board member to replace former Director Flaming. If you would like to have someone considered for the open board position, please contact Mr. Ward by August 13th at 3:00 p.m. The process for the selection of a new member was discussed.

- Collect Candidate Names
 - Names will be provided to Administration via the public, school employees
 - Names can be provided by board members, but done in a one on one situation with the principal outside of any School Board executive or open sessions
 - Candidate names will not be mentioned in any open sessions without approval from the candidates
- Pre-Screen Candidate List
 - The nominating committee will meet and discuss the list of potential candidates provided by the Principal
- Verify Potential Candidates
 - The Principal will contact potential candidates and verify that they would like to be considered and if they would be okay coming to a School Board meeting open discussion session

TJCS Board of Directors Job/Responsibilities

1. No Director uses the office for personal profit, advancement or patronage.
2. Keeps the education and welfare of students as their primary concern.
3. Works to preserve the confidentiality of items discussed in executive session.
4. Represents the interests of the entire school rather than a special interest group(s).
5. Understands the need for compromise and is will to support the majority decision.
6. Encourages each other to work together as a team.
7. Realizes that independent decisions or commitments on the Board's behalf are improper.
8. During meetings is polite, listens carefully, and is respectful of each other, as well as school personnel.
9. Comes to meetings prepared to focus on discussion items and keeps comments relative and brief.
10. Is open and honest with each other, and with the administrator and is able to maintain an attitude of mutual trust and respect.
11. Is concerned about achieving results rather than giving a good appearance
12. Understands the nature of their duties and responsibilities.
13. Can explain the TJCS charter and the Essential Elements of a Harbor School.
14. Can delineate the difference in responsibilities between the Board and the Principal/Superintendent.
15. Understands and upholds charter legislation and Board of Education rules.
16. Will review the financial status of TJCS on a monthly and yearly basis.
17. Strives to retain the best teachers.

Thomas Jefferson Charter School
Board of Directors Application

Name of Candidate:

Date:

Home Address:

Phone number:

Email Address:

Please answer the following questions.

1. Have you ever been convicted or are charges pending for a misdemeanor or a felony? If yes, please explain. (Will not necessarily exclude you from consideration)

2. I have read the TJCS Charter Documents and Articles and By-Laws yes no

3. What talents or abilities would you bring to the TJCS Board of Directors?

4. What do you consider the most important aspects of being a TJCS Board Of Director?

5. How much time could you commit to the TJCS Board of Director position?

6. What parts of the Charter document do you like the most?

Job History – Where are you employed? Tell us about your job responsibilities, duties, etc.

Board of Directors Candidate Interview

Candidate:

Interviewer:

Date:

Price of Entry

- **Integrity And Trust**

Theme: Being asked to disclose information

Positive: Shows consistency; actions match words **Negative:** May hedge or not take a stand

Tell me about a time when whatever you said or did would anger people (example outside of your family if possible)

Theme: Admitting a mistake in public

Positive: Focuses on the part of the truth he/she can disclose **Negative:** Makes too many promises

Tell me about a time when you publicly admitted a mistake or failure.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

Price of Entry (cont.)

- **Peer Relationships**

Theme: Resolving a conflict with a peer

Positive: Can keep personal feelings from getting in the way **Negative:** A loner

Tell me about a time when you worked with a group on a project/activity where someone else on the group disagreed with your ideas or approach.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected	Meets Requirements
Clearly Misses Requirements	Exceeds Requirements
Less Than Requirements	

Job Essential

- **Problem Solving**

Theme: Developing a process to solve a problem

Positive: Clearly defines the problem first **Negative:** Doesn't involve others; relies too much on self

Tell me about a time you came up with a process or procedure to solve a problem.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

- **Ethics and Values**

Theme: Delivering messages you don't believe in

Positive: Ability to articulate values **Negative:** Unwilling to reshape old values

Tell me about a time when you had to deal with someone you didn't think was ethical.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

- **Conflict Management**

Theme: Disagreeing because you were irritated

Positive: Sizes up people well; understands what motivates or drives others **Negative:** Only sees one side of the issue; doesn't see any mutual benefit

Tell me about a time someone made you uncomfortable or irritated and it resulted in a disagreement.

Theme: Telling people things they may not like

Positive: Finds common ground **Negative:** Pushes his/her own, pre-conceived ideas or solution

Tell me about a time when something went from a harmonious to a conflict-ridden situation.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

Differentiators

- **Decision Quality**

Theme: Making decisions on people problems

Positive: Defines issues/problems clearly; sought out for advice by others **Negative:** Feelings play too large a role

Lead me through your decision-making process on a people problem you dealt with.

Theme: Making a major decision of high quality

Positive: Objectively gathers information **Negative:** Makes quick decisions without analysis

Describe a time when you made a major decision and were really pleased with the outcome.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

- **Negotiating**

Theme: Bringing together reluctant groups

Positive: Good listener **Negative:** Doesn't take tough stands

Tell me about a time when you brought two reluctant groups or individuals together.

Theme: Negotiating with outside groups

Positive: Diplomatic and tactful under pressure **Negative:** Doesn't look for common ground

Tell me about a time when you served as a mediator.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

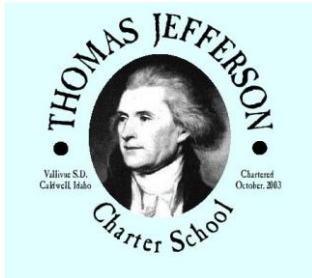
Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

Board Protocol Guidelines

1. The board will consider research, best practices and public input in its decision making process;
2. The administrator is the chief executive officer and should recommend/propose/suggest on most matters before the board;
3. Individual board members do not have authority. Only the board as a whole has authority. We agree that a board member will not take individual action;
4. Conduct of a board member is very important. We agree to avoid words and actions that create a negative impression of an individual, the board, or the district. We encourage debate and differing points of view, and we will do it with care and respect;
5. The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue;
6. The board will not be a "ball carrier" for others; will encourage others to present their own issues, problems or proposals;
7. The board will conduct a yearly self-evaluation and will promptly address individual issues that hinder the board's effectiveness;
8. The board president or designee will be the official spokesperson for the board;
9. Communications between the administrator and the school board are encouraged. Board requests are to be directed to the administrator;
10. The board or its individual members agree to direct all personnel complaints and criticisms directly to the administrator;
11. Board meetings are where the board does its work in public. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and the information needed from the administration will be referred through the administrator;
12. Board meetings are for decision-making, actions, and votes. Board discussions should be concise and pertinent to the issue. If a board member needs more information or has questions, either the administrator or the board president is to be called before the meeting;
13. Executive sessions will be held only when specific needs arise. The board must be sensitive to the legal ramifications of these meetings;
14. Surprises to the board or the administrator will be the exception. There should be no surprises at a board meeting. We agree to ask the board chair or the administrator to place an item on the agenda instead of bringing it up unexpectedly at the meeting;
15. Reports to the board will focus primarily on accountability for student learning.



Thomas Jefferson Charter School
1209 Adam Smith Ave; Caldwell, ID 83605
<http://tjcs.org>
(208) 455-8772

Developing Virtuous Citizen Leaders

Board Member Code of Ethics

THOMAS JEFFERSON CHARTER SCHOOL

AS A MEMBER OF THE THOMAS JEFFERSON SCHOOL BOARD OF DIRECTORS, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION, AND TO THAT END I WILL:

- Attend all regularly scheduled Board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meeting.
- Recognize that the Board must comply with the Open Meeting Law and only has authority to make decisions at official Board meetings.
- Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups.
- Understand that the Board makes decisions as a team. Individual Board members may not commit the Board to any action unless so authorized by official Board action.
- Recognize that decisions are made by a majority vote and the outcome should be supported by all Board members.
- Acknowledge that policy decisions are a primary function of the Board and should be made after full discussion at publicly held Board meetings, recognizing that authority to administer policy rests with the Administrator.
- Be open, fair, and honest – no hidden agendas, and respect the right of other Board members to have opinions and ideas which differ from mine.
- Recognize that the Administrator is the Board's advisor and should be present at all meetings, except when the Board is considering the Administrator's evaluation, contract or salary.
- Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the Board as a hearings panel. (*Please see "Redirecting Patron Concern" at the end of this document.*)
- Keep abreast of important developments in educational trends, research, and practices by individual study and through participation in programs providing such information.
- Respect the right of the public to be informed about Charter School decisions and school operations.

Board Code of Ethics – cont.

- Understand that I will receive information that is confidential and cannot be shared.
- Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as Charter School staff, while insisting on regular and impartial evaluation of all staff.
- Present personal criticism of Charter School operations to the Administrator, not to Charter School staff or to a Board meeting.
- Refuse to use my Board position for personal or family gain or prestige. I will announce any conflicts of interest before Board action is taken.
- Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Director Signature: _____ Date: _____

Redirecting Patron Concern:

This sounds like it could be an issue that could possibly come before the board for consideration in the future. In order to preserve my ability to deliberate after, I would suggest you talk with the teacher or principal as they would be better able to help directly resolve the issue at this point.

Matthew Dorsey

21755 Hoskins Road

Caldwell, ID 83607

208-573-2045

Profile:

I have been involved in many projects from start to finish. With this knowledge I can carry the vision and produce the desired product. I have a diversified background in production agriculture, which includes, farming, ranching, feedlot, and the dairy business. I will use this diversified experience to obtain the desired results.

Experience and Abilities:

Business Owner	1990-present
Sunnyslope Land and Livestock Caldwell, ID Currently farming 400 acres of hay, corn, grain, mint, and grass seed which includes all ground work, buying and applying fertilizer and seed, set-up and maintenance of various irrigation systems, personal and custom harvesting, and supervising crew of 8 people during harvest. Oversees trucking operation that hauls various commodities and products including: livestock, equipment, compost, and feed. Operates feed lot with capacity of 1,000 head of cattle. Feed lots require custom feeding, doctoring, sorting, and procurement of cattle. Manages beef cattle operation and responsible for the feeding and calving of the mother cows, branding and doctoring of cows/calves, and the marketing and selling of the weaned calves. Holstein heifer operation including buying and selling of heifers for various clients. I grew up on a dairy that my father is currently operating. Oversees all financial status of business operations.	

Education:

Utah State University Logan, UT	Ricks College Rexburg, ID
Graduated: 1994	Graduated: 1992
Degree Earned: Bachelor of Science in Animal Science, Business Management Minor.	Degrees Earned: Associate in Arts and Science, Associate Degree in Farm Management, Associate in Specialized Disciplines

Professional Organizations:

Hold Leadership Position within Local Church
Board member Leadership Idaho Agriculture
Founder and Board Chair Thomas Jefferson Charter School
National milk producer federation young cooperator chair couple

MICHAEL PROVOST

21140 Notus Rd Greenleaf ID 83626 · 2089414153

mprovostfarms@gmail.com ·

Experience

1991-1993 served LDS Mission

Spanish Speaking

1993-present

Owner Provost Farms LLC

Managing Crop Production 3800-acre Farm.

1997-Present

owner operator Provost App.

Commercial application company, Service Custom Farming, Fertilizer Chemical Contracting
with Land view Inc. Simplot Companies.

Education

1991

Melba HIGH, School

Graduate

1993-1997

Boise State,

Business, Accounting, Marketing

Skills

Managing, People

Problem Solving, Innovator

Accounting

Isaac Marler
16059 Westfield Lane, Caldwell, ID 83607
208 249 6927; isaac.marler@zionsbank.com

Employment

Zions First National Bank 2004 - Present

Commercial Portfolio Manager / Commercial Relationship Manager

- Due diligence, Underwriting, and Servicing of a Commercial Loan Portfolio
- Analysis of Corporate Financial Statements
- Analysis of Proforma Financial Information to project Capital Structure and Revenue / Profit results

CIT Group 2000-2003

Credit Analyst

- Financial Analysis

Education

Master of Business Administration 2003
Arizona State University, Tempe, Arizona

Bachelor of Science – Finance 1999
Brigham Young University, Provo, Utah

Affiliation

TJCS School Board

11838 **Renee** Pheasant Run Court • Caldwell, ID 83605

DeHaas

Phone: 208-724-0717 • E-Mail: reneedehaas2013@gmail.com

RD

Curriculum Vitae

My nursing career has afforded me opportunities to experience many sides of patient and provider experiences. I have seen the idea of patient safety grow from narrow and focused departmental processes to nationwide initiatives designed to provide patient and provider with the best outcomes. Mindful of these global pushes in patient safety, we have a responsibility to be responsive to the individual patient, their safety needs and their personal experiences. My goal is to be proactive and diligent in identifying the risks and opportunities for improvement in patient safety and risk reduction in healthcare. By doing so, we will provide our patients, staff and stakeholders with an experience that is progressive, safe, and mindful of the unique patient demographic we care for in our community.

Experience

West Valley Medical Center- A 150 bed, nationally accredited community medical center with ancillary services and outpatient network. In Caldwell, Idaho.

Director of Quality & Patient Safety

November 2017 - Current

Quality Improvement Coordinator/Risk Manager/Accreditation Leader November 2015 – November 2017

Management of national and corporate quality standards including ECQ measures, core measures, infection prevention data, risk data, safety performance and more. Leapfrog A in performance of safe practice for 6 straight quarters and top performer in HCA for 12 consecutive months.

Root Cause Analysis studies are incorporated in quality improvement measures, patient safety initiatives and include implementation of action plans to drive compliance, improvement in patient safety and patient outcomes.

Identification, assessment and reporting of quality improvement initiatives as well as risk stratification aligned with accreditation goals and compliance planning and implementation. By combining quality improvement, risk identification and

compliance initiatives the facility was able to improve patient safety measures while maintaining a culture of constant survey readiness.

Reduction of insurance premiums were achieved by earning discounts after successful completion of a clinical safety improvement project that reduced facility liability insurance by over 18% in 2016.

Team Lead for survey preparedness which included organization of department rounding, environment of care reporting, analysis of survey findings in nationwide survey reports compared to risk assessments and in-house FMEA's, and facilitation of monthly issue resolution meetings which identified areas of opportunity in specific departments that were directly tied to CMS and Joint Commission standards.

Piloting of staff-driven safety program driven by self-reporting and resolution through Learning from Defects tool. Effort focused on the encouragement of staff-focused solutions for implementation of safety measures from a clinical perspective.

Leadership and facilitation of the Quality Leadership Council, which oversaw reporting of QAPI projects facility wide in a lean format yielding meaningful data, analysis of risk data including falls, restraint data, grievance data and incident reporting.

Management of Serious Event Analysis process and action plan support through facilitation of analysis tool, educational support, tracking of outcomes and measurements of success. This includes reporting of specific measures of success to The Joint Commission when necessary under policy.

Idaho Surgery Center – An ambulatory surgery center owned by West Valley Medical Center

Perioperative Nurse Manager

March 2013 – November 2015

Provided leadership in areas of staffing, clinical competence, patient experience, physician satisfaction, quality initiatives, and performance-improvement and employee engagement. Managed daily workflow of staff including perioperative nurses, business office staff and operating suite staff while maintaining clinical competency, regulatory compliance and high levels of patient and provider satisfaction on the nursing floor.

Improved surgery volume resulting in increased revenue with onboarding of seven new providers in a three-year period, including one new service line. Regulatory compliance was critical for the new service line, which received positive review during the Joint Commission survey and validation survey in 2016.

Successful management of employee orientation, scheduling, annual reviews and educational compliance, competency assessment, survey readiness and facilitation of performance-improvement measures. Identification of areas of opportunities for improvement the ambulatory setting in terms of patient satisfaction, quality of care improvement, provider satisfaction and staff and patient safety.

Collaborative relationship building with providers, senior leadership, contracted services and clinical staff to ensure the best quality of care options to our patients delivered in the safest way possible while remaining vigilant of changes in areas of reimbursement focus and regulatory compliance.

Registered Nurse – Perioperative Services

March 2011 – March 2013

Working daily as a preoperative, circulator and recovery nurse in an ambulatory surgery center specializing in orthopedic, ENT, urology, ophthalmology, general surgery, endoscopy and pain procedures. Nursing duties included assessment and clinical care of patients in preoperative and recovery areas as well as circulating duties for ophthalmic, orthopedic and pain procedures. Eventually, positive reviews and a desire for more responsibility of education led to a Charge Nurse position where I managed daily scheduling and pharmacy orders as well as the flow and efficiency of the facility.

St. Luke's Regional Medical Center – A 245 bed acute care facility in Boise Idaho, part of a six-facility, non-profit hospital system based in Idaho.

Registered Telemetry Nurse

March 2008 – March 2011

Responsibilities included patient care for post-cardiac intervention patients including medication management, care planning, discharge planning and physician communication. Secondary responsibilities included orientation and education of new nursing employees as well as facilitation of staff education.

Education

Master of Business Administration – Northwest Nazarene University
2016

March,

Bachelor of Science in Nursing – Hawaii Pacific University

December, 2007

Bachelor of Liberal Arts – Loyola Marymount University

May, 2000

Skills/Certifications/Service

Technical Skills: Experienced with Kronos, Taleo, Lawson, Plus, PolicyTech, Meditech, Facility Scheduler, Microsoft Office (Outlook, Word, Excel, Publisher, PowerPoint) and Blackboard.

License:

RN – Idaho 38174

Certifications:

Basic Life Saving

Certified Professional in Patient Safety

Certified Professional in Healthcare Risk Management

Service:

Team Leader in Relay for Life Caldwell 2013-2016

Director, Thomas Jefferson Charter School Board (current)

Member, Northwest Nazarene University Nursing Advisory Council (current)

Doug Thompson

School Board Member

8548 Hwy. 20-26
Nampa, ID 83687
(208) 546-2351
doughnizt@gmail.com

SKILLS

I have worked with K-12 students over the years in various volunteer capacities, mostly through STEM training and career discussions. My children attend the local schools, and I have been involved with their educational experience.

EDUCATION

University of Idaho, Moscow, ID - *BS in Electrical Engineering*

1994

Minor in German.

Parma High School, Parma, ID

1968

Salutatorian; lettered in varsity basketball and football

Dr. Julie K. Yamamoto
2619 S Willow Brook Place
Caldwell, ID 83605
(208)989-4487

Professional Experience--32 years in education

2019-present-Board of Directors at Thomas Jefferson Charter School
2016-2018-Principal at Ridgevue High School (planning, building project, and opened school)
2007-2016-Assistant Principal at Vallivue High School
2004-2007-Principal/Superintendent of Thomas Jefferson Charter School (planning, building project and opened portables and new building)
2003-2004-District Director of Standards Implementation, Principal at Canyon Springs HS, Canyon County Juvenile Detention Center School, 6-12 Summer School
1997-2003-Principal at Caldwell High School (planning, building project, and opening new School
1995-1997-Academic Vice Principal at Caldwell High School
1992-1995-Principal at West Canyon Elementary School
1990-1992-Administrative Assistance between West and East Canyon Elementary schools and Vallivue School District K-12 Curriculum Coordinator
1988-1990-First Grade Teacher at West Canyon Elementary School
1986-1988-Seventh Grade English Language Arts/Science teacher at Wilson Elementary School

Professional Preparation/Education

2010-Doctor of Education, University of Idaho
2003-Education Specialist, University of Idaho
1990-Master of Education, College of Idaho
1986-Bachelor of Arts, College of Idaho, Summa Cum Laude

Building and District Level Leadership

NNU Dissertation Committee Member (five candidates)
RidgevueVallivue High School-School Improvement Team, AVID administrator and Site Coordinator, Math, English Language Arts, English As a Second Language, Advanced Opportunities
Vallivue School District-Community Relations, AVID District Site Team, Curriculum Committees
(Math, English Language Arts, English as a Second Language, Professional Development, STEAM
Accreditation Team Member (Meridian HS, Centennial, Boise High, Capital, Middleton, Legacy)
Caldwell Mayor's Youth Advisory Council
Idaho College Access Design Team (past)

Idaho Business Coalition for Educational Excellence (past)
Education Alliance of Idaho (past)
Idahoans for Choice in Education (past)
Third District Youth Court (past)

Community Involvement

West Valley Medical Center, Board Chair
Canyon County Branch of Assistance League of Boise, Chair
Bible Study Fellowship Group Leader
LOVE INC, Affirming Your Potential Facilitator
Warhawk Air Museum, Education Committee
Canyon County Republican Central Committee, Past Chair
Canyon County Blue Ribbon Animal Shelter, Past Chair

Awards and Honors

2012 Idaho Assistant Principal of the Year (Idaho Association of School Administrators)
2012 Canyon County Outstanding Republican
2010 Honorary Chapter FFA Degree

Publications/Presentations

Tenuto, P., Gardiner, M., and Yamamoto, J (2016) Leaders on the frontline-managing emotion and ethical decision making. Journal of Cases in Educational Leadership (JCEL), 19(3), 11-26.

Tenuto, P., Editor (2015). Renewed Accountability for Access and Excellence, Chapter 15, Leading for Student Belongingness in P-12 Schools: A teaching Case for School Administrators
And Teacher Leaders, Lexington Books, London.

Tenuto, P. L., Gardiner, M.E., and Yamamoto, J. K., (2015). Administrators in action--managing public funds, Journal of Cases in Educational Leadership (JCEL) 18(3), 253-263.

Yamamoto, J., Gardiner, M., and Tenuto, P. (2014). Emotion in Leadership: secondary school administrators' perceptions of critical incidents, Educational Management, Administration, and Leadership (EMAL), 42(3), 165-185.

2012 American Educational Research Association Annual Meeting, San Francisco, CA: Emotional Preparedness in School Leadership from Critical Incidents: A Case Study

2012 UCEA Convention presentation in Denver CO: Leaders Processing Emotion: A Model for Sustainable Leadership

2013 UCEA presentation in Indianapolis, IN: Applying a Model to Process Emotion in Leadership from Practice to Community in Leadership Preparation.

2013 NNER presentation in New Mexico (findings presented by colleagues)

2014 AERA presentation in Philadelphia PA: Preparing School Administrators Utilizing Case Study Application of Emotion in Leadership: Research to Practice Innovation

Appendix D – School Administration and Organizational Chart

Charter Administrator's Resume

6916 Map Rock Road
Caldwell, ID 83607
208-871-5662

Jodi Lyn Endicott

Education:	1992–1994	Blue Mountain Community College	Pendleton, OR
	1994-1998	Lewis Clark State College	Lewiston, ID
	1999-2003	Northwest Nazarene University	Nampa, ID
	2010-2012	Northwest Nazarene University	Nampa, ID

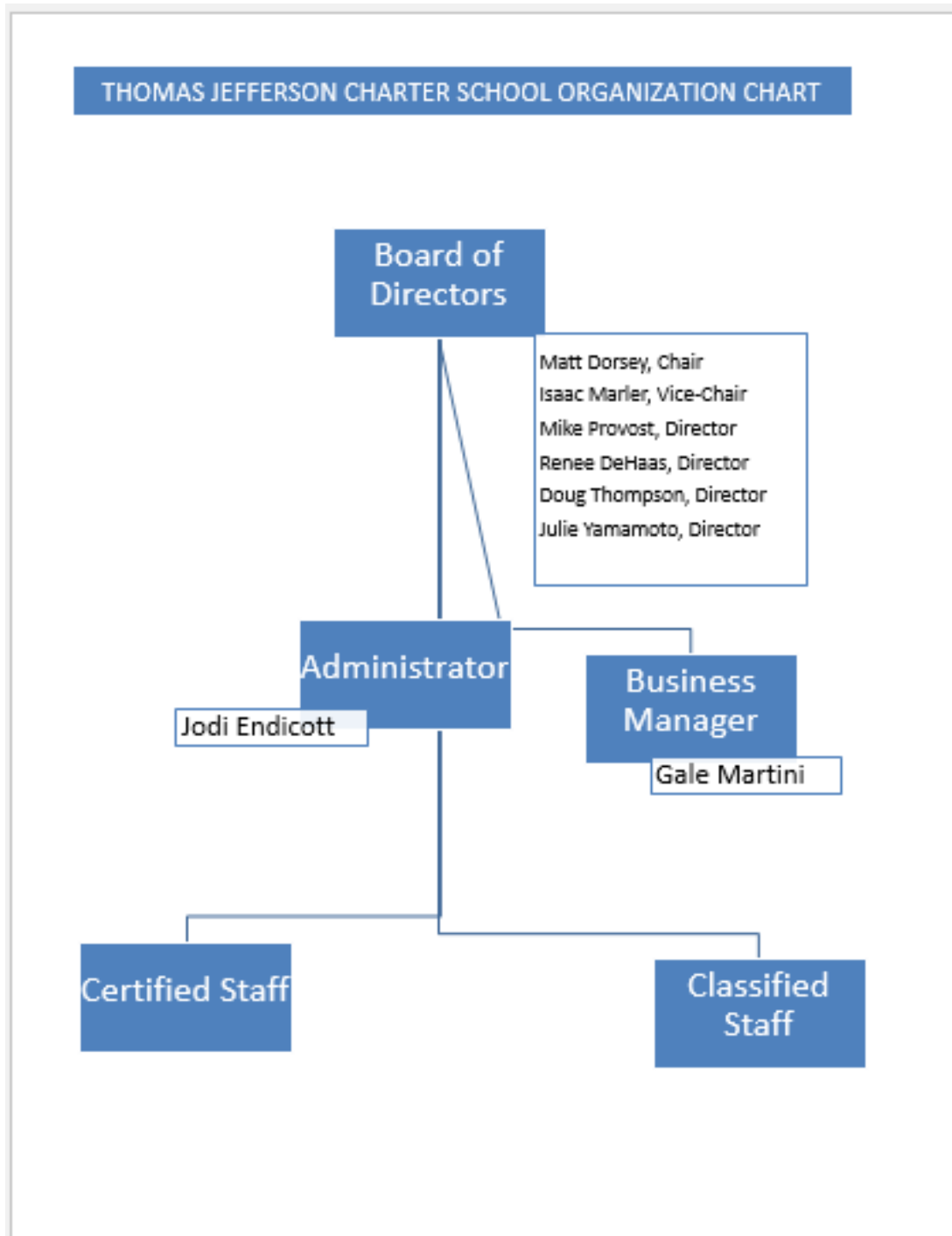
Degrees Held: Bachelor of Science in Kinesiology
Master of Education in School Counseling
Education Specialist in Building Administration
K-12 P.E. Teaching Certificate
6-12 Health Teaching Certificate
K-12 School Counseling Certificate
K-12 School Principal Certificate

Interests: Family, Horses, Traveling, Reading, Cooking, Fishing

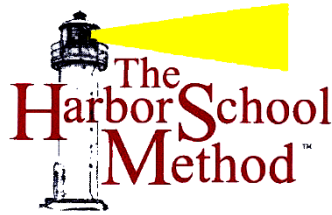
Work Experience:

2014-Present	Thomas Jefferson Charter School *Administrator	Caldwell, ID
2006–2014	Parkview High School *Counselor *P.E. / Health Teacher	Nampa, ID
2006-2010	Thomas Jefferson Charter School *Counselor	Caldwell, ID
2005-2006	Caldwell High School *Counselor	Caldwell, ID
1998-2005	Melba High/Middle School *P.E. Teacher/Counselor	Melba, ID

Organizational Chart



HARBOR EDUCATIONAL INSTITUTE



HARBOR ESSENTIALS FOR EDUCATORS

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Introduction

The Harbor Educational Institute has outlined the “ESSENTIALS” of the Harbor Method™. The Essentials are those philosophies, practices and teaching resources that are expected to be practiced by and evident in schools using the Harbor Method.

Each section is organized with a brief description and four components: What We Believe, What Students Do, What Teachers Do and What Principals Do.

Although the intent of this document is to provide as much clarity as possible, it needs to be accompanied with sound professional judgment within your unique setting. This judgment emerges from an unwavering commitment to both the Harbor Philosophy and being centered on a commitment to doing school differently to benefit students, teachers, families, and their communities as a whole.

Those areas of school and classroom management, as well as curriculum that are not outlined in this document are intended to be decided by the individual school.

The Harbor Educational Institute is primarily a training organization to assist schools in the creation of a school that uses the Harbor Method. We expect each school to create its own excellence as it implements these Essentials. We expect that as a professional community, Harbor Schools will network, share and support the development of excellence in all of our schools.

The Harbor Educational Institute wishes to thank the teachers of Liberty Charter School in Nampa, Idaho and the principals of Harbor Schools who have provided their expertise and wisdom in the preparation of this document.

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 as well as the development of attitudes and dispositions of children. It is grounded in core about children, how they learn responsibilities of the adults shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the manner in these elements have been 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.

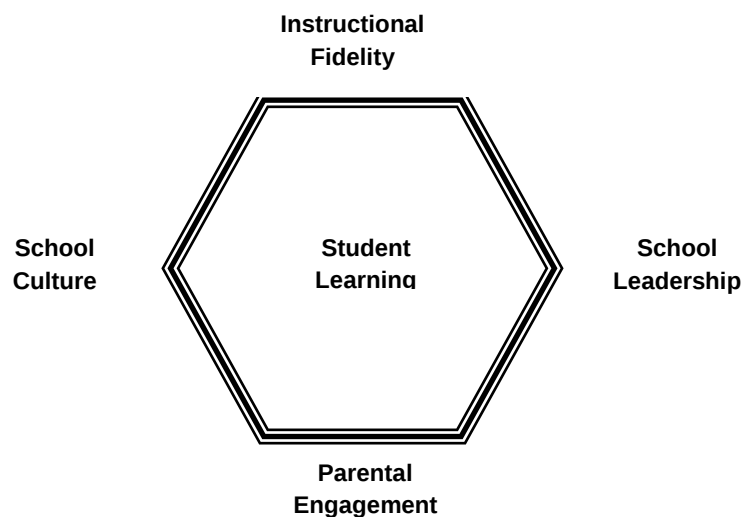
Children must attain not only the knowledge and skills necessary for the 21st century, but

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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 of community and pride their school** and their ability succeed as a learner.
- **Students exceed state expectations for proficiency** as the minimum level of achievement.



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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.***

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 it is said is the discretion of each school.
- **Principals demonstrate a non-threatening mindset and approach.** They demonstrate model this to teachers. Discipline is an opportunity to lay out consequences and to
- **Principals use humor** to create a relaxed atmosphere in which both the adults and students enjoy teaching and learning.



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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*

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 learning. They are not afraid to try and understand mistakes are for learning.
- **Students articulate what they are learning.** They what they are expected to learn which contributes to active engagement and success.
- **Students demonstrate internal motivation to learn excel.** The adults create the school and class environment that fosters internal motivation and satisfaction.



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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,

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*

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

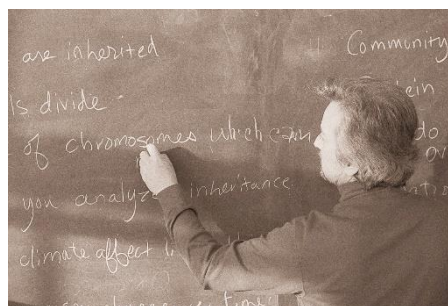
school hours. Principals in Harbor Schools are extremely visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. They use all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. The principal's presence in this manner provides daily supervision and support of teachers to ensure instructional fidelity.

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 learning.
- **Teachers come with solutions** to presenting problems. They are in approaching any dilemma they and present options that the principal school might consider to respond, 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.



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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!

Examples of Concept Boards:

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.

(0,0) (2,4) (3,1) (4,3)

(2,0) (3,0) (3,4) (2,4)

Fractions

$$\begin{array}{r} 127\frac{5}{6} \\ 136\frac{1}{6} \\ + 159\frac{5}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 315\frac{7}{15} \\ - 177\frac{6}{7} \\ \hline \end{array}$$

Convert: $8\frac{1}{12} = \frac{73}{11}$
 $4\frac{20}{21} = \frac{56}{7}$

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. _____

Algebra

$316 \times 4 =$
 $2,104 + 3,612 + 969 =$

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?

Vocabulary

(Keep test vocab. on A-Z's)

Divisibility

1,004	2	3	4	5	6	9	10
-------	---	---	---	---	---	---	----

Measurement

Complete <, >, =

fortnight _____ 4 weeks
 escape velocity _____ 24,800 mph
 3 yards _____ 14 feet
 1,000 pennies _____ 10 dollars
 # sides octagon _____ # sides hexagon

Fractions

$12 = \frac{44}{5}$
 $5 = \frac{22}{6}$
 GCF = _____
 LCM = _____
 $\frac{5}{7} = \frac{\quad}{\quad} \%$

Solve

Radius = 5"
 Diameter = _____
 C ≈ _____

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

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concepts, functions and process. Teachers use repetition and check for student learning throughout the 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 good books can be read over and over
- **Teachers do phonograms every day.** review of phonograms through seventh in reading and spelling provides repeated practice of the 60+ units of sounds, fundamental to reading fluency. Teachers determine the amount of time



that
again.
Daily
grade

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/departments>). 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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