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Response to Exhibit 1

1. Academic Risk to Students

Four days remain before students return to school. Despite the non-binding MOU and verbal representations made by the school and K12, it is highly unlikely that the school can deliver quality instruction now to its students under the plan submitted. How credentialed qualified and properly licensed teachers will be hired and prepared to deliver K12 curriculum to this student population, and how the faculty and staff training necessary to implement an abrupt shift to an online curriculum can be accomplished immediately is unclear. How students would make such a significant transition is a serious concern.

The instructional, operational, and technological outlook for this immediate and drastic retooling of the delivery of instruction would be questionable under the best of circumstances in a highly functioning school. That is not the situation here. This school has been in a state of operational turmoil and deep and systemic dysfunction. As for technology, the school reports that it has been unable to process even routine electronic student transactions because a modem is out somewhere and cannot be located.

RESPONSE:

Though it was “highly unlikely that the school can deliver quality instruction now to its students under the plan submitted,” the school can happily report that the students of Hālau Lōkahi made a successful transition to incorporate the delivery of online content from K12 mid-February of 2015. Our kumu have been facilitating learning with our students and are assisting the students in their understanding of the newly introduced online content, while continuing to incorporate traditional classroom instruction and Hawaiian culturally relevant experiences so students benefit from a well-rounded learning experience at Hālau Lōkahi. Content learned through the digital medium are applied through project-based learning activities introduced in the classroom. The students have found great value in the improved content of this curriculum. They are effectively navigating the digital platform to receive instruction, ask questions of their teachers, receive feedback, and submit assignments.

These services have been donated by K12 as a public service to assist our children in need of receiving a high quality education that is aligned to Common Core standards and taught by Highly Qualified Teachers who are licensed to teach in Hawai‘i.

The following is the list of current teachers being utilized via remote instruction who are licensed to teach in the State of Hawai‘i (and whose licensure have been confirmed by the Hawai‘i Teachers Standards Board).

Teacher name	Content Area	Expiration	Grade level
Theresa Oster	Elementary Education	06/30/2019	K-6
Theresa Oster	English	06/30/2019	6-12
Matthew Sherman	CTE Business Education	06/30/2018	7-12
Matthew Sherman	Health	06/30/2018	7-12
Matthew Sherman	Mathematics	06/30/2018	7-12
Grahme Smith	Science	06/30/2017	7-12
James Tiffany	Social Studies	06/30/2019	7-12
Vicki Zuniga	English	06/30/2023	7-12

Our budget for FY2015-2016 includes the salaries for hiring these teachers on a part-time basis, so that they may be employees of the school and members of the Hawai'i State Teachers Association (HSTA).

Additionally, volunteers reconfigured all of the laptop and desktop computers to allow proper engagement in the online curriculum for our students. The school resolved technological issues with the assistance of four volunteers, including a network technician. Now computers are fully functional so students can engage in their K12 coursework and participate in online learning.

2. Financial risk

The school will not be able to sustain operations for the balance of the year without cash infusions from K12. The cash forecast provided without this grant showed the school unable to make payroll in March, April, and July. If for any reason the proposed arrangements or relationship do not work out, the terms required by K12 are not approved by the Attorney General, or the challenges of the school make the arrangement unworkable, the school not only will be incapable of delivering its academic program to students with qualified instructors but will have to cease operations altogether mid-semester.

RESPONSE:

The financial risk has been ameliorated through fiscal constraints. The school has developed a budget (reference attachment R) that will allow the school to continue operations through the conclusion of the fiscal year (plus the last payroll for FY15 which is paid in July) with a surplus of \$75,360, which includes \$70,126 from OHA. Even without funding from OHA, the school will end the fiscal year with a balance of \$5,234. The \$150,000 allocation of funds from K12 is no longer needed to sustain financial operations. Hālau Lōkahi PCS has also developed a budget for the next fiscal year that will result in a year-end balance of \$69,696 (reference attachment S). The current Governing Board (which has been in control of the school since January 12, 2015) and the current acting executive director (who has been in her position since January 2, 2015) have been very fiscally conservative. Every member of the Hālau Lōkahi 'ohana has been an integral part of ensuring the financial health of the

school. The Governing Board, parents, and students have been donating manpower and supplies to keep the school in operation.

In the future, we will meet with Kamehameha Schools to determine what steps the school needs to take to become eligible for funding assistance. Additionally, the school has gained the commitment from international reggae star Pato Banton to perform a no cost benefit concert. Once a date has been confirmed, we will seek the assistance of local acts that may be willing to donate their services as well to help raise additional funds for the school to help support daily operations and needs to ensure Hālau Lōkahi PCS can continue providing a quality educational option to students in our community.

3. Arrangements with K12.

Staff has concerns about the nature of the proposed relationship between the school and K12 and its broader policy implications. The role proposed is much more significant, operationally and financially, than that of an ordinary vendor relationship for services. The academic operations of the school—and indeed its very financial existence—are entirely dependent on this business relationship with a for-profit company. The long-term implications of business terms arrived at under such duress are unclear and cannot be properly evaluated now as school reconvenes and students return.

On a broader level, entering into the management services and curriculum agreement under these circumstances affords K12, as its representative has indicated, with the opportunity to reestablish a stronger presence in the Hawaii market without having to go through the rigor of the Commission's normal application process for a new school. A hallmark of that process is the due diligence for proposed relationships of precisely this nature and this significance between a local public charter school and an outside entity.

The shift to such a relationship and the shift to online delivery of instruction by an existing school necessitate revision of a school's Charter Contract. This process too would require significant due diligence by the Commission.

RESPONSE:

The acting executive director at Hālau Lōkahi PCS realized the school was experiencing challenges and was determined to find additional funding sources and resources with the hope of finding alternative solutions to keep the school in operation. After reaching out and engaging K12 in a preliminary conversation about what the school needed, K12 immediately responded by providing the school with curriculum, state-licensed teachers, and resources that ultimately helped the school get back on track in terms of the schools' operations, academic plan, and financial needs.

The current financial health of the school no longer requires the type of relationship that is worrisome to the Commission, because the school is viable on its own due to the efforts of the current acting executive director and Governing Board that has been in control of the school since January 12, 2015.

In the event the executive director and Governing Board want to expand the partnership with K12, the Governing Board will provide the Commission with the necessary time needed to ensure that such a relationship meets the approval of the Commission.

In terms of the allegation that there was a shift in the instructional model to include online delivery of instruction, requiring a revision of the school's charter contract is not true because Hālau Lōkahi PCS's charter contract states that we are a "virtual school", as well as a "brick-and-mortar school". Therefore, the executive director and the Governing Board question why a virtual school would require a revision of its charter contract to deliver instruction via a digital medium when it is clear the school was approved to incorporate the benefits of both an online and traditional brick-and-mortar instructional model.

In addition, according to the Hawai'i Revised Statutes §302D-12 (e), "The governing board shall be the independent governing body of its charter school and shall have oversight over and be responsible for the financial, organizational, and academic viability of the charter school, implementation of the charter, and the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws." Also the Charter Contract states "2. Governance of School: 2.1. The School's Governing Board is the independent board of the School that is responsible for the financial, organizational, and academic viability of the School; possesses the independent authority to determine the organization and management of the School, the curriculum, and the instructional methods." Both indicate that the Governing Board has the authority to determine the curriculum of the school, which we have done by choosing K12 as the curriculum provider and therefore will help provide licensed teachers and the appropriate instructional methods that further meet our students' needs.

The next page contains a list of the courses that Hālau Lōkahi PCS middle and high school students are taking as a result of partnering with K12, while incorporating native Hawaiian cultural courses that are provided locally at the school. Again it must be noted that the K12 curriculum is being learned through the culture, and not in absence of it.

MIDDLE SCHOOL

7th Grade Courses:

- Language Arts Grade 7
- Fundamentals of Geometry and Algebra
- Life Science
- Social Studies 7

8th Grade Courses:

- Language Arts Grade 8
- Fundamentals of Geometry and Algebra
- Earth Science
- Social Studies 8

HIGH SCHOOL

9th Grade Courses*:

- Biology
- Algebra I
- English 1
- Anthropology

10th Grade Courses*:

- Chemistry
- Geometry
- English 2
- Economics

11th Grade Courses*:

- Physics
- Geometry
- English 3
- Psychology

12th Grade Courses*:

- Physics
- Pre Calculus/Trigonometry
- English 4
- Psychology

**Students will take an online elective if needed.*

**Online courses are taught by Highly Qualified Teachers in all subjects.

Additional Courses Taught Onsite

7th & 8th Grade:

- Cultural Literacy
- 'Ōlelo
- Art

9-12th Grade:

- Cultural Literacy
- 'Ōlelo
- Performing Arts

**These courses are all taught by onsite teachers.

Hālau Lōkahi PCS Response to Exhibit 3

As indicated in the Commission's January 9, 2015 Notice of Prospect of Revocation, the grounds for revocation of Hālau Lōkahi Charter School's Charter Contract are the following:

1. Failure to promptly and adequately adjust payroll, rent, and other expenditures to reflect the constraints of past obligations and available revenues, not only during the last fiscal year (2013-2014) but even after being afforded another opportunity to do so when granted a new charter contract (2014-2015) in spite of past failures;
2. Failure to properly process employee payroll and withholdings;
3. Failure to adhere to the school's own financial management procedures and to exercise prudent internal fiscal controls, including, but not limited to, purchasing authorization and safeguarding the school's bank accounts and implementing internal controls; and
4. Other circumstances at Hālau Lōkahi discussed at the Commission's January 8, 2015 General Business meeting, as well as previous public meetings that occurred since June 2014, the proceedings of which will be or are memorialized as part of the Commission's official minutes.

The Commission staff's presentation at the hearing may include the following points related to these grounds for revocation and/or responding to points raised in Hālau Lōkahi's Response to the Notice of Prospect of Revocation:

1. Failure to promptly and adequately adjust payroll, rent, and other expenditures to reflect the constraints of past obligations and available revenues, not only during the last fiscal year (2013-2014) but even after being afforded another opportunity to do so when granted a new charter contract (2014-2015) in spite of past failures:
 - a. The school failed to adjust expeditiously enough the amount of space rented to reflect a smaller student body. The school rented space based on prior year's enrollment of 224 students, despite the fact that the school's budget only provided funding based on SY 2014 actual enrollment of 178 students.
 - i. Total space leased April 17, 2013: 22,162 square feet for 237 students (93.5 sq ft/student)
 - ii. Total space leased July 29, 2014: 15,836 square feet for 159 students (99.6 sq ft/student)

- Per correspondence from the school's landlord's attorney, school reducing space to 8,408 sq ft effective March 1, 2015 for 60 students (140.1 sq ft/student)

RESPONSE:

The current Governing Board concedes that the school was mismanaged prior to January 12, 2015. It was not until February 5, 2015 that all members of the founding family were finally removed from any controlling interest in the school and removed from the Board. The square footage per student statistic is misleading as the first two student counts includes virtual students that do not occupy physical space at the school. The current management team has adjusted rented space based on the current enrollment. Also, this reduction in space was accomplished entirely through the efforts of volunteers: staff, governing board members, parents, and students. This included the relocation of all property that was located on the second floor to the first floor, the cleaning of the second floor, and the painting and plastering of walls.

A lease was signed on August 1, 2005 and extended to August 31, 2016 via a lease amendment signed on August 22, 2011. The leased space at the beginning of this school year was a total of 22,162 sq. ft., which was decreased to 18,430 sq. ft. Then on December 1st, the space was further reduced to 12,109 sq. ft. Per our current amended lease (effective March 1, 2015) fully executed by our landlord and the school, the space has been reduced again to 5,688 sq. ft. for 60 students (94.8 sq. ft./student). The correspondence of the landlord's attorney states that "the school has recently proposed and Waiakamilo Properties has accepted a proposed release and surrender of certain portions of the currently leased space located on the second floor back to Waiakamilo properties, effective as of March 1, 2015." There is no mention of 8,408 sq. ft. in any statement related to our amended lease effective March 1, 2015 in the landlord's attorney correspondence. So to correct this point made against the school by the Charter office, a total of 6,421 square feet was released and surrendered without penalty to decrease our rent from \$18,938.11 per month to \$9,605.86 per month.

- The school failed to reduce the administrative staff of three FTE's as a result of lower enrollment. The school finally reduced the number of administrative staff on December 19, 2014 with layoffs as part of school restructuring, but by this time the school had already exhausted 75% of the funding originally allocated to the school for the current fiscal year.

RESPONSE:

The current Governing Board concedes that the school was mismanaged prior to January 12, 2015. One must recall that all three administrative staff are part of the founding family. One full-time administrative staff was Kari Kalima, the Governing Board President, and

daughter of the founder. Another full-time administrative staff was Co-Executive Director Callei Allbrett who is another daughter of the founder. The third full-time administrative staff was Rochelle Tavares, the daughter-in-law of the founder. The removal of the three administrative staff was impossible with the family still in control of the school. The layoffs were possible in December 2014 because by then Callei Allbrett had been removed as the co-director, due to investigation by the Attorney General's Office, and Kari Kalima had been removed as the Governing Board president. This point would have been moot had the entire founding family been removed from control of the school in July 2014, but they were not at that time.

Additionally, the current Governing Board contends whether Kari Kalima should have been allowed to serve on the Governing Board of Hālau Lōkahi PCS. Act 99 became law on July 1, 2014. That law revised HRS 302D-12 and added the following HRS 302D-12 (a) "No person may serve on the governing board of a charter school if the person is an employee or former employee of any charter school under the jurisdiction of that governing board..." According to the minutes of the Hawai'i State Public Charter School Commission meeting on July 30, 2014, "Moved (Krug/Hanohano) to appoint Kari Kalima as a member of Hālau Lōkahi Charter School's governing board passed unanimously." At this juncture, the appointment of Kari Kalima was in violation of State law because she was an employee of Hālau Lōkahi PCS, holding the position of "Admissions Clerk".

As a result, the Governing Board was ineffective until Kari stopped attending the Board meetings on January 22, 2015. Her removal from the Board occurred on February 5, 2015, which was due to her non-participation in Board activities through her absence and lack of communication with the Board. The previous By-Laws required consensus voting which allowed her to block all attempts at change with one vote.

In the beginning of the school year, a budget was approved for the school to remain open; the budget called for a reduction of three FTE positions as a result of the lowered enrollment. The former Co-Executive Director Callei Allbrett presented to the Charter office that one teacher will be moved into a SPED position and the other into the Article 6 position, both salaries would then be paid for by OHR of the DOE and not by the school's general funds. The other position would then be divided into two administrative staff members being placed in two half-time positions reduced from two full-time positions. Although the SPED teacher moved over in September 2014 and the Article 6 teacher in December 2014, she failed to move the two administrative staff into half-time positions. This was largely due to the fact that they were her relatives and she arbitrarily reversed the decision on her own without consulting with anyone at the school.

- The school's rental of storage units at Public Storage were not investigated until after the Commission issued the Notice of Prospect of Revocation, while monthly rents of \$1,243 continued to accumulate. Commission staff had to contact Public Storage to determine how school staff could gain access to space, as it had been rented under, and was still under the name of, the former school director.

RESPONSE:

This statement is incorrect. As the acting executive director stated to Leila Shar, not only did Fay Uyeda contact Public Storage to explore how the school could gain access to the storage units. On December 18, 2014, she sent the attached email to Tiane McNeil stating that she spoke with the Public Storage office and they said that they would accept a letter from the Charter office identifying the authorized person to enter the storage unit. Fay Uyeda also stated that the school had until the end of January 2015 to surrender the units.

Unfortunately, Fay Uyeda resigned the next day on December 19. There were two issues: Firstly, the Charter office was holding 50% of our 2nd allocation leaving the school with little to no funds to pay for the outstanding bills and secondly, the school was ill equipped to remove its contents in order to surrender the units.

Once the bill was paid, the school contacted the Attorney General's office to make initial entry as requested by Deputy AG Daniel Hanagami and his Special Investigators. The storage units consisted of a commercial sound system, a bed and banker boxes of files in one unit and thirty-four more boxes of old files in another unit. The storage units were finally surrendered on February 28, 2015 through the efforts of the governing board, parents, and students that utilized their personal vehicles and labor to remove all of the items from storage and transport them to the school in an effort that concluded at 11:00 p.m. on that evening.

- A \$4,150 per month, part---time accounting services contract with Charter School Management Corporation has never been terminated, from July until December and even now, after the January 8, 2015 Commission action to issue the Notice of Prospect of Revocation. At this monthly rate an experienced, full-time accountant could have been hired by the school.

RESPONSE:

In the school's October, 2014 board meeting, a complaint was lodged by Elizabeth Blake that the monthly cost of the accounting services contract with Charter School Management Corporation (CSMC) was too high. Former Co-Executive Director Callei Allbrett countered stating that the monthly cost was actually \$2650 per month. What she failed to mention was that she had negotiated the decrease with CSMC a few days before the meeting. Governing Board President Kari Kalima also defended the CMSC contract, therefore the Governing Board took no action regarding the CSMC contract.

The CSMC invoices for September, October and November were concerning to former Board member, Fay Uyeda, because of the varying amounts shown on unpaid invoices, so much so that she began to investigate the discrepancies on the invoices. Since she was unable to set up a Board meeting with Kari Kalima, despite numerous requests to meet, she was unable to move on the CSMC contract.

Since there were outstanding invoices, Ms. Uyeda worried that if we cancelled the contract with CSMC without the holding them responsible, to some degree, for the financial crisis, the financial information of the school will not be provided by CSMC.

On December 17, Eloy Villalba (CSMC) voluntarily surrendered the contract and requested that the school pay the unpaid balance for September, October and November. At which time, he also requested that we give him the information of our new accountant so that he could transition all pertinent financial information smoothly to that person.

On December 18, Fay Uyeda sent an email to the Board as well as to Leila Shar and Tom Hutton, in which she requests advise on how to effectively deal with CSMC since they were, in her opinion, culpable in the mismanagement of school funds.

The current Governing Board concurs with the Charter Commission's executive director that an experienced full-time accountant could have been hired at that monthly rate. The Governing Board also contends that this should have been done when the Commission placed members on the School Board at the beginning of the school year. At that time, all persons involved in the management and fiscal operations of the school should have been removed.

- Many of the proposed corrective actions enumerated in the school's Response to Notice of Prospect of Revocation make clear that these prudent steps were not taken.

RESPONSE: The Governing Board concedes that the school was mismanaged prior to January 12, 2015. However, this Board does not view the proposed corrective actions as a weakness to which it must respond. Instead, the newly instituted Board (as of January 12, 2015) views the corrective actions as a strength of this Board because we took the necessary steps to put the overdue protocols in place to appropriately address issues that would allow the school to move forward and were otherwise improperly handed or left unaddressed by the prior Board.

| Failure to properly process employee payroll and withholdings:

- Despite funding being provided to school at the end of July 2014, school payroll was not processed by the school's payroll provider until the pay period ending 10/15/14. As a result, employee contribution information for pension (to ERS) was not reported and various premiums (to EUTF and other third party providers) were not paid for more than three months. This created an accounting nightmare for both employees and affected insurance and state agencies.

RESPONSE:

The Governing Board concedes that the school was mismanaged prior to January 12, 2015.

Callei Allbrett was the business manager and co-executive director and there were an array of illustrative examples that demonstrated how she was severely incompetent in her duties.

The new Governing Board put necessary policies in place to have appropriate financial control of the school, including fiscal due diligence and proper oversight of the school's budget and spending. The Board is also intending to hire a new, qualified and competent business manager to assist with the appropriate financial oversight moving forward if the school is granted continuation of the charter. In addition, the treasurer's report provided to the Governing Board will be reviewed at each general business meeting and a financial report will be prepared by the business manager and reviewed by the executive director at the conclusion of each month to assist with financial management and appropriate oversight of school funds.

| Failure to adhere to the school's own financial management procedures and to exercise prudent internal fiscal controls, including, but not limited to, purchasing authorization and safeguarding the school's bank accounts and implementing internal controls:

- Changes to the signatories on the school's Bank of Hawaii accounts were not made until December 5, 2015, after several promptings by Commission staff. Up until this date, the previous school director, who was no longer employed by the school, and other former employees who had been separated from the school for over seven years were still signatories on the Bank of Hawaii account.

RESPONSE:

The Governing Board was able to secure the Bank of Hawai'i account in February 19, 2015 a significant amount of time in advance of the December 5, 2015 date stated in this letter. Though the previous Governing Board minutes from December 4, 2014 indicated that a motion was made to change the signatories that did not occur. It took the efforts of the current Governing Board to effect that needed change. This was not possible until John Thatcher, Steven Sullivan, and Kari Kalima from the previous Governing Board had been removed. They blocked this needed action from occurring.

- As of January 29, 2015, changes to the signatories on the school's First Hawaiian Bank account still had not been made, even though the school had represented and informed Commission staff that these changes were made. Signatories of this account included the previous school director and former employees who had been separated from the school for over eight years

RESPONSE:

The Governing Board was able to secure the First Hawaiian Bank accounts on February 24, 2015. Though the previous Governing Board minutes from December 4, 2014 indicated that

a motion was made to change the signatories that did not occur. It took the efforts of the current Governing Board to effect that needed change. This was not possible until John Thatcher, Steven Sullivan, and Kari Kalima from the previous Governing Board had been removed. They blocked this needed action from occurring.

- Through the end of November 2014, check disbursements for the school still were being signed by the previous school director, who had been required to resign as a condition for the school's new Charter Contract and was no longer employed by the school. Other individuals who were not even authorized signers, including the previous governing board chair who also had been required to resign, continued to sign school checks for various payments.

RESPONSE:

The Governing Board concedes that the school was mismanaged prior to January 12, 2015. Callei Allbrett, as the business manager and co-executive director, was grossly incompetent in her duties. It was not until all vestiges of the founding family had been removed from the school on February 5, 2015 that changes were made by the Governing Board.

- The school's Response to the Notice of Revocation, by proposing various corrective actions, highlights the school's failure to develop and implement internal control, and procedures for financial reporting, accounting, and procurement procedures.

RESPONSE:

The Governing Board concedes that the school was mismanaged prior to January 12, 2015. The current Governing Board was appalled at the lack of policies and oversight of the school. Therefore, the current Board approved a comprehensive set of policies and procedures. The fact that there was no independent oversight of any aspect of the school was concerning to the Board. The changes that were necessary were made once all founding family members had been removed from the school. The fact that the school now has comprehensive policies and procedures is an indicator of success of the current board.

- In the school's Response to the Notice of Prospect of Revocation—even in the school's financial situation—the new governing board proposes to begin reviewing financial reports only at least quarterly and to require prior governing board approval only of purchases amounting to \$2,500 or more.

RESPONSE:

The Governing Board will review financial reports at every general meeting. The policies and procedures were designed for long-term usage. The current Governing Board does not believe in codifying a short-term solution in a long-term policy. The current policy of

requiring purchases of \$2,500 or more is a currently accepted practice at other charter schools, though in some cases, other Governing Board's only approve purchases in excess of \$10,000. The Governing Board has been meeting as frequently as necessary to conduct school business. All policies can be adjusted to meet the needs of the Commission. The Governing Board will approve every expenditure should the Commission deem it necessary.

- The school failed to maintain payroll records from July 1, 2014 thru December 19, 2015, despite the school's own audit report for fiscal year ending June 30, 2014. The school is responsible for maintaining proper records of employees' vacation earned since any unused amount is payable to the employee upon separation. Additionally, accrued sick time not used can be converted to service time for an employee.

RESPONSE:

The Governing Board concedes that the school was mismanaged prior to January 12, 2015. Callei Allbrett, as the business manager and co-executive director, was grossly incompetent in her duties. It became apparent to the current Board that the founding family only took care of themselves. They keep immaculate records of their own attendance, but not of the other staff. The founding family maintained six of the nine highest salaries in the school, even though two of them had only a high school diploma. With the removal of all members of the founding family from the school, favoritism has been abolished and professionalism has been substituted in its place. The Governing Board will hire a qualified and competent business manager to ensure that attendance records are kept. The executive director will approve all leaves of absence from the school.

- There are no staff attendance records at the school, which was confirmed by the school's independent auditor during field work for fiscal year ending June 30, 2014 audit report. This was still the case when staff was laid off in December 2014 and no vacation payouts could be made since there were no records documenting vacation pay due to staff.

RESPONSE:

The Governing Board concedes that the school was mismanaged prior to January 12, 2015. Callei Allbrett, as the business manager and co-executive director, was grossly incompetent in her duties. It became apparent to the current Board that the founding family mostly took care of themselves and they were not properly spending school funds. They kept immaculate records of their own attendance, but not of the other staff.

With the removal of all members of the founding family from the school, favoritism has been abolished and professionalism has been substituted in its place. The Governing Board will hire a qualified and competent business manager to ensure that appropriate attendance records are kept. The executive director will approve all leaves of absence from the school.

- The school has failed to this date to provide a list of fixed assets as originally requested on July 29, 2014. The school's Accounting Policies and Procedures include a section on Fixed Assets, which states "The School should keep a detailed listing of fixed assets which shows each asset individually."

RESPONSE:

The Governing Board concedes that the school was mismanaged prior to January 12, 2015. The current Board has no knowledge of any communication that the Commission made to the previous Governing Board. We know that the previous Board was developing a list of the fixed assets of the school, but upon the resignation of the previous Board, no records could be found. Should the school retain its charter, the business manager will develop a list of fixed assets by April 30, 2015.

| Other circumstances at Hālau Lōkahi discussed at the Commission's January 8, 2015 General Business meeting, as well as previous public meetings that occurred since June 2014, the proceedings of which will be or are memorialized as part of the Commission's official minutes:

- Continuous failure to provide information to Commission staff within a reasonable amount of time. For example, for the financial monitoring of the school for the month of August, 2014, staff requested a list of fiscal year 2014 obligations not yet paid. This information was finally provided, in a sense, to Commission staff in January 2015 in the form of invoices submitted for payment by the Commission.

RESPONSE:

The Governing Board concedes that the school was mismanaged prior to January 12, 2015. The prior Board was negligent with many duties and responsibilities, as indicated in prior responses. However, it must be noted that the current Governing Board has been responsive to all communication from the Commission. We have responded to all correspondence within five business days with either the completion of requested tasks or a corrective action plan.

- Despite being given more than eight months to address the school's serious financial and operational issues, the school failed to provide a viable plan to continue fiscally viable and lawful operations.
 - Despite restructuring and staff reductions, the restructuring plan initially proposed by the school still did nothing to address the lack of qualified teachers for core subjects. The school failed to hire a single qualified mathematics teacher for any grade level. This plan was predicated on the improper use of DOE-funded special education teachers, who were the only licensed teachers. The primary duty of DOE-funded special education teachers is to provide special education services to the school's special

education students, not to provide the core instruction for the general education population.

- It was not until Commission staff informed the school that this restructuring plan was flawed that the school proposed, days before the start of the semester, a new arrangement with K12, a for-profit online curriculum provider and charter school management company, to deliver the curriculum virtually with remote licensed teachers and obtain a grant from K12 upon the execution of an MOU that would call for a K12 management contract.
- According to information the school submitted to the Hawaii Teacher Standards Board, all of the teachers of grades K-6 teachers are virtual or are unlicensed, which is not what the school had represented in its latest plan.

RESPONSE:

The Governing Board concedes that the school maintained a lack of licensed teachers. The current Governing Board is unable to adequately address the failures of the previous plan. However, it can assure the Commission of its intent to move forward to properly address all issues presented by the Commission, including the issue of hiring and employing state-licensed teachers.

The current fiscal situation of the school is such that the grant from K12 is unneeded. The employees of Hālau Lōkahi PCS will be managed by the executive director under the guidance of the Governing Board. The high school will continue to be served by the K12 remote licensed teachers for core subjects in conjunction with the teaching and oversight of additional onsite teachers and cultural specialists who are responsible for enhancing the online curriculum and teaching the native Hawaiian culture through culturally rich activities and experiences. Any unlicensed teachers will enroll in the Kaho‘iwai Teacher Certification Program through Kanu o ka ‘Āina Learning ‘Ohana (KALO) to receive the appropriate certification. Additionally, the Board will advertise for licensed teachers for all positions needed at the end of this school year so that all courses are taught by qualified and properly licensed teachers. As is to be expected, the uncertainty of the school’s future for nearly the past year has not created an environment conducive to attracting the most qualified teachers, which has been challenging.

The K12 curriculum provides students with a more rigorous educational foundation for their future. Though the school’s statistical performance in statewide testing has improved, we believe that a more structured academic curriculum infused with cultural components will provide the best educational outcomes for Hālau Lōkahi students. They deserve to be challenged and are unquestionably benefiting from having the best of both worlds; engaging in online lessons that allow them opportunities to explore their own limits and challenges in a more self-paced manner, while getting additional support and daily instruction from onsite teachers and interacting with their peers.

Additionally, this model provides a cost savings to the school in that it eliminates the need to

purchase updated content and curriculum to remain current to the changes in the educational landscape. Digital delivery of content will always remain current and can more easily adapt to changes in the academic field.

A previous concern of the Commission acknowledged having K12 provide services to Hālau Lōkahi was potentially subverting the normal vetting process. It must be noted that K12 did not seek out Hālau Lōkahi PCS, but that our acting executive director sought out K12 in an attempt to get support and keep the school open for current and future Hālau Lōkahi PCS students. Also, K12 is already a vendor for fifteen public schools in the State of Hawai‘i. Hawai‘i Technology Academy, Kīhei Charter School, Laupāhoehoe Community Public Charter Schools, and Kamaile Academy all utilize K12 and Adventa curriculum. One must assume that they were properly vetted prior to the signing of those contracts. Any concerns with the handling of business with HTA should be muted since Ron Packard, the CEO and founder of K12 resigned in January 2014 and the company is now under new management.

The arrangement with K12 will not require management services as previously thought, nor a \$150,000 grant to allow Hālau Lōkahi to continue operations. The budget has been constrained to the point that should the Commission release all of our school’s operating funds, we will be able to conclude the school year within our budget. This does not include funding from OHA which will be released should Hālau Lōkahi retain its charter. With the stringent financial controls now in place, the school should be able to pay off its debt to the landlord without additional assistance.

One must also note that per the Charter School Contract, Hālau Lōkahi IS a virtual school as well as a “brick and mortar” school. Even if the Commission believes that this form of content delivery is not acceptable for the brick and mortar school, we are within our Charter to switch all of our students to the virtual academy and utilize this form of instruction. The only difference is that the students will be coming to the campus to conduct their virtual education since not all of our families have Internet access at home. In this case, the employees would then be educational assistants and cultural practitioners. They would continue to assist the students with questions and real-world application of the content learned virtually. Additionally, they would provide cultural instruction in the classroom and in the community.

Hālau Lōkahi also offers a choice in the spectrum of Hawaiian focused curriculum. Hakipu‘u Learning Center in Kāne‘ohe is a 4-12th grade, student-driven project-based program and has no openings. Kamaile Academy in Wai‘anae requires a geographic exception for out-of-district students to attend. They have no openings in their elementary school. Mālama Honua in Waimānalo is only open for grades K-2. Ka Waihona o ka Na‘auao in Nānākuli has a larger student-teacher ratio of 22:1 than Hālau Lōkahi and is largely focused on the Wai‘anae Coast communities. It is also only K-8 and has no openings. Hālau Kū Māna in Makiki is a 4-12th grade school that maintains a waitlist. Also according to their Handbook (page 12) outlining the admissions process, step one is the application, step two is “interview/testing with student and parent(s)/guardian/foster parent using rubrics” and step three is a “decision by the admissions committee’s whether a candidate is granted admission based on the

following: application rubric, interview rubrics, letters of recommendation, the match between the needs and qualifications of the student with the needs of the school.” This seems to be a rigorous selective process that may exclude applicants. Even if Hālau Lōkahi were to adjust the method in which Hawaiian culture is infused into the curriculum, the need for the school is quite evident. Hawaiian focused charter schools should not be identical in their curriculum and delivery. Variation and choice is an important aspect of charter schools. A child may not be successful in the environment at one school, but may thrive in the environment at another. It is also quite evident that closing Hālau Lōkahi would eliminate the opportunity for a Hawaiian focused school for many students as many of the other Hawaiian focused schools have no openings. There should be more opportunities for Hawaiian students, not less.

Additionally, Hālau Lōkahi provides a safe alternative to those attending schools in the urban core. We have several students who came to Hālau Lōkahi because they were being bullied in their home school or were subject to gang influence. One such student who ended 9th grade with a .125 GPA and failed all but one class at Farrington High School. He is now refocused on his education and has aspirations of going to college and becoming a teacher to make a difference in his community. Our small class size and ‘ohana atmosphere allows for greater connections with nurturing adults. According to Dr. Emmy Werner’s landmark Kaua‘i Longitudinal Study of all of the children born on Kaua‘i in 1955, one of the single most important protective factors for many of the children in the study who struggled as teenagers was the presence of at least one caring, committed adult that made the difference. This could be a teacher, coach, or any adult mentor. (Werner, E. E. and Smith, R. S., “Journeys from Childhood to Midlife: Risk, Resilience, and Recovery”, 2001). We believe that the staff at Hālau Lōkahi are able to be that life changing agent.

Academic Overview

The newly proposed academic model for 7-12th grade students at Hālau Lōkahi PCS will be a combination of distance learning, traditional classroom instruction, and place-based project-based learning that is rooted in native Hawaiian cultural history and environmental experiences. Students will engage in online curriculum content provided by K12 Inc. that is aligned to Common Core standards and taught by Hawai‘i state-certified teachers. Each student is assigned their own personal computer at school and can move through the K12 curriculum at their own pace, revisiting lessons and content as needed until skills are mastered.

Students will also engage in traditional in-person classroom instruction where they can interact with teachers and work with their peers in a typical classroom environment. There will be an instructor in the classroom to support students with questions and help them relate the learned material, where appropriate, to Hawai‘i and its culture. Students will have the benefit of multiple staff and teachers to assist them with their acquisition of knowledge of both Common Core standards and the Hawaiian culture. The knowledge gained through the virtually delivered curriculum will be implemented in the project-based learning model (as stated in Essential Term #3, Learning by Doing). This approach gives individual students the best chance of engaging in a modality that meets their style of learning so they can achieve their maximum potential.

What makes Hālau Lōkahi different from other public schools is the opportunity students have to participate in both project and place-based instruction that includes an important Hawaiian cultural focus. In this model projects serve as a method of evaluation used to demonstrate mastery of content taught, while allowing students to engage in hands-on activities that provide opportunities for more authentic learning to take place. The online instructional allows students to engage in content that is most appropriate for their ability level while allowing them to move at their own pace most appropriate for each individual. For students who need more repetitive instruction and additional opportunities to master content, they have the option to review online content as much as they desire until they are comfortable to move on. Both online and in-person teachers carefully monitor student progress and provide support to students as needed.

The onsite instructors serve as both a project manager and facilitator of learning. The assertion that this model will be significant transition to a new modality of instruction is invalid. The current students already utilize online instruction via Study Island, IXL, and Khan Academy. This partnership with K12 Inc. will allow for a more standardized curriculum that is aligned to Common Core standards and will ultimately better prepare students for post-secondary success, particularly those wanting to go onto college. The online curriculum also helps the school provide a broader range of curriculum that meets the individual needs of students by offering diverse courses that support different post-secondary interests and careers.

The K12 course catalog of offerings includes hundreds of options for students and these will continue to expand at HLPCS depending on student needs. This means that a college-bound student will be able to take the required coursework that will make them eligible for acceptance into most institutions of higher learning.

Because Hālau Lōkahi PCS is intending to offer several online courses, it does not mean that all instruction will be through a digital medium and that teachers are being replaced with a digital curriculum. Hālau Lōkahi teachers and cultural specialists will continue to teach in classrooms at the school, in addition to providing place-based instruction at a site in Kalihi Valley and at other community partners.

Sample Schedules –

To help illustrate how students will spend time throughout the week, included are charts and sample schedules showing how students will engage in different activities and subjects. This also includes detailed samples of middle school and high school student schedules that includes times, the duration and frequency of various subjects (including extended time for middle school students in Language Arts and Math to help close any achievement gaps).

Duration	Frequency	7th & 8th Grade	Duration	Frequency	9-12th Grade
30 min.	Daily	Morning Meeting	30 min.	Daily	Morning Meeting
90 min.	Daily	Math	60 min.	Daily	Math
60 min.	2x week	Science	60 min.	3x week	Science
90 min.	Daily	Language Arts	60 min.	Daily	Language Arts
60 min.	3x week	History/Social Studies	60 min.	2x week	History/Social Studies
60 min.	2x week	Cultural Literacy	60 min.	Daily	Online Elective
60 min.	1x week	Art	60 min.	2x week	Cultural Literacy
60 min.	2x week	<u>Olelo</u>	60 min.	1x week	Performing Arts
30 min.	2-3x week	Study Island	60 min.	2x week	Art
30 min.	2-3x week	Study Hall	30 min.	2-3x week	Study Island
30 min.	Daily	Lunch	30 min.	2-3x week	Study Hall
			30 min.	Daily	Lunch

7th & 8th Grade Student Sample Schedule –

Times:	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 am	Student Arrival <i>(Students can begin working on Study Island, silent reading, coursework or collaborative projects)</i>				
8:00-8:30 am	Morning Meeting				
8:30-10:00 am	Math	Math	Math	Math	Math
10:00-11:30 am	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:30-12:00 pm	Lunch				
12:00-1:00 pm	History	Science	History	Science	History
1:00-2:00 pm	Olelo	Cultural Literacy	Art	Olelo	Cultural Literacy
2:00-3:00 pm	Study Island or Study Hall <i>(Students rotate to one or the other, depending on number of computers available)</i>				
3:00 pm	Student Dismissal				

High School Student Sample Schedule –

Times:	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 am	Student Arrival <i>(Students can begin working on Study Island, silent reading, coursework or collaborative projects)</i>				
8:00-8:30 am	Morning Meeting				
8:30-9:30 am	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-10:30 am	Math	Math	Math	Math	Math
10:30-11:30 am	Art	Cultural Literacy	Performing Arts	Art	Cultural Literacy
11:30-12:00 pm	Lunch				
12:00-1:00 pm	History	History	History	History	History
1:00-2:00 pm	Science	Science	Science	Science	Science
2:00-3:00 pm	Study Island, Study Hall or Elective <i>(Students choose depending on what they need and the number of computers available)</i>				
3:00 pm	Student Dismissal				

This unique model also allows students to gain greater familiarity to a modality of instruction that is gaining favor in higher education, distance learning. Most universities now offer some online coursework to supplement the traditional classroom. A student can earn a range of credentials from bachelor's degrees, graduate degrees to professional certificates

through the online arm of major universities such as the University of Maryland, Michigan State University, the University of Washington, etc. This early familiarity with distance learning will give Hālau Lōkahi graduates experience in a form of educational instruction that will broaden their choice of curriculum and institution from which they want to learn.

Most importantly, the partnership with K12 Inc. and the incorporation of online instruction from state-certified teachers will meet the state and federal requirements under the No Child Left Behind Act for having Highly Qualified teachers teach the core academic areas. These online teachers will help HLPCS meet these critical state and federal requirements. Additionally, K12 and the school will develop a professional development plan to provide support to the currently unlicensed teachers at Hālau Lōkahi to earn any necessary licenses or credentials.

This model provides the community with a choice in their education for their children. It provides a medium between the traditional educational model offered at the public schools and the education offered at the Hawaiian Immersion schools. This model allows those who embrace the Western education needed to be successful in a global society, while still embracing the Hawaiian cultural traditions that are central to being a native citizen and a well-rounded Hālau Lōkahi student.

Finally, this model provides a cost savings to the school. Online content eliminates the need to continuously purchase new or updated content/curriculum to remain current within the changes of the educational landscape. Digital content can easily be updated or changed to stay current, making this a low cost option that will not cost money to replace like old out of date textbooks. This merge of both online and classroom instruction allows the school to offer additional course options without having to add several certified teachers in a variety of subject areas, which would add an exorbitant cost to the school's budget. The use of online teachers allows HLPCS to offer different course options without having to worry about the staffing/student ratios either.

It is also Hālau Lōkahi's intent to establish several partnerships within the Hawaiian community to expand our culturally infused academic program and educational experience for students. We envision people coming to the school to provide instruction on various topics of cultural and historical importance, in addition to engage students in different environmental experiences. The current administration and Governing Board are committed to being a part of a larger community working together towards common goals.

This model meets the requirements stated in Exhibit A "Educational Program" of the initial Charter Contract. Though the instruction is delivered digitally, it does not meet the definition of digital learning as specified in Exhibit A, which states "for the purposes of this Exhibit, digital learning is defined as learning facilitated by technology that gives students some element of control over time, place, path, or pace of learning." In our model, the time and place is controlled at our physical site. The students' learning "path" and "pace" are controlled by the onsite educators, staff, and cultural specialists. We firmly believe that this model brings

together cutting edge Western technology and educational methods, common core standards-based content, and Hawaiian culture and values. Our students will have the knowledge and education to succeed in any institution of higher learning, as well as the cultural foundation and values to remain rooted to their history and community.

The School staff maintains current lesson plans and scope and sequence documents outlining the lessons and topics that students are engaging in throughout the course of the school year. The School will bring to the hearing a copy of additional details that includes the following; a catalog of courses and descriptions being provided by K12 Inc., scope and sequence documents outlining high level instructional topics and objectives covered, in addition to sample lesson plans. These resources can be reviewed by the Commission members at the Hearing if requested.

Why Should Hālau Lōkahi Retain Its Charter?

The question before the Hawai'i State Public Charter School Commission is why should Hālau Lōkahi Public Charter School retain its charter. The answer is simple... because the School has been transformed into a transparent, responsible, compliant, cooperative, community-engaged, standards-aligned, project and place-based, Hawaiian-focused charter school after becoming the victims of nepotism, severe mismanagement and allegedly criminal spending.

The leadership of Hālau Lōkahi would like to commend the Commission in its efforts to ensure all charter schools are responsible stewards of public funds. We believe in fiscally responsible operations to ensure all funds are spent on legitimate educational purposes. As parents and Board members, we are dedicated to the best possible education at Hālau Lōkahi PCS in a fiscally responsible manner. We believe that the Notice of Prospect of Revocation was a necessary step in the transformation of our school, one that began with the removal of the previous Board and Executive Director, and continued with the removal of all founding family members from any capacity at the School. Though we have an appreciation for the efforts of the founding family to create the school, like any organization, it takes one type of skill set to create an organization, and another to effectively manage an organization. It was painfully apparent after the initial audit in 2010 that the leadership at Hālau Lōkahi lacked the capacity to effectively manage the school. It is unfortunate that it took four years to remove them from control of the school. However, this process has led to a much stronger Governing Board, School, and community. It galvanized the Hālau Lōkahi 'ohana into creating the changes needed to strengthen the School at every level and in every respect.

We believe that since the cancer has been removed, so there is no need to euthanize the patient.

The following highlights why Hālau Lōkahi should retain its charter to educate our children in a Hawaiian-focused manner.

1. New Leadership

Please reference the following information from the report "The Elements of a High Functioning Public Charter School Board" by the North Carolina Department of Public Instruction, November 2012.

"The Center for Education Reform, a charter school advocacy organization, found that 41 percent of U.S. charter schools closed as a result of financial deficiencies, 27 percent closed because of mismanagement, and 14 percent closed because of students' poor academic performance (Allen et al., 2009)" *

“Diversity is the hallmark of an effective charter school board. Effective boards benefit from having members with varied expertise in areas such as education, human resource management, personnel management, finance, law, facility management, marketing, strategic planning, or fundraising. The board should also demonstrate diversity in the members’ age, perspective, ethnicity, gender and socioeconomic background.”

“Every failure of a charter school can be traced back, in some form or fashion, to the board that governs the school. Charter school boards have many responsibilities and fiscal oversight of the school is a major charge of each charter’s governing board. Since financial oversight is a critical responsibility of charter school board members, the failure of schools due to financial deficiency is directly related to governance as well.” *

“Overall, charter schools are closed significantly more frequently due to board actions or misacting than because of a lack of student performance.” *

The above statements indicate the importance of a Governing Board in the success of a charter school. Unfortunately, the Governing Board of Hālau Lōkahi PCS has not been stable enough to adequately provide the governance needed for the School to thrive. The previous Boards were acting in concert with the executive director and were not providing oversight to the school. The previous By-Laws required consensus voting which allowed any individual to impede action by the Board. The previous Boards met at 11:00 a.m. and the meetings were not attended by the public.

In contrast, the current Board was nominated by the parents during an open meeting. The Board meets at 5:30 p.m. and has seen consistent participation by parents, staff, and students. The ByLaws have been entirely rewritten and adopted which are more comprehensive than the four page document previously adhered to. The current Board has adopted entirely new policies and procedures that provide for independent oversight of the school and its finances.

There are no remnants from the previous founding family at Hālau Lōkahi, either through employment at the School or serving on the Governing Board.

For additional detail, please reference:

- Attachment A: the Qualifications of Governing Board Members
- Attachment B: resumes of current members
- Attachment C: resumes for prospective members
- Attachment D: Hālau Lōkahi Timeline for insight into the transitory nature of the governing board since July 1, 2014.
- Attachment E: Governing Board ByLaws
- Attachment F: Governing Board policies

2. New Fiscal Oversight

The Governing Board has adopted new policies that eliminate nepotism at Hālau Lōkahi and provide for independent review of all financial transactions. The theft of the past cannot occur in the future. All financial expenditures require prior approval of the business manager for budget approval, and the executive director for administrative approval. All requests must indicate the educational purpose of the expense. There are no reimbursements without prior approval. There are no debit card transactions. All checks require two independent signatures. All transactions over \$2,500 require Governing Board approval. There can be no procurement from any relatives of the School or Governing Board. The new business manager is one who has extensive experience in business and non-profit management.

For additional detail, please reference:

- Attachment G: Procurement Policy
- Attachment H: Purchase Request Form
- Attachment I: Accounting Policies and Procedures
- Attachment J: Business Manager's resume

3. New Governing Philosophy

The new Governing Board and school leadership endeavors to work cooperatively with the Commission and the community. We welcome oversight and accountability. We are making every attempt to be compliant with all Hawai'i Revised Statutes and Administrative Rules. We will network within the community to forge positive partnerships that will support and enhance our student experience and education. The Board is responsive to all communication and responds within five working days. The Board operates transparently with input from stakeholders.

For additional detail, please reference:

- Attachment K: Program Enhancements Through Community Partnerships
- Attachment L: Admissions Policy and Application
- Attachment M: Conflict of Interest Policy and Disclosure
- Attachment N: Recruitment Policy
- Attachment O: Personnel Policy
- Attachment P: Dispute Resolution and Appeals Process

4. New Core aligned curriculum

The curriculum from K12 Virtual Schools is standards-aligned curriculum. It provides our students the opportunity to select from an array of courses that meet their individual needs. Each course is taught by a Hawai'i state licensed teacher. This

has raised the quality of our educational experience for our 7-12th grade students and will prepare them for college, should that be the path that they choose. This is the same K12 curriculum that is currently being utilized by fifteen public schools within the State, include four charter schools.

5. New Instructional Model

The content will be delivered via distance learning technology... a Hawai'i-licensed teacher will instruct the students via the Internet with the assistance of an onsite cultural specialist. This model addresses one of the weaknesses of distance learning, which is lack of personal support and dependence upon the individual motivation of the student. The statistical outcomes for virtual schools are substandard because the model requires the student to be self-motivated to engage with the online content. In the case of Hālau Lōkahi PCS, the students will already be in class ready to learn. Additionally, there will be an instructor in the classroom to support the students and relate the learned material, where appropriate, to Hawai'i and it's culture, history, and environment. The student will, in effect, have two teachers to assist them with their acquisition of knowledge. The knowledge gained through the virtually delivered curriculum will be implemented in the project-based learning model (as stated in Essential Term #3, Learning by Doing). As modern educators are well aware, each child learns differently. This approach gives each child the best chance of being matched with the delivery modality that meets their style of learning. The digital instruction will teach the students the facts and competencies. However, the knowledge will be applied in the project and place-based learning. Hawaiian culture, values, and history are infused into every aspect of the daily life at Hālau Lōkahi PCS. It is not just the curriculum that makes Hālau Lōkahi PCS a Hawaiian-focused school, but the people, the values, the places they learn, the content they learn about, and the correlation between digital content and Hawaiian application. Hawaiian culture is not just something our students learn about, but it is something they live and breathe.

For additional detail, please reference:

- Attachment Q: Delivery of Content Through A Digital Medium Collaborating with On Site Cultural Specialist

6. Greater Technology Competency

The utilization of a digital medium has enhanced the computer literacy of our students and teachers. Our students have familiarized themselves with a digital learning modality that is becoming commonplace in the educational environment. Most universities now offer some online coursework to supplement the traditional classroom. A student can earn a range of credentials from bachelor's degrees, graduate degrees to professional certificates through the online arm of major

universities such as the University of Maryland, Michigan State University, the University of Washington, etc. This early familiarity with distance learning will give the Hālau Lōkahi graduate experience in a form of educational instruction that will broaden their choice of curriculum and institution from which they want to learn.

7. Increased focus on student-centered learning

The digital curriculum transitions our model from a teacher-centric to a student-centric model. The teacher is a facilitator of learning, but it is the student that becomes the driving force as to the acquisition of knowledge. The digital medium allows the student move at a rate that is challenging but also ensures competency. Additional time can be spent on deficient areas, and less time can be spent on areas of mastery.

With the plan for quarterly progress panels for high school students, individualized plans will be developed. They will highlight areas of strength, areas needing improvement, set long- and short-term goals, and devise individual supports as needed. For those with identified career plans, pathways will be devised to achieve those goals. For example, for a student who has an interest in culinary arts, an academic and career plan would be devised that includes the necessary curriculum to achieve academic success, and also provide pathways into the culinary program at Leeward Community College, Kapi‘olani Community College, or Hawai‘i Job Corps. A mentor who is a culinary professional could be secured who could advise and support the student.

8. New Fiscally Responsible Management

The School has reduced its monthly churn rate from \$110,000 per month in November of 2014, down to \$30,000 per month in March 2015. The School has reduced rental expenses by half. The School is operating more efficiently and effectively. With the new fiscal constraint, should the Commission release all remaining funds that were allocated to Hālau Lōkahi PCS, the school will be able to complete the school and fiscal year with a surplus. This does exclude the past due rent for which an arrangement was made with the landlord for payment of \$33,527.68 on August 1, 2015 and monthly payments of \$3,629.22 starting August 1, 2015 and continuing for 48 months with no interest. This also does not include \$70,126 from OHA which will be released should Hālau Lōkahi PCS retain its charter. The new management team will operate within its allocated budget at all times.

For additional detail, please reference:

- Attachment R: Budget for remainder of FY 2014-2015

9. Limited Options for Parents seeking Hawaiian-Focused education

As one can see by the chart, if Hālau Lōkahi PCS were to close, our K-2nd Grade students could only transfer to Mālama Honua in Waimānalo. Our students from 3rd through 7th grade would have to return to a regular public school as there are no vacancies at any of the Hawaiian-focused charter schools. Our 8th through 12th grade students could request a geographic exception to attend Kamaile Academy in Wai’anae and that would be their only option.

	Mālama Honua	Hakipu’u Learning Center	Hālau Kū Māna	Kamaile Academy	Ka Waihona o ka Na’auao
Grade	Waimānalo	Kāne’ohe	Makiki	Wai’anae	Nānākuli
K-2	yes	N/A	N/A	no	no
3	N/A	N/A	N/A	no	no
4	N/A	no	no	no	no
5-6	N/A	no	no	no	no
7	N/A	no	no	no	no
8	N/A	no	no	yes (GE)	no
9-12	N/A	no	no	yes (GE)	N/A

- Yes Has Openings in that grade
- No Grade level is full
- N/A Grade level not offered at that school
- GE Geographic Exception required for out-of-district applicants

Additionally, Hālau Lōkahi is the only Hawaiian-focused charter school option in the urban core. It is also the only Hawaiian-focused charter school in the geographic region that comprises Kapolei, ‘Ewa, Waipahu, Pearl City, ‘Aiea, Salt Lake, Kalihi, Waipi’o, Mililani, Wahiawā, and the North Shore. 33% of our students reside outside of the Kalihi area.

Even if one were to argue that the new instructional method at Hālau Lōkahi was a diluted version of the Hawaiian-focused instruction prior to January 2015, it would still be a higher level of Hawaiian-focused instruction available to our students should Hālau Lōkahi be closed. For the majority of our students, and all parents seeking a Hawaiian-focused education, the closing of Hālau Lōkahi would virtually eliminate that possibility.

Additionally, many of our students enrolled at Hālau Lōkahi due to under performing at their public school. Some were due to being the victims of bullying, some were due to the negative influences in the school and community (gangs), and some were due to the larger class sizes. These issues that brought our students to Hālau Lōkahi have not been ameliorated in their public school. We are almost ensuring their return to poor performance by closing Hālau Lōkahi.

Even though Article X, Section 4 of the Hawai'i State Constitution provides for a Hawaiian Education Program that states:

The State shall promote the study of Hawaiian culture, history and language. The State shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program. [Add Const Con 1978 and election Nov 7, 1978]

We know that this is not occurring at a consistent level in the public schools. We need more Hawaiian-focused charter schools, not less. With the current availability in the existing Hawaiian-focused charter schools, we are seeing the same situation for those wishing to be educated at Kamehameha Schools... not enough space for too many children.

10. Missteps Which Hampered Hālau Lōkahi's Ability to Self-Correct

Additionally, the current Governing Board contends that Kari Kalima should never have been allowed to serve on the Governing Board of Hālau Lōkahi PCS. Act 99 became law on July 1, 2014. That law revised HRS 302D-12 and added the following HRS 302D-12 (a) "No person may serve on the governing board of a charter school if the person is an employee or former employee of any charter school under the jurisdiction of that governing board..." According to the minutes of the Hawai'i State Public Charter School Commission meeting on July 30, 2014, "Moved (Krug/Hanohano) to appoint Kari Kalima as a member of Hālau Lōkahi Charter School's governing board passed unanimously." At this juncture, the appointment of Kari Kalima appears to be in violation of State law. By September 15, 2014, Kari Kalima was serving as the Governing Board president in violation of HRS 302D-12 (c). Additionally, her sister Callei Allbrett was serving as the co-executive director. This ensured that dysfunction was allowed to continue at Hālau Lōkahi PCS. No effective change was able to be made until the founding family was removed from all aspects of influence at Hālau Lōkahi. This did not occur until January 22, 2015 when Kari Kalima ceased to attend Governing Board meetings (and with finality on February 5, 2015 when she was removed from the Board).

One must note that it was under Callei Allbrett management and Kari Kalima's governance that the school spent almost the entire 60% per pupil allocation in three months. To this date, the Governing Board remains uncertain as to where the funds

were distributed. It was this spending frenzy that placed Hālau Lōkahi in the financial peril that ultimately led to the Notice of Prospect of Revocation.

The new Governing Board is seeking the opportunity to take the appropriate corrective actions needed to recover from the potentially criminal and definitely inept actions of the founding family.

11. Financial Cost to the State

If the Commission revokes the charter for Hālau Lōkahi PCS, the past due rent owed to Waiakamilo Properties of \$174,202.79 for the period ending July 31, 2014 and the forbearance due of \$33,527.68 on August 1, 2015 will still be a legal obligation. This total cost of \$207,730.47 plus the rent and utilities from January through March 2015 of \$35,799.90 will also be due. The total amount is \$243,530.37.

Additionally, there are other costs to the State not previously identified. We have lost 57 students to public schools. This is an added cost of approximately \$342,000 due to the fact that public school per pupil allocation is roughly double of the charter school per pupil allocation. Additionally, the remaining 57 Hālau Lōkahi PCS students will also need to enroll in public schools since the Hawaiian-focused charter schools do not have vacancies. This is an additional \$342,000. This amounts to an additional cost of \$684,000 to the State by transitioning 114 students from charter to public schools. Add that to the past due rent and the actual cost to close Hālau Lōkahi is \$927,530.37. This is over ten times the stated cost of school closure previously presented to the Commission.

12. We are victims of mismanagement and potentially criminal acts

It is readily apparent that the current students, faculty, and parents of Hālau Lōkahi are the victims of mismanaged spending, poor oversight, and potentially criminal acts by members of the founding family. Why is it acceptable to blame and punish the victim for the acts of the perpetrators?

- See Attachment U: Star-Advertiser “School’s ex-officials are arrested”
- See Attachment V: Star-Advertiser “\$5K spent on alleged suspicious purchases”
- See Attachment W: Star-Advertiser “A school in limbo”

13. Governing Board Proposal to the Charter School Commission

1. Rescind the Notice of Prospect of Revocation and allow the six current seniors to graduate from Hālau Lōkahi Public Charter School
2. Allow the School to utilize K12 curriculum in a Hawaiian-focused manner
3. We will provide monthly financial reports and status updates
4. Allow Hālau Lōkahi PCS to change the name of the school

Qualifications of Governing Board Members

The current Governing Board meets the qualifications of the law, namely, Hawai'i Revised Statutes §302D-12 Charter school governing boards; powers and duties, which states that:

- (b) In selecting governing board members, consideration shall be given to persons who:
- (1) Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of the charter school students and the surrounding community;
 - (2) Demonstrate an understanding of best practices of nonprofit governance; and
 - (3) Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.

In reference to item (1) Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of the charter school students and the surrounding community. The current Governing Board works in concert with the executive director, but is beholden to no one. The officers are composed entirely of parents, except for one officer who is an uncle of a Hālau Lōkahi student. The By-Laws have been revised to be more comprehensive and remove consensus voting to allow for varying perspectives on the Board, but still reserve the opportunity to conduct business. The officers have a range of employment experience in finance, social services, military service, and retail sales.

In reference to item (2) Demonstrate an understanding of best practices of nonprofit governance. The current Board has officers who have served on the following non-profit boards in executive capacities: American Business Women's Association, Coalition for Native Hawaiian Advancement, O'ahu Intertribal Council, 100th Infantry Battalion Legacy Organization, and the Papakōlea Community Development Corporation.

In reference to item (3) Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.

The current Board has officers who have experience in financial management (one officer has 46 years of experience in the finance industry and another has federal, state and private grant administration experience). The Board has an officer with human resources experience as well as another with supervisory and management experience.

Additionally, the Board has other prospective members who are ready to participate after Hālau Lōkahi prevails in the revocation hearing.

One potential member is an experienced educator with a doctorate in education who is a professor at Hawai'i Pacific University, Wayland Baptist University, and Chaminade University for education and business. He has served in management positions in planning, program, and budget management at the State Department of Transportation and educational research at Pacific Resources for Education and Learning.

Another potential board member has a master's degree and experience in social services with a non-profit agency and the Department of Health. She currently works with the Hula Preservation Society.

Another prospective member was the chief financial officer for the City and County of Honolulu, the vice president of Catholic Charities Hawai'i and Hawai'i Community Foundation, and the deputy comptroller for the State of Hawai'i Department of Accounting and General Services, as well as serving on the boards of Hale Kipa, Marimed, Catholic Charities Hawai'i, Goodwill Industries, Helping Hands Hawai'i, Mental Health Association of Hawai'i, and Diagnostic Laboratory Services.

The Board also has an interested medical doctor, musician/composer/instructor, and an attorney who are also candidates for the Governing Board.

Peter Terry

Oxford House Hawaii
2006-2012

Oxford House International,
World Council,
Charter Chairman
2010-2012

Papakolea Community Development Corporation
Board Member,
2011-2013

Papakolea Community Development Corporation
President & Chairman of the Board of Directors,
2013-Present

Coalition Native Hawaiian Advancement,
Member-Present
2011

Coalition Native Hawaiian Advancement
Director, Board of Directors
2012-2013

University of Phoenix,
Honolulu Campus
2010-2014
Bachelors of Sciences Human Services

David Amina

1986-present traditional guardsman HiANG

2000-present civil svc HiANG

1987-1990 warehouseman for C LLOYD JOHNSON

1990-1992 temp civil service HiANG

1992-1995 3rd shift asst sup, receiving mgr Kmart nimitz

1995-1998 auto/garden/home improvement mgr Kmart nimitz

1998-2000 Local 293 sheetmetal apprentice Alakai Mechanical

1998-2000 cust svc sup/front sup Kmart (part-time wknd) nimitz

RANDALL T. SHIRAISHI
99-121 Kihewa Place, 'Aiea, Hawai'i 96701
(808) 864-3745
Randy.Shiraishi@gmail.com

WORK EXPERIENCE:

**NAVY FLEET & FAMILY READINESS/
MORALE, WELFARE and RECREATION**
850 Ticonderoga St, Ste 110 (JBPHH)
Pearl Harbor, HI 968860-5101
(808) 474-1846

Responsible for supervision of school-aged children (kindergarten through 6th grade) in a before and after school care program. Assist in curriculum planning.

Child & Youth Program Assistant
August 2012 - present

EPIC, Inc.
E Makua Ana Youth Circle
1130 N. Nimitz Highway, Suite C210
Honolulu, HI 96819
(808) 838-7752
Arlynn Howell Livingston, Executive Director

Supervised five staff. Was responsible for the overall management of the statewide program which facilitates transitional planning for foster teens from state custody to independence. Conducts outreach and training to other social service agencies, the Department of Human Services Child Welfare Division and the Department of Health, Child and Adolescent Mental Health Division. Participates in collaborative committees with other agencies. Coordinates and facilitates Youth Circles which developed transitional plans for current and former foster youth.

Program Manager
October 2005 – August 2009

STATE OF HAWAI'I JUDICIARY
Volunteer Guardians Ad Litem Program
777 Punchbowl Street
Honolulu, HI 96813
(808) 538-5930
Jacqueline Phillips, VGAL social worker

Independent advocate and fact-finder for Family Court in Child Protection cases ensuring the best interest of the child. Conducted field visits to youth, foster home, schools, etc. Attended meetings to advocate for youth. Wrote court report and attended hearings.

Volunteer Guardian ad Litem
November 2006 – March 2009

CHILD & FAMILY SERVICE
Youth Residential Care Program
91-1841 Fort Weaver Road
'Ewa Beach, HI 96706
(808) 681-3500
Marci Lopes, Program Director

Provided individual counseling and general client supervision in a residential setting for emotionally challenged male teens. Worked with a team of lead counselors, therapist and other residential counselors. Documented client behavior, assisted with client medication, wrote behavioral contracts. Trained in Crisis Prevention Intervention (CPI).
April 2005 – May 2006

Residential Counselor

**100TH INFANTRY BATTALION
LEGACY ORGANIZATION**

516 Kamoku Street, Apartment 205
Honolulu, HI 96826

Treasurer, Executive Board of Directors

November 2002 - October 2005

Secretary, Executive Board of Directors

2008 - present

HAWAI'I BUSINESS COLLEGE

33 South King Street, 4th Floor
Honolulu, HI 96813
(808) 524-4014

Anne Omori, President

Director of Admissions

June 2002 – December 2002

**HAWAI'I JOB CORPS OUTREACH,
ADMISSIONS & CAREER TRANSITION
SERVICES AGENCY**

49 South Hotel Street, Suite 205
Honolulu, HI 96813
(808) 545-3816

Tommy Troxell, Center Director

Manager

March 2000 - April 2002

Was responsible for financial tracking of the non-profit organization, which has a mission to perpetuate the legacy of the 100th Infantry Battalion through education. Handled donations, wrote checks, prepared financial reports for the board of directors, voted on official business. As secretary, keep minutes of board meetings.

Supervised seven staff. Was responsible for management of all recruitment activities. Produced and monitored statistical reports. Involved in strategic planning, implementation and monitoring. Coordinated and conducted outreach events, presentations and tours. Maintained potential applicant data base and coordinated mail and telephone campaigns. Coordinated with Financial Aid, Academic and Job Placement Departments. Coordinated student registration.

Supervised nine staff on two islands. Was responsible for ensuring contract compliance. Agency provides recruitment, eligibility screening and job placement throughout Hawai'i and the Pacific island region. Interfaced with government liaisons in American Samoa, Guam, the Commonwealth of the Northern Marianas, the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau. Provided training to 130 staff regarding admissions eligibility, job placement services, and program. Part of management team responsible for developing and implementing programs to provide career training to eligible, low income youth. Monitored, produced and evaluated statistical reports on program performance. Developed web site and database. Managed \$750,000 annual budget. Coordinated and conducted outreach events, presentations and tours. Responsible for marketing strategy and campaign. Devised and revised operating procedures.

HAWAI'I JOB CORPS

41-467 Hihimanu Street
Waimānalo, HI 96795
(808) 259-6020

S.F. Su'esu'e, Group Life Manager

Counseling Services Supervisor

September 1997 - March 2000

Supervised four staff. Was responsible for implementation of student evaluation process. Provided training to other staff on counseling issues. Managed a caseload of 36 students, prepared behavior management contacts, assessed students' progress, and maintained contact with other staff to maintain comprehensive services. Developed and operated student civics/leadership program involving community service. Developed and implemented new Independent Living Program dormitory with specialized services to assist with transition from Job Corps to employment.

HAWAI'I JOB CORPS

41-467 Hihimanu Street
Waimānalo, HI 96795
(808) 259-6092

Kekea Jones, Counseling Supervisor

Counselor

December 1993 - Sept 1997

Managed a caseload of 64 students, prepared behavior management contacts, assessed students' progress, maintained contact with other staff to maintain comprehensive services, provides individual and group counseling. Developed and coordinated college program for students. Provided college counseling and assistance with application and financial aid processes.

WINNERS' CAMP FOUNDATION

888 Akiu Place
Kailua, HI 96734
(808) 263-0177

Delorese Gregoire, Owner

Team Leader Coordinator

August 1993 and August 1994

Supervised a staff of 12-14 team leaders in an accelerated learning program. Monitored and instructed staff on methods to facilitate growth among the teens. Conducted staff meetings and provided support to the staff.

HAWAI'I DEPT. of HUMAN SERVICES

Dependent Children's Unit I
420 Waiakamilo Road, Suite 300B
Honolulu, HI 96817
(808) 832-5424

Lynn Mirikidani, Supervisor

Social Worker I

January 1993 - November 1993

July 1992 - November 1992

Conducted field visits, assessments of client's needs, assisted, wrote reports and case plans as needed, supervised visits, collateral contacts to arrange for client services. Client base was foster parents and adolescent foster children.

WINNERS' CAMP FOUNDATION

888 Akiu Place
Kailua, HI 96734
(808) 263-0177

Delorese Gregoire, Owner

Team Leader

June, August and October 1992

Supervised and facilitated a team of approximately 12 teens in an accelerated learning program. Goal was to build trust, enhance communication and to improve self esteem through team oriented activities such as ROPES course events.

HAWAI'I DEPT. of HUMAN SERVICES

Dependent Children's Unit I
420 Waiakamilo Road, Suite 300B
Honolulu, HI 96817
(808) 832-5424.

Lynn Mirikidani, Supervisor

Social Services Assistant IV

November 1992 - January 1993
July 1991 - June 1992

Performed administrative tasks, in addition to field work and outreach functions. Provided support services to social workers and acted as a liaison between the foster parents, foster children and the social worker when the social worker was not available. Determined eligibility for various Departmental programs and referred clients to other resources. Client base was foster parents and adolescent foster children.

EDUCATION:

High School Diploma: 'Iolani School, 563 Kamoku St, Honolulu, HI 96826

Bachelor of Arts (Psychology): Univ. of Washington, 1400 NE Campus Pkwy, Seattle, WA 98195

SPEAKING ENGAGEMENTS:

- Statewide Conference on Homelessness, Honolulu, November 15, 2006
- 'Ohana is Forever Conference, Kaneohe, March 27, 2008
- Institute on Violence, Abuse, and Trauma (IVAT): Preventing, Assessing & Treating Child, Adolescent & Adult Trauma 5th Annual Conference, Honolulu, April 3, 2008
- Children's Bureau 2009 Meeting for Agencies and Courts, "New Strategies for Changing Times", Washington, D.C., August 5, 2009

MEMBERSHIPS:

100th Infantry Battalion Legacy Organization, 2002 – present

American Mensa, 2012 - present

Nadine Maglasang
363 Iliwai Drive
Wahiawa, Hi 96786
Phone: 387-0990
Nadine@phfcu.com

WORK EXPERIENCE: 46 Years in the Financial Industry

Bank of Hawaii: 1969-1982

Mail Clerk: 1969-1972, Records Clerk: 1972-1975 Auditor 1975- 1982

Responsible for all aspects required in the mailing & receiving of all correspondence. Delivery of mail to its respective departments. Mailing of statements, billings, etc. Recording, filings & microfilming of all checks, banking documents concerning foreign Transactions & International banking. Auditing of all funds received from foreign banks doing investments or business in America and the daily funds being received through wired funds amounting to millions of dollars.

Part Owner of Pacific Investigations and Pacific Recovery 1978- 2004

Office Manager, Human Resources, Investigator, Collector, Marketing & Sales.

Responsible for the operation of business, Hiring & Termination of Employees.

Marketing the business and retaining clients.

Investigations for Insurance fraud, Investigations for Criminal Attorneys, Back Ground checks, Investigation for private citizens going through a divorce or legal custody of children. Field collecting for Credit unions, Banks and private businesses. Repossessions of autos, homes, real estates for Banks & Credit unions.

Hawaii Federal Credit Union: 1983-1986

Loan Officer

Responsible for consumer loans and Promotion of membership

Pearl Harbor Federal Credit Union: 1987 to present

Loan Officer: 1987 to 1999

Responsible for Consumer and real estate loan

Collections Officer: 2000 to present

Responsible for recovery , loss mitigations, financial counseling, Bankruptcies, Garnishment of wages. Repossessions of vehicles, Foreclosures.

Chairperson for Fund Raising Committee for ABWA (American Business Women's Association)

1990-1992

Scholarship fundraising for women wanting a career in their selective business world.

Vice President for ABWA (American Business Women's Association) 1993-1994

Promoting the organization and its Principles. Retaining guest speakers for numerous events including networking.

Foster Parenting: 1980-1987

Caring for teenage girls who had no stable environment or adult supervision. Raising these teens in my home as part of my family and ceased when the girls were of age.

Volunteer services:

Serving on the accounting committee of my church: 1970 to present

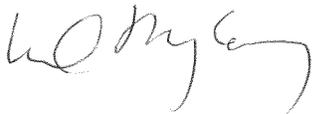
Leadership for boys & girls 5- 11 years of age: (Elementary school)

Teaching arts, culture, faith 1977- 1987

Leadership for youth 12-18 years of age: ((Middle & High School)

Building future leaders with courage, confidence, respect, responsibility to become world class citizens. Awareness of the environment and current world situations that may effect our future. Stressing need of education and college.

Respectfully, Yours



Nadine Maglasang

Mealii O. Prieto

1409 Kapalama Ave.
Honolulu, Hawaii 96817(808)392-4479
maeprieto@hotmail.comObjective

A position within the social services, mental health counseling or educational field that focuses on empowering families to improve the quality of their lives by identifying and building on their strengths and resources.

Work Experience

Puyallup Tribal Health Authority - Kwawachee Counseling Center Tacoma, WA
Client Advocate/Student Intern/Counselor 2/2006 - 10/2007

Provided client advocacy, case management, outreach, community education, counseling, and on-call crisis services to mental health clients within the Native American community.
Provided one on one counseling services to identified client population and maintained client records.
Conducted intake interviews of client's mental health and psychosocial history.
Developed treatment plans and document client contacts.
Co-facilitated and coordinated treatment groups for adults and adolescents.
Worked collaboratively with staff in providing a multi-disciplinary approach to treatment.

Department of Human Services Honolulu, HI
Social Worker III - Case Manager 5/2000 - 7/2001

Provided direct case management to families identified for child abuse and neglect within a cross-section of different programs (adoption, foster care, legal guardianship, etc.).
Developed effective interventions and treatment plans to remedy immediate problems.
File petitions with court as necessary and arrange placement of children in foster care.
Evaluate family progress, document case files, and collaborate with other agencies.

Department of Social Services Fayetteville, N.C.
Social Worker III - CPS Investigator 8/1998 - 12/1999

Investigated allegations of child abuse and neglect by conducting family interviews.
Determine initial assessments, document findings, and file petitions with court as needed.
Prepare treatment plans, evaluate, and monitor family progress.
Arrange for foster placement of children and supervise family visits when appropriate.

Volunteer Experience

Personal Home Caregiver 10/2007 - 11/2013
Oahu Intertribal Council (501c3) – President 10/2012 – present
Provide leadership for the Native American community to help educate the general public about Native American Indians and Alaskan Natives through educational programs in the schools, community presentations, cultural celebrations (annual powwow event), community outreach, and cultural & arts.

Education

St. Martin's University Master of Arts (Counseling) 2007
Lacey, WA Bachelor of Arts (Psychology) 1994

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Mary Pat Waterhouse
1193 Kaweloka Street
Pearl City, Hawaii 96782
(808) 226.5233

Community Volunteer (Present)

Honolulu, Hawaii

Advisory Board Member and Volunteer, Waipahu Aloha Clubhouse
Board Member, Protection and Advocacy for Individuals with Mental Illness Program (PAIMI)
Volunteer for reading, Manana Elementary School
Board Member, Diagnostic Laboratory Services

City and County of Honolulu

Honolulu, Hawaii

Director of Budget and Fiscal Services

February 2005 – January 2009

- Chief Financial Officer for the City & County of Honolulu
- Prepared an annual operating budget of \$1.8 billion and the capital improvement budget.
- Teamed with departments to accomplish organizational priorities in spite of difficult economic difficulties.
- Worked closely with the Mayor and key staff to establish the Rainy Day fund.
- Managed the allocation of funds to city departments to ensure spending was consistent with the Council's statutory intent.
- Conducted long-range financial planning.
- Responsible for the City's investments,
- Supported team-building activities that improve motivation and result in quality performance.
- Directed the legislative activities for the department, including strategy, approving bills, testimony, and testifying.
- Approved all City contracts.
- Led the City's 2007 AUW Pacesetter Campaign and exceeded the established goal.

Catholic Charities Hawaii

Honolulu, Hawaii

Vice President of Finance

July 2004 – February 2005

- Responsible for Catholic Charities financial condition, accounting and a \$20 million budget.
- Involved in strategic planning and business plans.
- Worked with staff to establish performance metrics to ensure efficiency and the efficacy of the organization
- Approved all contracts and leases.
- Facilitated the Board's Budget and Finance Committee and participated in the Entrepreneurial, Retirement, program and Housing Development Board Committees.

Hawaii Community Foundation
Vice President (CFO and CAO)

Honolulu, Hawaii
November 2000 – January 2004

- Directed the areas of accounting, finance, grants management, investments, human resources, and office management and information systems.
- Responsible for the Foundation's financial performance.
- Managed the operating budget.
- Coordinated the review and selection of the new accounting system and consultants, and oversaw the implementation of the new system, which partially integrates with other systems, both internal and external to the Foundation.
- Chaired the statewide program, Hawaii Together – Contracts (established significant improvements in contracts between the State and non-profits).
- Represented the Foundation's management of the Hawaii Tobacco Advisory Board, Hawaii Children's Trust Fund, Black Memorial Fund and Richard Smart Fund.
- Project Coordinator for the Foundation's 2002 office move of approximately 100 employees.

State of Hawaii
Deputy Comptroller
Department of Accounting and General Services (DAGS)

Honolulu, Hawaii
January 1995 – October 2000

- Oversaw centralized accounting, auditing and information technology functions of the Executive Branch.
- Executive Branch Project Director for the Year 2000 (Y2K) transition of all computers in state government.
- Managed the Revenue Maximization Project for the State. Benefits were \$38 million for the first two years of the project and about \$15 million per year continues.
- Directed the implementation of a new time and attendance system for the Executive Branch.
- Directed the legislative activities for DAGS, including strategy development, reviewed and provided recommendations to the governor on all proposed bills, approved testimony, and testified before the legislature.
- Oversaw several information technology projects for the State, including the Next Generation Network infrastructure project and the strategic plan.
- Implemented and oversaw the first State travel contract.

University of Hawaii
Instructor in Accounting

Honolulu, Hawaii
August 1992 – January 1995

- Taught Introduction to Managerial Accounting, Managerial Accounting and Tax concepts.
- Developed internal financial statements for department managers at Honolulu Academy of Art.

- Developed and coordinated the implementation of operational policies for City Mill, Ltd.
- Coordinated student volunteers to teach classes on basic finances at homeless shelters.
- Advisor to Beta Alpha Psi (an accounting honor society for students); received the Beta Alpha Psi Outstanding Faculty Award, Fall 1994; and received the Mortar Board Award, Spring 1993.

KPMG Peat Marwick

Consultant, Senior Consultant, Manager

Honolulu, Hawaii

July 1986 – November 1991

- Promoted from consultant, to senior consultant, and to manager.
- Directed market and financial feasibility studies for proposed and operating properties in Hawaii and Guam (e.g., resorts, hotels, condominiums, retail centers, golf courses, residential developments, convention center, restaurants).
- Conducted a hospital rate study for the State of Hawaii, Department of Health.
- Developed financial forecast models
- Conducted business and real estate valuations of various operating companies(e.g., shopping centers, resorts, hardware stores).
- Directed a tariff rate study for the Port Authority of Guam.
- Conducted financial analysis on three proposed health bills for the Hawaii State Auditors.

Education:

- Tulane University New Orleans, Louisiana
 - Master of Business Administration
 - Master of Health Administration
- University of California Santa Barbara, California
 - Bachelor of Arts, Biology

Professional Affiliations:

- Certified Public Accountant, State of Hawaii 1989 to 1996
- Hawaii Society of Certified Public Accountants, Board Member, 1996 to June 2000
- Pacific Century Fellow, Class of 1997

Community Service:

- Advisory Board Member and Volunteer, Waipahu Aloha Clubhouse
- Board Member, Protection and Advocacy for Individuals with Mental Illness Program (PAIMI)
- Volunteer for reading, Manana Elementary School
- Diagnostic Laboratory Services, Board member, 2004 to present.
- Mental Health Association in Hawaii, Board Member and President, 2004 to 2013.
- Community advocate for the Housing First Project, 2008 to 2010.
 - Worked with various non-profits, legislators, city and state representatives and council members to establish permanent housing for homeless

- Institute for Human Services, special projects volunteer for CEO, 2009 to 2012.
- Volunteer, Sts. Peter and Paul, 1996 to 2011.
- Friends of Children Advocacy Center, mentor, 1999 to 2006.
- Goodwill Industries of Hawaii, Board Member, 1998 to 2004.
- Catholic Charities Corporate Board Member, 2001 to 2004.
- AUW, Community Building, 1999 to 2002.
- Suicide and Crisis Center, volunteer phone specialist, 1991 to 2001.
- Hawaii Disability Rights Center, Governor Representative, 1998 to 2000.
- Marimed, Treasurer, 1994 to 2000.
- Hale Kipa, Treasurer, 1994 to 1998.
- Helping Hands Hawaii, Treasurer, 1987 to 1996.

RESUME

WAYNE H. TERADA

1193 Kaweloka Street
 Honolulu, Hawaii 96782
 Email: lutherangolf@hotmail.com

Telephone: (808) 455-8637 (home)
 (808) 222-3881 (cellular)

Professional Profile:

- Budget and resource management.
 - Planning, Program, Budget Manager at State of Hawaii, Department of Transportation. Managed an operating budget in excess of \$550 million and a CIP budget over \$250 million.
 - Managed manpower and organization programs in United States Air Force and State Department of Transportation.
 - As program evaluation specialist at State of Hawaii, Department of Budget and Finance, conducted evaluations of major state-wide programs. Led financial analyses on statewide projects such as the development of alternative financial sources for rail project on Oahu.
 - Principal staff officer to Commander of United States military forces in Southwest Asia for manpower and organization. Responsible for all activities and issues in Southwest Asia.
 - Manpower project officer at AFMEA. Managed the development of 15+ Air Force-wide statistical manpower studies to assist in the justification of approximately 125,000 manpower resources in specific specialty areas to Congress.
- Senior Specialist Research and Evaluation; Evaluation Specialist; Intern at Pacific Resources for Education and Learning (PREL).
 - Project Director of NSF-funded REMOTE project. Expanded partnership with UH COE-Educational Foundations to build master's level educational evaluation capacity in the Pacific region through distance learning.
 - Managed broad-based evaluation project for University of Hawaii Center for the Family.
 - Oversaw curriculum project designed to prevent violence and the illegal use of alcohol, tobacco and other drugs in elementary schools.
 - Developed research and beta evaluation designs for projects in education and workforce development.
 - Used statistical analyses (SPSS) to evaluate projects: PIRC, results of teacher professional development and student academic outcomes on K-12 students from 10 Pacific island countries and the State of Hawaii (REL).
 - Prepared evaluation report on the effects of the 21st Century Community Learning Centers on student outcomes for 9 complexes and approximately 50 centers for the HIDEOE.
- Teaching Experience.
 - Adjunct instructor at Chaminade University, Hawaii Pacific University, and Wayland Baptist University, Hawaii Campus (WBU-Hawaii). Teach education

courses (WBU-Hawaii, MED program), and business courses (WBU-Hawaii, Chaminade University, and Hawaii Pacific University).

- Teaching experience in K-12; 7-8 grade English and Physical Education classes; substitute teacher for HIDOE (secondary).
- Leadership experience. Air Force program manager for engineering, personnel, and training. Managed the establishment of Air Force organizations and the classification of employee positions to enhance organizational effectiveness and efficiency.
- Program evaluation experience.
 - Managed activities of five program evaluation analysts at State of Hawaii Department of Transportation. Managed program evaluation studies or evaluation designs on projects such as Tourism Experiences at Hawaii Airports, Alien Species Program, Overtime Program, State Highway Resurfacing Program, Overpayment Program, and Fuel and Rental Surcharge Programs.
 - Oversaw program evaluation studies and the development of economic and statistical models to project tax revenues at Department of Transportation.
 - Program Evaluation Analyst at State of Hawaii Department of Budget and Finance. Conducted evaluation studies of the State MedQuest Program, State Non-Tax Revenues Program and State Special Funds Program. Led study team in the development of the financial implications of the State of Hawaii 1994 Early Retirement Incentive Program.
 - Policy Analyst at State of Hawaii Department of Defense. Conducted formative and summative evaluations on the Youth Challenge Program and DOD Tuition Waiver Program for national guard soldiers and airmen.
 - Evaluated emergency medical services at Hickam Air Force Base and mobility programs at Hickam Air Force Base and Yokota Air Base.

Education:

- Ed.D, 2005, University of Southern California, Los Angeles, CA
Graduate Certificate, Management of College Student Services, University of Southern California, Los Angeles, CA.
- Master of Business Administration, 1989, Trinity University, San Antonio, Texas.
- Bachelor of General Studies, 1980, Chaminade University, Honolulu, Hawaii.

Publications:

- Evaluation of the Outcomes and Impact of the Pacific CHILD Professional Development Model (Research Report) by Roger Chesswas, PhD; Scott Keir, PhD; Eunice Leung; Wayne Terada, EdD (2005)
- Evaluation of the Pacific CHILD Professional Development Program (Research Brief) by Roger Chesswas, PhD; Scott Keir, PhD; Eunice Leung; Wayne Terada, EdD (2005)
- Educational Needs in the Pacific Region: The REL Client Interview Report (Research Report) by Scott Keir, PhD; Eunice Leung; Wayne Terada, EdD (2006)

Work Experience:**(1) Adjunct Instructor**

From: Jan 1999 – present

Wayland Baptist, Honolulu Campus (2007 – present)

Chaminade University, Honolulu, Hawaii (1999 – 2005)

University of Phoenix – Hawaii Campus (1999-2000)

- Adjunct instructor in Master of Education program. Courses include: Advanced Principles and Practices in Education, Organizational Behavior & Theory, Educational Research Methods, Educational Administration, and Multicultural Education.
- Adjunct instructor in undergraduate business programs. Courses include: Business Research, Business Ethics, Strategic Management; Human Resource Management, Business Communications, Management, and Project Management. Instruction consisted of both traditional classroom and distance learning formats.

(2) Senior Specialist Research and Evaluation, Educational Evaluation Specialist, Contract Consultant and Research Intern (PREL).

From: October 2005 – October 2007.

- Project Director of Regional Evaluation Masters Online Training in Evaluation (REMOTE) program.
 - Managed all administrative, funding, and learning objectives for the program.
 - Collaborated with UH College of Education (Educational Foundations) in online program to award Master's of Education (M. Ed). Purpose of the program was to build the capacity of leaders and practitioners in the Pacific to conduct program evaluations and use their results in improving education in their jurisdictions.
 - Developed and managed budget.
 - Through funds provided by a grant from the National Science Foundation (NSF), Pacific Resources for Education and Learning (PREL) and the University of Hawai'i College of Education developed a distance learning graduate program specializing in evaluation.
- Oversee and conducted program and project evaluation.
 - Managed collection of classroom observation and student assessment data for Early Reading First (ERF) project in HeadStart Classrooms. Managed budget and schedule of 14 personnel to conduct 20 classroom assessments in 10 classrooms and 660 student assessments.
 - Managed project to deliver curriculum support package to Hawaiian students in HIDOE designed to prevent violence and the abuse of alcohol, tobacco and other drugs.
 - HIDOE 21st Century Community Learning Centers (SYs 2005 and 2006)
- Conducted predictive validity study for Hawaii Aligned Portfolio Assessment (HAPA). HAPA assessed 3rd and 4th grade Hawaiian Immersion students in reading and mathematics. Study provided to HIDOE for submission to U.S. ED.
- Developed evaluation proposal for major projects – Enhanced Assessment Project, workforce development program, and ASCEND.
- Assisted Director of Research with the development of a needs sensing for the PREL Regional Educational Laboratory (REL) extension grant.
 - Assist in the development of interview protocols.

- Conducted interviews.
- Conducted qualitative and quantitative analysis and prepared results.
- Assisted with preparation of final report.
- Conducted data evaluation to determine the effects of high-quality professional development on teaching and learning. Analyzed sample student and faculty data through regression analysis and ANOVA.
- Evaluated data and developed final report on 2005 Pacific Education Conference for presentation to PREL Board of Directors.

(3) Planning, Programming, Budget (PPB) Management and Analytical Manger

Department of Transportation, State of Hawaii

From: October 2002 – September 2004

- Department of Transportation Budget, Planning, Program Evaluation, and Organizational Development Manager. Managed the activities of the PPB Office; supervised 10 employees in managing the department operational budget in excess of \$550 million per year and a capital improvement project (CIP) budget of \$200 million. The State Department of Transportation which employes almost 2,800 employees, manages approximately 2,700 lane miles of highways in the State Highway System, 15 commercial and general aviation airports, and 11 medium draft and deep draft harbors in the State of Hawaii.
 - Developed or oversaw development of the department's annual budget:
 - Prepared and provided budget instructions to division staff during the preparation of the department's biennium budget request.
 - Prepared and provided budget execution policies that pertained to the expenditure of appropriated and allocated operating and capital improvement funds.
 - Conducted financial analysis – oversaw staff preparation of budget analysis on a monthly basis (budget versus expenditure) for Director of State DOT; reviewed requests to expend funds on unbudgeted items; reviewed contracts for legislative intent and funding availability.
 - Managed department program evaluation and organization programs.
 - Managed program evaluation studies in department-wide areas.
 - Developed and reassessed organizational activities to improve department effectiveness and efficiency.
 - Worked with division staff to develop performance metrics or variance measures to evaluate organizational effectiveness.

(3) Policy Analyst

Department of Defense (DOD), State of Hawaii

From: July 1997 – October 2002

- Oversaw budget preparation and execution. Oversaw all department activities with financial implications for Executive Officer and The Adjutant General.
- Reviewed and provided advisory services to senior managers and the department head on a variety of subjects affecting resource allocation, e.g., fiscal, personnel, capital improvement program, organization, and military and state command policies, goals, and objectives.

- Conducted program evaluation of department programs such as the Youth Challenge Program and the DOD Tuition Waiver Program.
- Evaluated the impact of State and federal legislation or regulations on departmental operations and facilities.
- Reviewed department fiscal policies and procedures to ensure appropriate, accurate, and timely expenditure of State and Federal funds.
- Evaluated the department's organizational structures for effectiveness and efficiency and reviewed reorganization proposals for consistency with management policies.
- Assisted the department legislative coordinator; monitored proposed bills, responded to follow-up inquiries by legislators, drafted legislative testimony for The Adjutant General, examined bills for proposed impact on the DOD, and prepared evaluations of bills passed by the legislature that impacted department operations.

(4) Middle School Teacher

Our Redeemer Lutheran School, Honolulu, Hawaii

From: August 1996 – June 1997

- Taught seventh and eighth grade students in Language Arts and Physical Education. Motivated students, used student-centered pedagogy through a curriculum that was geared to facilitate critical thinking, and enhanced the process of generating knowledge for individual students.

(5) Management Analyst

U.S. Army, Directorate of Resource Management, Fort Shafter, Honolulu, Hawaii

From: July 1995 – July 1996

- Served as the management analyst who was responsible for force development programs which involved all 25th Infantry Division and U.S. Army Garrison, Hawaii activities. Assisted senior staffs in these organizations develop command manpower priorities, programs and internal controls for the allocation and utilization of Army resources.
- Utilized statistical and decision analysis techniques to determine the most effective and efficient organizational structures and utilization of resources in the course of achieving mission objectives. Provided recommendations to senior leadership that regarding the most effective and efficient use of manpower and organizational structures--enabled them to facilitate the achievement of command objectives.

(6) Program Evaluation Analyst

Department of Budget and Finance, State of Hawaii

From: September 1993 – July 1995

- Conducted cost-benefit analysis on major state programs. Lead program evaluation analyst who conducted financial and program evaluation on various State programs. Projects included alternative financial sources for mass transit, a State of Hawaii Early Retirement Incentive Program, the State MedQuest Program, the State Non-Tax Revenues Program, and the State Special Fund Program.
- Planned, designed and conducted fact-finding and analysis for input to the State's short-, intermediate- and long-range financial plans.
- Principal analyst for the State of Hawaii Financial Plan.

- Developed, coordinated, and prepared the State's non-tax submission to the Council on Revenues.

(7) U.S. Air Force

- Commander, Detachment 2, 6004 Management Engineering Squadron. Responsible for the welfare, discipline, and mission achievement of Air Force active duty personnel and civilian employees assigned to the unit.
- Manpower and Organization Staff Officer for the Commander, 5th Air Forces, Japan; dual-hat as the Commander, United States Forces, Japan. Oversaw the manpower and organization programs at Yokota AB, Japan; Kadena AB, Japan; and Misawa AB, Japan.
- Program Evaluation Analyst at Air Forces Management Engineering Agency (AFMEA). Managed the development or evaluation of the Air Force Standards Development Program for all Air Force positions in Civil Engineering, Personnel, and Training. Assisted with the rewrite of the Air Force Regulation and Air Force Manual on the development of manpower standards in the Air Force.
- Evaluated Pacific Air Forces (PACAF) Training Program for Manpower and Organization. Collected and analyzed data and prepared final report.
- Hickam Air Force Base Management Engineering Officer. Managed 7 manpower professionals who conducted multi-location manpower standards to justify and allocate manpower resources at all Pacific Air Forces' bases. Developed organizational structures to maximize effectiveness and efficiency. Managed productivity enhancement studies to improve operations within Air Force units in Japan and Hawaii. In one example, recommended the closure of an emergency medical clinic because of duplicated efforts, lack of resources, and the dangers of increasing response times for individual seeking critical medical care.

(8) Substitute Teacher (Secondary) For Hawaii Department of Education
Oct 1992 – May 1993

- Substitute teacher in Honolulu District. Long-term substitute for special education and ESL classes at Kalani High School.

References:

- Glenn Okimoto, University of Hawaii Budget Director, telephone number: (808) 671-6394
- Todd Outlaw, Associate Professor in Business and Education, Wayland Baptist University-Aiea Campus, telephone number: (808) 488-85702
- Judy Oliveira, Director, Educational Talent Search Program, Windward Community College, telephone number: (808) 235-7480

CURRICULUM VITAE

D. Dianne Bowen-Coleman, M.D.
3030 Lowrey Ave. #111
Honolulu, HI 96822
ddiannebc@gmail.com; (808)224-8412

Languages: English, Dutch

Education May 1994-Aug 1994

Resident Department of Pediatrics Working as a Fellow in Pediatric
Endocrinology Royal University of Groningen Faculty of Medicine
Groningen, the Netherlands

Dec 1992-Aug 1994

Resident Department of Pediatrics Royal University of Groningen Faculty
of Medicine Groningen, the Netherlands

Sep.1990-Dec.1992

Doctor of Medicine (MD) diploma Awarded Cum Laude December 17, 1992
Royal University of Groningen Groningen, the Netherlands

Jan. 1991

Teachers Assistant, Obstetrics and Gynecology
Royal University of Groningen Faculty of Medicine
Groningen, the Netherlands

Sep.1988-Sep.1990

Masters Degree in Medicine Awarded September 12, 1990
Royal University of Groningen Faculty of Medicine
Groningen, the Netherlands

1983-1986

Marshall Univ. School of Medicine Huntington, West Virginia, USA

Spring 1982

University of Pittsburgh; Department of Biochemistry
Pittsburgh, Pennsylvania, USA

1977-1981

BS Chemistry/Biology Awarded May 22, 1981
Chatham College; Pittsburgh, Pennsylvania, USA

1977

Huntington High School
Academic Honors Diploma, National Honor Society, Latin Band Awards
Huntington, West Virginia

Volunteer Work

2002- Present

Girl Scout Leader, Girl Scouts Hawai'i Honolulu, Hawaii, USA,

2013 - Present

Committee Member Oahu Intertribal Council and Honolulu Powwow

2005/2006-Present

Girl Scouts Hawai`i Honolulu Manoa Service Unit Officer -

2006 - Present

Beach Environmental Awareness Campaign Hawaii
Includes written testimony for campaign

2007 - 2012

Volunteer Kai Makana Inc. Includes oral testimony for Mokauea Island.

2009 - Present

Volunteer Susan G. Komen Hawaii
Race for the Cure and breast cancer survivors

2009- 2011

Volunteer with Family Program's Hawai`i and
Volunteer with FPH Project Visitation

July 2010 - 2013

Board member, Vice-President and Secretary,
University Laboratory School Booster Club

Aug 2007 - 2012

Booster Club Member, Chair and Organizer for
Fundraisers at University Laboratory School

2003/2004 - Present

Chair and Organizer for Fundraisers for
Hula Halau: Ka Pa Hula O Ka Lei Lehua; Kumu Hula Snowbird Bento

2006-2012

Organizer for the Noelani Elementary School Craft Fair Keiki Craft
Booth

2002/2003-Present

Noelani Elementary School Girl Scout Coordinator & Liaison for the
Principal & PTA

2002 - Present

Various service projects for the community, Schools, Special Olympics,
the University of Hawaii's Astronomy's Annual Open House, and Island
Hospice

2000-2001

Girl Scout Leader, San Juan, Puerto Rico

1999-2000

President, Board of Directors, Parent Participation Preschool
(bilingual Spanish-English teaching) Guaynabo, Puerto Rico

Employment

Jan.1993- Sept.1994

Resident Pediatrics Department of Pediatrics; Beatrix Children's Clinic
University Hospital Groningen; Groningen, The Netherlands

Aug 1994
Staff Physician, The Netherlands Diabetes Association, The Netherlands

1991-1994
Language Translator (Dutch -English)

1986-1987
Research Technologist II
Investigating the autoregulation of the human cytomegalovirus in major immediate-early gene. West Virginia University School of Medicine
Department of Microbiology Morgantown, West Virginia, USA

1982-1983
Biological Laboratory Technician
Investigating the immunology of respiratory syncytial virus infections in an effort to develop an effective subunit vaccine for prevention of disease caused by this agent. Veterans Administration Medical Center
Department of Infectious Diseases Huntington, West Virginia, USA

1981-1982
Research Assistant Working in the Histology Laboratory
Training technicians and graduate students
University of Pittsburgh School of Medicine Department of Pathology
Pittsburgh, Pennsylvania, USA

Research

1993
'Continuous Spinal Analgesia with Midazolam and Clonidine in a Patient with Dermatomyosi' A summary of this work was presented at the Third European Conference on Pain Research Brussels, Belgium, December 11-12,

1993-1984
Research Assistant
Investigating the single gene reassortants of Avian Influenza Virus to determine the genetic basis for attenuation in humans
National Institutes of Health (NIH)
National Institutes of Allergies & Infectious Diseases (NIAID)
Bethesda, Maryland

1981
University Thesis:
'A Histological Study to Note the Effects of a One-to-One of 2,4,5-Trichlorophenoxyacetic Acid and 2,4 Dichlorophenoxyacetic Acid Herbicides on the Testicular and Ovarian Tissues of Male and Female Chatham College Pittsburgh, Pennsylvania
Defended at Chatham College May 11, 1981
Presented at a biology symposium at Chatham College Presented at the Third Annual Western Pennsylvania Undergraduate Biology Symposium at Carlow College in Pittsburgh, Pennsylvania May 1981

Awards & Scholarships

Summer 1984
National Institutes of Health (NIH) National Institute of Allergies and Infectious Diseases (NIAID) Recipient for the Summer Research Fellowship

1977-1981

Florence Kingsbacher Frank Scholarship Chatham College Grant Basic
Equal Opportunity Grant

Other Work & Volunteer Experience:

Sept-Nov 1992

Elective in Pediatrics and Neonatology Martini Hospital; Groningen, The
Netherlands

1992

Youth Health Care Well Baby and Child Clinics School physical
examinations Province of Drenthe, The Netherlands

1988

Elective in Obstetrics Comparing the practice of obstetrics in America
& The Netherlands Cabell-Huntington Hospital, Huntington, West Virginia
University Hospital Groningen, Groningen, The Netherlands

Jan 1980

Internship in Obstetrics & Gynecology
Magee- Womens Hospital and Womens Health Services Pittsburgh,
Pennsylvania

Jan 1979

Internship in Obstetrics & Gynecology Clinical study of Herpes Simplex
Virus Magee- Womens Hospital Pittsburgh, Pennsylvania

THOMAS GOEDECKE

Curriculum Vitae

1711 East West Road, Apartment 1202E, Honolulu, HI 96848
 (808) 699 - 4873 | taogoedecke@gmail.com | www.thomasgoedecke.com

EDUCATION



UNIVERSITY OF HAWAI'I - MĀNOA | MASTER OF MUSIC IN COMPOSITION | 2013 - CURRENT

- Student Affiliate of East-West Center | 2013-2015
- Chun Ku and Soo Yong Huang Graduate Scholar | 2014 - 2015
- Fellow of Taiko Center of the Pacific | 2013-2014
- Student of Donald Womack, Takuma Itoh, and Thomas Osborne



UNIVERSITY OF SOUTHERN CALIFORNIA | BACHELOR OF MUSIC IN COMPOSITION | 2009 - 2013

- Fellow of the Sidney Harman Academy for Polymathic Study | 2011-2013
- Thornton School of Music Dean's List | 2010-2013
- Student of Frank Ticheli, Veronika Krausas, Stephen Hartke, Donald Crockett and Morten Lauridson

CURRENT TEACHING POSITIONS



SUMMER SCHOOL INSTRUCTOR | 'IOLANI SCHOOL | 2015

Introductory music course for second and third grade students establishing fundamentals in pitch, rhythm and cultural awareness through non-western music, primarily Japanese kumi-daiko.



PERFORMING ARTS INSTRUCTOR | KAMEHAMEHA SCHOOLS – KAPĀLAMA | 2013 - CURRENT

Choral ensemble courses for seventh and eighth grade with emphasis on integration and immersion of contemporary Hawaiian language repertoire as well as compose and arrange for various ensembles throughout the campus.

SUMMER SCHOOL INSTRUCTOR | KAMEHAMEHA SCHOOLS – KAPĀLAMA SUMMER SCHOOLS | 2014

Introductory music course for third and fourth grade students establishing fundamentals in pitch, rhythm and cultural awareness through non-western music, primarily Japanese kumi-daiko.

AWARDS AND RECOGNITIONS

COMPOSITION AWARDS

Composer's Voice Series Competition: Diego Vasquez & Andrea Skurr, clarinet and dance | New York City, NY | 2014
 Los Robles Master Chorale Young Composers Competition | Thousand Oaks, CA | 2012

FELLOWSHIPS AND SCHOLARSHIPS

Student Affiliate of East-West Center | 2013-2015

Member of East West Center Participants' Association | 2013-2014

Featured in East West Center's Year in Review | 2013-2014

Mānoa Opportunity Scholar | 2014-2015

Chun Ku and Soo Yong Huang Graduate Scholar | 2014 - 2015

Fellow of Taiko Center of the Pacific | 2013-2014

Fellow of the Sidney Harman Academy for Polymathic Study | 2011-2013

Created and fostered the Goethe Society, an extension of the academy

LECTURES AND PRESENTATIONS

Composers' Symposium Presentation | Composers' Workshop, University of Hawai'i – Mānoa | April 24, 2014
Contemporary Music of Native America | Music Cultures of the World, University of Hawai'i - Mānoa | February 25, 2014
Wednesday Evening Seminar – Student Panel | Wednesday Evening Seminar, East-West Center | October 30, 2013
New Composers Presentation | Composers' Workshop, University of Hawai'i – Mānoa | September 5, 2013
Buddhist Taiko | Intercollegiate Taiko Invitational, University of California, San Diego | May 25-26, 2013

COMPOSITION PERFORMANCES, PREMIERES AND AWARDS

IN REVERSE CHRONOLOGICAL ORDER OF COMPLETION WITH DATE OF PERFORMANCES IN SUBCATEGORIES BASED ON ENSEMBLE

CHORAL

Turbulent Rain (2014) [6'] for SATB commissioned for *2nd Annual Kiss the Stars Goodnight: A Concert for Human Trafficking Awareness*, performed at *Noise Play II: Thomas Goedecke's Master Recital* | Orvis Auditorium, University of Hawai'i | Honolulu, HI | November 2014

Violent Waters (2013) [3'30"] for SATB commissioned and performed by High School of Performing and Visual Arts Chorale directed by Rob Seible for *Kiss the Stars Goodnight: A Concert for Human Trafficking Awareness*, Christ the King Lutheran Church | Houston, TX | August 2013; recording featured on *United Artists for Change*, an anti-slavery album benefitting the Abolish Slavery Coalition | September 2013

Take Refuge in Amida (2013) [7'10"] for SATB and vibraphone commissioned and performed by Michael Ushino Singers directed by Michael Ushino performed at *Noise Play: Thomas Goedecke's Senior Recital*, MacDonald Recital Hall, University of Southern California | Los Angeles, CA | March 2013

Yamabiko (2011) [5'15"] for SATB winner of Los Robles Master Chorale Young Composer's competition, premiered by LRMC directed by Leslie Leighton for the one year anniversary of the Tōhoku earthquake and tsunami | Thousand Oaks, CA | March 2012

Love is Enough (2009) [2'45"] for SATB recorded by High School for the Performing and Visual Arts' Madrigal Singers directed by Rob Seible for *HSPVA Madrigal Singers 2009* | Houston, TX | June 2009

SOLO, SMALL AND LARGE ENSEMBLES

Meandering by Myself (2014) [6'] for choreographed clarinet winner of Composer's Voice Series, Composition Competition: Diego Vasquez & Andrea Skurr, clarinet and dance | New York City, NY | December 2014

Hanging Kansho in the Sky (2014) [6'] for shakuhachi and temple bowls premiered at *Noise Play II: Thomas Goedecke's Master Recital* at Orvis Auditorium, University of Hawai'i | Honolulu, HI | November 2014

Noise Play II (2014) [7'] for percussion trio premiered at *Noise Play II: Thomas Goedecke's Master Recital* at Orvis Auditorium, University of Hawai'i | Honolulu, HI | November 2014

Who Needs to Dream? (2014) [5'] for solo amplified guitar premiered at *Noise Play II: Thomas Goedecke's Master Recital* at Orvis Auditorium, University of Hawai'i | Honolulu, HI | November 2014

Can You Find Me a Waterfall? (2014) [6'] for solo gayageum premiered at *Noise Play II: Thomas Goedecke's Master Recital* at Orvis Auditorium, University of Hawai'i | Honolulu, HI | November 2014

Then the Echo Goes (2014) [7'] for flute, clarinet, violin and cello performed for Graduate Composer's Symposium at Orvis Auditorium, University of Hawai'i | Honolulu, HI | May 2014

Noise Play I (2013) [6'] for percussion trio performed for *Noise Play: Thomas Goedecke's Senior Recital* at MacDonald Recital Hall, University of Southern California | Los Angeles, CA | March 2013

Scattered (2013) [6'30"] for guitar duet premiered at *Noise Play: Thomas Goedecke's Senior Recital*, MacDonald Recital Hall, University of Southern California | Los Angeles, CA | March 2013

Rokōkyō Jiken (2012) [11'] for solo taiko and orchestra written for Kristi Oshiro, taiko performer | *remains unperformed*

You Know, Buddha (2011) [10'] for flute, clarinet, violin, cello and narrator performed at *Noise Play: Thomas Goedecke's Senior Recital*, MacDonald Recital Hall, University of Southern California | Los Angeles, CA | March 2013

- Wataridori ya kakine* (2011) [10'] for flute, brass septet, two percussion and kumi-daiko ensemble premiered by Kazan Taiko at *Collective Sophomore Composition Recital*, Ramo Recital Hall, University of Southern California | Los Angeles, CA | May 2011; performed at *Noise Play: Thomas Goedecke's Senior Recital* in MacDonald Recital Hall, University of Southern California | Los Angeles, CA | May 2013
- Discovery* (2010) [8'] for brass quintet, cello and piano commissioned and choreographed by Cooper Joe Verona for *Love* at University of North Carolina School of the Arts | Winston-Salem, NC | November 2010
- Tongue Twisters* (2009) [4'] song cycle for medium-high voice and piano premiered at *Noise Play: Thomas Goedecke's Senior Recital*, MacDonald Recital Hall, University of Southern California | Los Angeles, CA | March 2013
- Memories of a Trench* (2009) [5'30"] for solo flute performed at *Noise Play: Thomas Goedecke's Senior Recital* MacDonald Recital Hall, University of Southern California | Los Angeles, CA | March 2013
- Miðgarðr* (2009) [8'45"] a short ballet for horn, violin, cello and percussion premiered by American Festival for the Arts, choreographed by Cooper Joe Verona of the Houston Ballet Academy, Zilkha Hall | Houston, TX | July 2009; performed at *Composers' Showcase*, Alfred Newman Recital Hall, University of Southern California | Los Angeles, CA | March 2009
- Titim I Ngra* (2008) [7'] a short ballet for piano trio and percussion premiered by American Festival for the Arts, choreographed by Amaris Sharatt of the Houston Ballet Academy, Zilkha Hall | Houston, TX | July 2008
- The Meadow* (2007) [8'] a short ballet for flute, horn, percussion and powwow drum premiered by American Festival for the Arts and Texas Connection, choreographed by members of Houston Ballet Academy, Zilkha Hall | Houston, TX | July 2007

TAIKO ENSEMBLE

- Bodhisena* (2012) [4'] for tabla and two shime-daiko performed by Neelamjeet Dhillon and Kazan Taiko, Von Kleidsmid Center, University of Southern California | Los Angeles, CA | April 2012
- Kinzoku Tora Odori* (2011) [7'] for kumi-daiko ensemble commissioned and premiered by Kazan Taiko at *Gambatte! Spring Concert*, Von Kleidsmid Center, University of Southern California | Los Angeles, CA | April 2011; performed for USC Nikkei Student Association's *How I Cooked Your Dinner: Culture Night 2012*, Bovard Auditorium, University of Southern California | Los Angeles, CA | April 2012

FILM

- Beverly Hills Dentistry – Office Tour* (2010) [2'] for guitar and strings for Beverly Hills Dentistry Website's office tour video | Los Angeles, CA | December 2010
- One for You and One for Me* (2010) [5'] for cello and piano directed by Trent Jr. | Los Angeles, CA | May 2010
- Spaghetti* (2010) [5'] for guitar, horn quartet and strings for *Spaghetti* directed by Bubba Fish | Los Angeles, CA | February 2010

TAIKO TRAINING AND PERFORMANCE

MEMBERSHIP

- A'o Taiko | Founder and Instructor | Honolulu, HI | 2014-current
- Kenny Endo Taiko Ensemble | Trainee | Honolulu, HI | 2013-2014
- Taiko Center of the Pacific | Fellow | Honolulu, HI | 2013-2014
- Kinnara Taiko and Gagaku | Performing Member | Los Angeles, CA | 2011-2013
- Ryukyukoku Matsuri Daiko – Los Angeles | Performing Member | Gardena, CA | 2012-2013
- San Jose Taiko | Summer Intern (Administrative) | San Jose, CA | 2012
- Kazan Taiko | Composer, Board Member, Performing Member | Los Angeles, CA | 2010-2012
- Ryukyukoku Matsuri Daiko – Texas | Performing Member | Houston, TX | 2011
- Kaminari Taiko of Houston | Summer Trainee | Houston, TX | 2011

MASTER CLASSES, WORKSHOPS AND CONFERENCES

- Hana Hachijo Workshop with Chieko Kojima | Participant | Taiko Center of the Pacific | Honolulu, HI | 2014

Sado Odori Workshop with Hanayui | Participant | Taiko Center of the Pacific | Honolulu, HI | 2014
Intercollegiate Taiko Invitational | Instructor (Kinnara Taiko) | University of California, San Diego | San Diego, CA | 2013
Odaiko Master Class with PJ Hirabayashi | Student | San Jose Taiko | San Jose, CA | 2012
Taiko Composition Master Class with Franco Imperial and Roy Hirabayashi | Student | San Jose Taiko | San Jose, CA | 2012
Intercollegiate Taiko Invitational | Participant (Kazan Taiko) | Stanford University | Stanford, CA | 2012
TaikoBaka Odaiko and Shinobue Gasshuku with Tiffany Tamaribuchi | Participant | Sacramento Taiko Dan | Sacramento, CA | 2012
Yatai-bayashi Workshop with Charles Kellogg | Participant | Senshin Buddhist Temple | Los Angeles, CA | 2011
Experimental Movement Workshop with Joe Small | Participant | Senshin Buddhist Temple | Los Angeles, CA | 2011
Naname Workshop with Kris Bergstrom | Participant | Senshin Buddhist Temple | Los Angeles, CA | 2011
Intercollegiate Taiko Invitational | Participant (Kazan Taiko) | University of California, Los Angeles | Los Angeles, CA | 2011
Miyake-daiko Workshop with Akemi Imai | Participant | Senshin Buddhist Temple | Los Angeles, CA | 2011

Hālau Lōkahi Timeline

06/12/14 Charter School Commission issued a Notice of Deficiency

“The current governing board shall amend its bylaws to remove any restrictions on membership on the governing board that would restrict the Commission’s discretion to appoint the new governing board members of its Choosing” Current governing board & school director resigns.

06/26/14 Charter School Commission will appoint a new five member board (Kalehua Krug & Peter Hanohano will represent the Commission in consulting with the Hālau Lōkahi community to determine who should be on the board). Three members will be appointed from a committee comprised of Mr. Krug, Mr. Hanohano, and three members from the Hālau Lōkahi community.

07/01/14 Act 99 became law

07/10/14 Charter School Commission nominates Kama Hopkins, Keone Nunes, Andre Perez, Fay Uyeda, Michael Chun, Joseph Evans, Hālau Lōkahi nominates Callei Allbrett but was asked to provide a substitute nominee, which was Elloy Villaba. New Governing Board is: Kama Hopkins, Keone Nunes, Andre Perez, Fay Uyeda & Joseph Evans.

07/24/14 Charter School Commission: Joseph Evans declined appointment. Kimo Todd is recommended to the Board.

07/30/14 Callei Allbrett, Hālau Lōkahi Co-Director. Commission appoints Kari Kalima per Advisory Committee recommendation to Governing Board (however, this is in violation of HRS 302D-12 (a) “no person may serve on the governing board of a charter school if the person is an employee...”

9/15/14 Callei Allbrett is co-director and Kari Kalima is Board President (this is in violation of HRS 302D-12 (c) “No employee...may serve as chair of the governing board of that charter school unless at least one year has lapsed since the conclusion of the employee’s employment with the school...”

11/14/14 Governing Board: Fay Uyeda, Kari Kalima, Kama Hopkins & Andre Perez. Keone Nunes resigned

11/17/14 Governing Board: Fay Uyeda & Kari Kalima. Kama Hopkins & Andre Perez resigned

12/02/14 Governing Board: Fay Uyeda & Kari Kalima. Added Kilinahe Nahoi. Board was out of compliance with HRS 302-d (12) since Kari held more than 1/3 of the voting power.
Removal of Callei Allbrett as co-director of Hālau Lōkahi PCS

12/04/14 Governing Board: Fay Uyeda, Kilinahi Nahoi, Kari Kalima

Added Krista Oldham, Leila Sagarang, Shakil Ahmed to the Board (Shakil Ahmed effective 1/21/15)

Confirm interim co-directors Tiane McNeil & Kristen Kalilikane-Lau until 12/19/14

From the Minutes of the Board meeting, Remove the following signatories on the Bank of Hawai'i account

- Laara Allbrett
- Grant Kalima
- Tymmie Kekoa
- Jill K. Hakuole
- Ikaika Hussey

Remove the following signatories on the First Hawaiian Bank accounts

- Laara Allbrett
- Grant "Kalani" Kalima
- Melissa Andaya

Add the following signatories to the school's Bank of Hawaii and First Hawaiian Bank accounts (Fay Uyeda):

- Tiane McNeil
- Kristen Kalilikane-Lau
- Krista Oldham
- Kilinahe Nahoi

Cancel all debit cards

12/19/14 Governing Board: Kari Kalima, Krista Oldham, Leila Sagarang. Resignation of Fay Uyeda and Kilinahe Nahoi.

01/07/15 Governing Board: Kari Kalima, Krista Oldham, Leila Sagarang. Kristen and Tiane stepped down as co-directors due to workload of having to teach. Elizabeth Blake appointed acting executive director. According to the minutes, Carter Siu, DAG, confirmed that Kari Kalima can remain on the Board even if she is a former employee because the new statute (HRS 302D-12) was in effect after Kari Kalima was appointed to the Board. (This appears to be incorrect).

Motions to nominate Leila Sagarang, Krista Oldham, Steven Sullivan, and John Thatcher to the Board. (Carter invalidated the vote on 12/4/14 on Kari's assertion that she was not

notified of the meeting)

01/09/15 Governing Board: Kari Kalima, Krista Oldham, John Thatcher, Steven Sullivan. Resignation of Leila Sagarang.

01/12/15 Governing Board: Krista Oldham, Kari Kalima, John Thatcher, Steven Sullivan. Added Peter Terry, Randy Shiraishi, Ben Sagarang. Peter Terry elected President, Randy Shiraishi elected vice president, Ben Sagarang elected treasurer, Krista Oldham elected secretary

1/13/15 Governing Board: Peter Terry, Randy Shiraishi, Ben Sagarang, Krista Oldham, John Thatcher, Steven Sullivan, Kari Kalima. Resignation of Shakil Ahmed

01/15/15 Governing Board approves to request a hearing on the notice of revocation

01/20/15 Governing Board: Peter Terry, Randy Shiraishi, Krista Oldham, Steven Sullivan, Kari Kalima, John Thatcher. Resignation of Ben Sagarang

01/22/15 Charter School Commission sends notice of layoff to employees. Per Charter School Contract, page 2, 2.1 Governance of School, “The School’s Governing Board is the independent board of the School that is responsible for the financial, organizational, and academic viability of the School; possesses the independent authority to determine the organization and management of the School, the curriculum, and the instructional methods; has the power to negotiate supplemental collective bargaining agreements with exclusive representatives of their employees and is considered the employer of School employees for purposes of chapters 76, 78 and 89; and ensures compliance with applicable laws.”

01/22/15 Governing Board: Peter Terry, Randy Shiraishi, Krista Oldham, Steven Sullivan, Kari Kalima. Removed John Thatcher. Added David Amina. David Amina elected treasurer.

Board approves new signatories added to First Hawaiian Bank and Bank of Hawai‘i accounts (Adeline Keama, Hālau Lōkahi staff, Ella Tokunaga, Hālau Lōkahi staff, Randy Shiraishi, Board vice president, David Amina, Board treasurer)

01/23/15 Governing Board: Peter Terry, Randy Shiraishi, Krista Oldham, David Amina, Kari Kalima. Resignation of Steven Sullivan.

01/26/15 Governing Board: Peter Terry, Randy Shiraishi, David Amina, Kari Kalima. Resignation of Krista Oldham.

01/27/15 Governing Board: Peter Terry, Randy Shiraishi, David Amina, Kari Kalima. Added George Akana, Nadine Maglasang, Mealii Prieto. Mealii Prieto elected secretary

01/29/15 Governing Board: Peter Terry, Randy Shiraishi, David Amina, Mealii Prieto,

Nadine Maglasang, Kari Kalima. Resignation of George Akana.

02/05/15 Governing Board: Peter Terry, Randy Shiraishi, David Amina, Mealii Prieto, Nadine Maglasang. Removed Kari Kalima. David Amina resigned as treasurer. Nadine Maglasang elected treasurer.

02/05/15 Governing Board moved to change signatories on financial accounts to include Nadine Maglasang and not David Amina as treasurer

2/17/15 Governing Board has control of First Hawaiian Bank payroll account 56-022856

2/19/15 Governing Board has control of Bank of Hawai'i account 004-699912

2/24/15 Governing Board has control of First Hawaiian Bank checking account 56-020195

Since we took over the Board on 1/12/15, we have met ten times in open meetings with staff, parent, and student participation

1/15/15, 1/22/15, 1/27/15, 1/29/15, 2/05/15, 2/12/15, 2/21/15, 2/26/15, 3/11/15, 3/19/15

HĀLAU LŌKAHI PUBLIC CHARTER SCHOOL
A Hawai‘i Public Charter School
GOVERNING BOARD BY-LAWS

Adopted: January 27, 2015

Amended: March 19, 2015

Article I. Purpose

The purpose of the Governing Board (Board) of Hālau Lōkahi Public Charter School (School) is to set policy and provide oversight for the School, in accordance with HRS §302D.

Article II. Responsibilities

- 2.1 Role of the Board. Pursuant to HRS §302D-12 (e), The Board shall be the independent governing body of the School and shall have oversight over and be responsible for the financial, organizational, and academic viability of the School, implementation of the charter, and the independent authority to determine the organization and management of the School, the curriculum, virtual education, and compliance with applicable federal and state laws. The Board shall ensure that the School complies with the terms of the charter contract between the authorizer and the School. The Board shall have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees.
- 2.2 Empowerment. The Board shall be empowered to conduct any and all business of the School, including approving or authorizing any contracts, leases, partnerships or other agreements, and may delegate said authority to any officer of the School.
 - 2.2.1 Pursuant to HRS §302D-12 (k) Governing boards shall have the power to make and execute contracts and all other instruments necessary or convenient for the exercise of their duties and functions. Whenever the School or Board seeks to enter into a contract with a private organization, whether for-profit or nonprofit, to manage or operate the School, which contract requires the private organization to employ or otherwise provide the School with an individual to serve in the capacity of the executive director, or designated head of the School, the Board, in consultation with the state ethics commission, shall adopt standards of conduct that shall apply to the executive director, or designated head of the School. The standards of conduct shall include provisions relating to gifts, fair treatment or misuse of position, and conflicts of interest, and shall be incorporated into and made part of any contract or arrangement between the School or Board and the private organization for those services.
 - 2.2.2 The Board shall be exempt from HRS §103D, but shall develop internal

policies and procedures for the procurement of goods, services, and construction, consistent with the goals of public accountability and public procurement practices. The Board and School are encouraged to use the provisions of HRS §103D wherever possible; provided that the use of one or more provisions of HRS §103D shall not constitute a waiver of the exemption from HRS §103D and shall not subject the School to any other provision of HRS §103D.

- 2.3 Legal Requirements. The Board shall comply with all charter school legal requirements.

Article III. Definitions

- 3.1 Quorum. A quorum vote requires two-thirds of the total voting membership of the Board. Among other situations, a quorum vote is needed to remove Board members and to amend the By-Laws. A simple majority of the full number of members shall constitute a quorum of the Board for the transaction of business. Every act of a majority of the members present at the meeting duly held at which a quorum is present shall be regarded as the act of the Board.
- 3.2 Majority. A majority vote is more than fifty percent (50%) of the voting membership of the Board. The Board shall attempt to reach a general consensus on all actions before the Board, however only a majority vote is needed to establish policy, elect Board members to perform other regular business, and for all other decisions not requiring a quorum vote under these By-Laws.
- 3.3 Relative. Relative means a spouse, fiancé, or fiancée of the employee; any person who is related to the employee within four degrees of consanguinity; or the spouse, fiancé, or fiancée of such person.
- 3.4 Stakeholders. Any individual or group having an interest in Hālau Lōkahi Public Charter School. Stakeholders include, but are not limited to, Officers of the Governing Board (hereafter referred to as “Board” or “Governing Board”), all staff and faculty persons at the school, including part-time faculty and staff, all students of the school, parents of students, community members, etc.

Article IV. Membership

- 4.1 Number. The Board shall consist of at least five (5) voting members. The Board shall have the authority to increase the number of its members.
- 4.2 Qualifications. In selecting members, pursuant to HRS §302D-12 (b), consideration shall be given to persons who:
- 4.2.1 Provide the Board with a diversity of perspectives and a level of objectivity that accurately represent the interests of the school, students,

and the surrounding community;

- 4.2.2 Demonstrate an understanding of best practices of non-profit governance; and
 - 4.2.3 Possess strong financial and academic management and oversight abilities, as well as curriculum development, human resource, and fundraising experience.
- 4.3 Standards of Conduct. Pursuant to HRS §302D-12 (h) all Board members are subject to HRS §84 Standards of Conduct
- 4.4 Exclusions to Membership.
- 4.4.1 No individual who has been removed from the Board previously may serve as a member.
 - 4.4.2 No two immediate family members may serve on the Board at the same time.
 - 4.4.3 Pursuant to HRS §302D-12 (a), No person may serve on the Board if the person is an employee or former employee of the School, a relative of an employee or former employee of the School, or any vendor or contractor providing goods or services to the School, unless:
 - 4.4.3.1 The person is a former employee of the School and at least one year has passed since the conclusion of the former employee's employment with the School;
 - 4.4.3.2 The person is a relative of a former employee of the School and at least one year has passed since the conclusion of the former employee's employment with the School;
 - 4.4.3.3 The person is a vendor or contractor and at least one year has passed since the conclusion of the vendor or contractor's service to the School; or
 - 4.4.3.4 The person's serving on the Board shall not cause more than one-third of the voting members of the governing board to be made up of:
 - 4.4.3.4.1 Employees or former employees of the School; provided that this subparagraph shall not include persons who are covered under 4.4.3.1;
 - 4.4.3.4.2 Relatives of employees or of former employees of the

School; provided that this subparagraph shall not include persons who are covered under 4.4.3.2; and

4.4.3.3 Vendors or contractors who are providing goods or services to the School; provided that this subparagraph shall not include persons who are covered under 4.4.3.3

- 4.5 Terms of Office. The term of office of the Board members is three (3) years. Board members shall serve after their terms expire until their replacement is selected. Terms will begin at the time of the July meeting of the board, or if there is no such meeting, on July 31. Each new member shall be selected by May 15 of the year of their July term commencement.
- 4.6 Resignation. Board members may resign at any time upon written notice to the Board or its Chair.
- 4.7 Responsibilities. Board members shall fulfill duties and responsibilities provided in these By-laws and the Responsibilities of the Hālau Lōkahi Public Charter School Governing Board Description and delegated by the Chairperson; shall comply with the School's Conflict of Interest and Disclosure Policy; and shall be held individually responsible for compliance with applicable State statutes, including but not limited to HRS §84 and §302D.
- 4.8 Removal. At any meeting of the Board duly called, any Officer of the Board may, by a vote of two-thirds (2/3) of the entire Board, be removed from office and another may be elected by the board in the place of the Officer so removed, to serve until the expiration of the elected term (June 30).
- 4.9 Confidentiality. Every Board member has a duty to maintain the confidentiality of all Board actions, discussions, and votes held in executive sessions. These meetings shall be held only when confidential matters such as disciplinary acts and other student/personnel issues must be discussed.
- 4.10 Conflict of Interest. No member of the Board shall vote on a matter in which such member, or a parent, spouse, child, partner, employer, or similar related business entity has a substantial interest in any property or business that would be substantially affected by such action.
- 4.11 No Personal Liability. No board member shall be liable in any civil action founded upon a statute or the case law of this State, for damage, injury, or loss caused by or resulting from the board member's performing, or failing to perform, any duty which is required or authorized to be performed by a person holding the position to which the member was appointed, unless the member acted with a malicious or improper purpose, except when the plaintiff in a civil action is the State pursuant to HRS §26-35.5(b). The State shall indemnify any Board member from liability by paying any judgment in, or settlement or compromise of, any

- civil action arising under federal law, the law of another state, or the law of a foreign jurisdiction, including fees and costs incurred, unless the loss, injury, or damage for which the judgement or settlement amount is required to be paid as provided for in HRS §26-35.5(c).
- 4.12 Nomination Procedures. The Board Development Committee, or a subcommittee of the Board Development Committee, shall provide general oversight of the election process, determine if nominees are willing to serve, design the ballot for voting, collect the ballots, and determine the outcomes.
- 4.12.1 The Committee shall adopt a schedule that allows for announcement of a vacancy, a reasonable period of time to submit nominations, the opportunity for a candidate meeting to allow for prospective board members to share their views and answer questions, and a secret ballot distributed to Board members. Announcement for board vacancies will be posted on the school website and bulletin board.
- 4.12.2 Board members whose terms are expiring may request that their names be included in any prospective list of nominees. The Committee may meet with or interview prospective Board members, and make recommendations regarding the kind of skills, knowledge, or experience that can best serve the interests of the Board and the School. Following a reasonable time to receive names, the Committee shall create a ballot to include the names of members whose terms are expiring but wish to be appointed again, and other names of recommended candidates. The Committee is not obligated to put forth all names submitted, but shall exercise its judgment to put forth those names deemed to best serve the interests of the Board.
- 4.12.3 Elected and appointed Board members shall take office on the first scheduled meeting of the Board in July of each year, or, in the case of an election or selection of a vacancy in the middle of a term, at the next scheduled board meeting.
- 4.13 Election of New Board Members.
- 4.13.1 All voting shall be by secret ballot.
- 4.13.2 Each parent shall have a number of votes equal to the number of seats to be filled. Members may cast one vote per candidate (no cumulative voting is permitted)
- 5.13.3 Candidates receiving more than fifty percent (50%) of the votes possible per candidate will be considered selected.
- 4.13.4 If no candidates receive the required number of votes, or if not all seats are

filled in the first ballot voting, the remaining top half of the slate of candidates will become the slate for a second round of voting. Board members will have a number of votes equal to the remaining number of seats to be filled.

- 4.13.5 The process in 5.13.3 will be repeated until all vacant seats are filled by candidates receiving more than fifty percent (50%) of the votes possible per candidate.
- 4.13.6 Two Board Development Committee members will count results separately and compare results, then report to the Board.
- 4.14 Vacancies. In the case of any vacancies on the Board, such as a resignation, the remaining members, with a majority vote, shall fill the vacancy of the Board member. The foregoing procedure shall also be used to fill vacancies on the Board that result from the death or long-term incapacitation of a Board member.
- 4.15 Charter School Commission's Governing Board Special Conditions per Charter School Contract, Exhibit E, signed June 30, 2014. The Charter School Commission shall have the discretion to appoint new governing board members of the Commission's choosing

Article V. Officers and Terms of Office

- 5.1 Officers. The officers of the Board shall be the Chairperson, Vice Chairperson, Secretary, and Treasurer. These officers shall have such duties as established by the Board. The officers will be appointed annually by the Board at its first meeting in July and will hold office until June 30 of the following year and thereafter until their successors are duly appointed and qualified, subject, however, to removal by Board.
- 5.2 Selection of Officers. The Board shall elect the officers from among the Board membership. No employee of the School or relative of an employee of the School may serve as chair of the Board.
- 5.3 Terms of Office. The terms of the officers shall be for one (1) year beginning July 1 and expiring on June 30. A vacancy in the officers shall be filled by the Board at the next regular or special meeting of the Board to serve out the remainder of the term. Each new officer shall be selected by July 31 of the year of the July term commencement.
- 5.4 Exclusions to Serving as Chair. Pursuant to HRS §302D-12 (c) No employee or former employee of the School, relative of an employee or former employee of the School, or any vendor or contractor providing goods or services to the School may serve as the chair of the Board of the School unless at least one year has elapsed since the conclusion of the employee's employment with the School or the conclusion of a vendor's or contractor's service to the School; provided that an

- authorizer may grant an exemption from the provisions of this subsection based upon a determination by the authorizer that an exemption is in the best interest of the School.
- 5.5 Chair. The chair will set the agenda of the meetings in collaboration with the executive director, and other officers, and preside at all meetings of the Board. The chair will do and perform such additional duties as may be prescribed by the Board.
- 5.6 Vice Chair. It will be the duty of the vice chair to assume and perform the duties of the chair in the absence or disability of the chair or whenever the office of chair is vacant. The vice chair will do and perform such additional duties as may be prescribed by the Board.
- 5.7 Treasurer. The treasurer shall oversee the financial and accounting matters of the Board, including custody of all money, valuable papers and documents of the Board, which shall be kept for safekeeping in such depositories as may be designated by the Board, and the treasurer shall see that the funds of the School are expended as directed by the Board. The treasurer will cause to be kept a book or books setting forth a true record of the receipts and expenditures, assets and liabilities, losses and gains of the School and will, when and as required by the Board, render a statement of the financial condition of the School. The treasurer will also do and perform such additional duties as may be prescribed by the Board. In the absence or disability of the treasurer, the duties of the office will be performed by the secretary or other officer as prescribed by the Board.
- 5.8 Secretary. The secretary will give or cause to be given all required notices of meetings of the board, will be responsible for recording the proceedings of meetings of the Board as minutes, will be responsible for posting minutes on the school website via the webmaster, and will perform such other duties as may be assigned from time to time by the Board and by the chair. In the absence or disability of the secretary the duties of the office will be performed by the treasurer or other officer as prescribed by the Board.
- 5.9 Standing Committees of the Board:
- 5.9.1 To facilitate consideration of matters that must be approved by the Board, five standing committees are established. Authority to act on all matters is reserved for the Board and the functions of each standing committee shall be to consider and make recommendations to the Board.
- 5.9.2 The following are the standing committees of the Board whose duties and functions are codified in their individual statements of roles and responsibilities: Executive Committee, Personnel Committee, Finance Committee, Board Development Committee.

- 5.9.3 Standing committee chairs must be Board members; committee membership and the terms of committee members must be approved by the Board.
- 5.9.4 The Board may establish additional committees and determine their responsibilities, membership, and method of appointment. The Board may create and dissolve committees as needed to facilitate the business of the Board.
- 5.9.5 Executive Committee
 - 5.9.5.1 General Purpose. The Executive Committee is commissioned by and responsible to the Board to function on behalf of the Board in matters of emergency and in interim periods between regularly scheduled Board meetings. The Executive Committee shall have and exercise the authority of the Board provided that such authority shall not operate to circumvent the responsibility and authority vested in the Board by the Bylaws, and any action taken is to be ratified by the Board at its first subsequent meeting.
 - 5.9.5.2 Appointments and Composition
 - 5.9.5.2.1 The Executive Committee shall be composed of the Chair, Vice-Chair, Secretary, and Treasurer.
 - 5.9.5.2.2 The Chair of the Executive Committee shall be the Chair of the Board.
 - 5.9.5.3 Responsibilities
 - 5.9.5.3.1 Make decisions on behalf of the full Board as needed which cannot wait for the full Board or on matters delegated to the Executive Committee by the Board.
 - 5.9.5.3.2 Respond to the call of the chair or executive director for emergency meetings to deal with special problems between regular Board meetings.
- 5.9.6 Personnel Committee
 - 5.9.6.1 General Purpose. The Personnel Committee is commissioned by, and responsible to, the Board to assume the responsibility to annually review the performance of the executive director and assist in Human Resources policy development. This responsibility shall, in no way, interfere with the authority of the executive director to hire, supervise and, in accordance with the personnel

policies, terminate staff of the School. The Board hires the executive director.

5.9.6.2 Appointments and Composition

- 5.9.6.2.1 Appointments of the Chair and members of the Personnel Committee shall be made annually by the Chair of the Board with the advice and consent of the Board in accordance with the Bylaws.
- 5.9.6.2.2 The Chair of this committee shall be a member of the Board.
- 5.9.6.2.3 Other members of this committee shall include the executive director, and a representative from the following stakeholder groups; the instructional staff, the support staff, parent and community representatives. Additional committee members may be appointed and need not be members of the Board, subject to the conditions stated in the Bylaws.

5.9.6.3 Responsibilities

- 5.9.6.3.1 Annually review the performance of the executive director according to the procedures determined by the Board.
- 5.9.6.3.2 Support Human Resources Policy development and implementation, as needed, including;
 - 5.9.6.3.2.1 grievance, conflict resolution
 - 5.9.6.3.2.2 training, employee benefits, employee relations,
 - 5.9.6.3.2.3 recruitment, interviewing, selection procedures,
 - 5.9.6.3.2.4 legal issues relating to employees
- 5.9.6.3.3 Periodically review the Bylaws and recommend changes for Board approval.
- 5.9.6.3.4 Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board.

5.9.6.3.5 Report to the Board on a regular basis in a manner determined by the Board.

5.9.7 Finance Committee

5.9.7.1 General Purpose. The Finance Committee is commissioned by and responsible to the Board. It has the responsibility for working with the executive director to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommend proposed budget revisions; recommending appropriate policies for the management of the School's assets to the Board. The Finance Committee shall be assisted by the executive director and request assistance from non-committee members as needed.

5.9.7.2 Appointments and Composition. The members of the Finance Committee shall be the Treasurer of the Board who shall serve as Chair. Other membership shall consist of the Board Chair, executive director, Business Manager, and one (1) board member appointed by the Board Chair with the advice and consent of the Governing Board in accordance with the Bylaws. At least 1 member must not be an employee of the school. Finance is a closed committee.

5.9.7.3 Responsibilities

5.9.7.3.1 Annually submit objectives as part of the planning and budgeting process.

5.9.7.3.2 Prepare an annual budget for the charter school in collaboration with the executive director.

5.9.7.3.3 Also, in collaboration with the executive director, develop and annually revise a three year financial forecast and develop long-range financial plans based on the forecast.

5.9.7.3.4 Review all grant proposals, evaluate grant management and recommend action by the Board.

5.9.7.3.5 Review all budgeted variances over 10% and report back to Board.

5.9.7.3.6 Annually evaluate its work as a committee and the objectives it has committed itself to and report on same

to the Board.

5.9.7.3.7 Arrange for an annual audit or financial review with submission of same to the Board.

5.9.7.3.8 Report to the Board at regular meetings in a manner determined by the Board.

5.9.7.3.9 Manage cash flow for long term sustainability and fiscal viability.

5.9.8 Board Development Committee

5.9.8.1 General Purpose. The Board Development Committee is commissioned by and responsible to the Board to assume the primary responsibility for matters pertaining to Board's recruitment, nominations, orientation, training, and evaluation in accordance with the Bylaws of the charter school as well as established policies and practices approved by the Board.

5.9.8.2 Appointments and Composition

5.9.8.2.1 Appointments of the chair and members of the Board Development Committee shall be made annually by the Chair of the Board with the advice and consent of the Board in accordance with the Bylaws.

5.9.8.2.2 The Chair of this committee shall be a member of the Board.

5.9.8.2.3 Other members of this committee shall be members of the Board, subject to the conditions stated in the Bylaws. Additional committee members may be appointed and need not be members of the Board, subject to the conditions stated in the Bylaws.

5.9.8.3 Responsibilities

5.9.8.3.1 Study the current composition of the Board to determine current skills and experience; Identify skills and experience needed on the Board.

5.9.8.3.2 Recruit candidates to serve as members of the Board and develop a slate of officers for consideration by the membership at the annual meeting in accordance with selection/election procedures outlined in the Bylaws. Review annually the procedures for Board recruitment.

- 5.9.8.3.3 Develop an orientation and training plan for new Board officers and assist in the planning of an annual Board retreat or luncheon.
 - 5.9.8.3.4 Develop and implement an annual Board self-evaluation.
 - 5.9.8.3.5 Annually review and analyze ongoing training and board evaluation objectives as part of the planning and budgeting process.
 - 5.9.8.3.6 Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board.
 - 5.9.8.3.7 Report to the Board at regular meetings of the Board in a manner determined by the Board.
- 5.9.9 Special Committees: The Board Chair, subject to the limitations imposed by the Board, or the Board may create special committees to serve the Board that do not have the powers of the Board. Each committee shall have authority to the extent delegated by the Board: Special committees serve to gather information for the board, and serve an advisory function.
- The Board Chair shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member resigns sooner or is removed from the committee.
- 5.9.10 Meetings of a Special Committee: May be called by the Board Chair, the Chair of the committee, or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of the committee shall constitute a quorum for the transaction of business. Each committee may keep minutes of its proceedings and shall report periodically to the Board.
- 5.9.11 Resignation from Committee Membership: Any member of a committee may resign at any time by giving written notice to the

Chair of the committee or to the Board Chair. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date or receipt or at any later time specified in the notice. The Board Chair may, with prior approval of the Board, remove any appointed member of a committee. The Board Chair, with the Board's approval, shall appoint a member to fill the vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Article VI. Meetings

- 6.1 Schedule. The Board shall meet monthly or as often as deemed appropriate by the Board.
- 6.2 Special Meetings. Special Board meetings may be called by any member
- 6.3 Executive meetings. Pursuant to HRS §92-4, A board may hold an executive meeting closed to the public upon an affirmative vote, taken at an open meeting, of two-thirds of the members present; provided the affirmative vote constitutes a majority of the members to which the board is entitled. A meeting closed to the public shall be limited to matters exempted by HRS §92-5. The reason for holding such a meeting shall be publicly announced and the vote of each member on the question of holding a meeting closed to the public shall be recorded, and entered into the minutes of the meeting.
- 6.4 Exceptions to Open Meetings. Pursuant to HRS §92-5 Exceptions
- 6.4.1 A board may hold a meeting closed to the public pursuant to HRS §92-4 for one or more of the following purposes:
- 6.4.1.1 To consider and evaluate personal information relating to individuals applying for professional or vocational licenses cited in §26-9 or both;
- 6.4.1.2 To consider the hire, evaluation, dismissal, or discipline of an officer or employee or of charges brought against the officer or employee, where consideration of matters affecting privacy will be involved; provided that if the individual concerned requests an open meeting, an open meeting shall be held;
- 6.4.1.3 To deliberate concerning the authority of persons designated by the board to conduct labor negotiations or to negotiate the acquisition of public property, or during the conduct of such negotiations;
- 6.4.1.4 To consult with the Board's attorney on questions and issues

pertaining to the Board's powers, duties, privileges, immunities, and liabilities;

6.4.1.5 To investigate proceedings regarding criminal misconduct;

6.4.1.6 To consider sensitive matters related to public safety or security;

6.4.1.7 To consider matters relating to the solicitation and acceptance of private donations; and

6.4.1.8 To deliberate or make a decision upon a matter that requires the consideration of information that must be kept confidential pursuant to a state or federal law, or a court order.

6.4.2 In no instance shall the board make a decision or deliberate toward a decision in an executive meeting on matters not directly related to the purposes specified in 6.4.1. No chance meeting, permitted interaction, or electronic communication shall be used to circumvent the spirit or requirements of this part to make a decision or to deliberate toward a decision upon a matter over which the Board has supervision, control, jurisdiction, or advisory power.

6.5 Notice of Meetings. Pursuant to HRS §302D-12 (g) the Board shall be exempt from the requirements of HRS Chapters 91 and 92. The governing boards shall:

6.5.1 Hold meetings open to the public;

6.5.2 Make available the notices and agendas of public meetings:

6.5.2.1 At a publicly accessible area in the School's office so as to be available for review during regular business hours; and

6.5.2.2 On the School's internet website not less than six calendar days prior to the public meeting, unless a waiver is granted by the authorizer or authorizer's designee in the case of an emergency; and

6.5.3 Make available the minutes from public meetings within thirty days and maintain a list of the current names and contact information of the Board's members and officers:

6.5.3.1 In the School's office so as to be available for review during regular business hours; and

6.5.3.2 On the School's Internet website.

- 6.6 Procedural Issues. Unless waived or altered by these By-Laws or by a quorum vote of the Board, the current edition of Roberts Rules of Order shall serve as ultimate arbiter of procedural disputes or questions.
- 6.7 Alternate Means of Attendance. In order to insure a quorum for a meeting, Board members may attend and vote at meetings by conference call, Skype, and/or other methods provided that all persons participating in the meeting can hear each other at all times. This provision excludes voting by proxy.
- 6.8 Presumption of Assent. A member present at a meeting of the Governing Board at which action on any Board matter is taken will be presumed to have assented to the action taken unless such member's dissent will be entered in the minutes of the meeting or unless such member will file a written dissent to such action with the secretary of the meeting before the adjournment thereof or will forward such dissent by registered mail to the Secretary of the board immediately after the adjournment of the meeting. Such right to dissent will not apply to a member who voted in favor of such action.

Article VII. Revisions/Amendments

- 7.1 Revisions and Amendments. Revisions or amendments to these By-Laws may be made by a quorum vote of all Board members, and not a majority of members at the meeting at which the vote takes place.
- 7.2 In the event any Articles of these By-Laws are found to be invalid by reason of existing State or Federal laws, IRS rules and regulations, or by a decree of a court of competent jurisdiction, the invalidation of such Article shall not invalidate the other Articles or provisions contained herein.

Article VIII. Proxy Vote

- 8.1 No vote provided for hereunder may be made by proxy.

CERTIFICATION

The undersigned Secretary of the Governing Board does hereby certify that the foregoing is a true, correct and complete copy of the bylaws of the Hālau Lōkahi Public Charter School Governing Board as revised and adopted by the board as of January 27, 2015 and amended on March 19, 2015

Mealii Prieto
Secretary
Hālau Lōkahi Public Charter School Governing Board

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**Hālau Lōkahi Public Charter School Governing Board Member
Expectations and Agreement
Adopted January 27, 2015**

General Responsibilities:

Each Governing Board member is responsible for actively participating in the work of the Hālau Lōkahi Public Charter School Governing Board and the life of the school. Each Board member is expected to affirm and strive to fulfill the performance expectations outlined below. In addition to the responsibilities below, Board members are expected to help each other fulfill the tasks outlined in the “Responsibilities of the Hālau Lōkahi Public Charter School Governing Board.”

Specific Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of the Hālau Lōkahi Public Charter School.
2. Work with fellow board members to fulfill the obligation of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Governing Board:
 - a. Focus on the good of the organization and group, not on a personal agenda.
 - b. Support board decisions once they are made.
 - c. Participate in an honest appraisal of one’s own performance and that of the board.
 - d. Build awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
5. Be prepared to contribute approximately 8–10 hours per month towards board service which includes:
 - a. Attending a monthly board meeting
 - b. Participating on a board committee
 - c. Reading materials, preparing for meetings
 - d. Attending events at the school, assisting with fundraising and other ambassador tasks as needed
6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of the Hālau Lōkahi Public Charter School Governing Board.
9. Serve as a committee or task force chair or member.
10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
11. Inform the Governing Board of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.

Board Member Agreement:

I, _____, understand that as a member of the Governing Board of the Hālau Lōkahi Public Charter School, I have a legal and moral responsibility to ensure that the board and the school does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the Hālau Lōkahi Public Charter School, and I will act responsibly and prudently as its steward.

I have read, understand, and am willing to comply with the “Responsibilities of the Hālau Lōkahi Public Charter School Governing Board” and the Individual Performance Expectations, noted in the responsibilities statement and above, that outline my responsibilities to the Board.

If I ever find myself in a situation where I am unable to fulfill these expectations, I will resign from the Board.

In turn, the Governing Board will be responsible to me in several ways.

1. I will be sent, without request, regular financial statements and an update of school and board activities that allow me to meet the “prudent person” section of the law.
2. The Board will help me perform my duties by keeping me informed about issues in the charter school field, and by offering me opportunities for professional development as a board member.
3. Board members and the School executive director will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee related responsibilities.
4. Board members and the School executive director will work in good faith with me towards achievement of our goals.
5. If the Board does not fulfill its commitments to me, I can call on the Board chair and School executive director to discuss these responsibilities.

Member, Governing Board

Date

Chair, Governing Board

Date

Executive Director, Hālau Lōkahi Public Charter School

Date

Adopted: January 27, 2015

Responsibilities of the Hālau Lōkahi Public Charter School Governing Board

The members of the Hālau Lōkahi Public Charter School’s Governing Board are responsible for ensuring that the school’s programs and operations are faithful to the terms of its charter and that the school is a viable organization. The implementation of the Governing Board’s policies is the responsibility of the school’s executive director.

- 1. Understand and support the mission, goals, and purpose of the Hālau Lōkahi Public Charter School and its Governing Board.**
 - Periodically review and, if necessary, modify the mission statement, which serves as a guide to organizational planning, board and staff decision-making, and setting priorities for resources.
 - Review program activities, in accordance with the mission statement, to ensure that the organization is not drifting away from its original purposes.

- 2. Appoint and evaluate the executive director.**
 - Reach consensus on the executive director’s job description.
 - Undertake a careful search process to find the most qualified individual.
 - Oversee and approve contract negotiation and renewal.
 - Provide frequent and constructive feedback, including complimenting exceptional accomplishments.
 - Assist when board members overstep prerogatives or misunderstand their roles.
 - Provide an annual written performance review with a process agreed upon with the executive director.

- 3. Establish and ensure effective organizational planning and administrative structure.**
 - Approve the strategic plan for the school that includes concrete, measurable goals consistent with the charter and accountability plan.

- 4. Manage resources effectively.**
 - Approve the annual school budget, long-range financial plans, and budget requests for state funding.
 - Review budget implementation through periodic financial reports and provide for an independent annual audit by a qualified accounting firm.
 - Review all fiscal audits of school operations.
 - Approve all major contractual obligations of the school.
 - Approve accounting policies.
 - Ensure the full board has the proper training to be effective stewards of public funding.
 - Work with the Aha Makua to support fundraising targets, goals, and activities.
 - Encourage board members to make an annual financial contribution, to the best of personal ability.

- 5. Determine, monitor and strengthen the programs and services.**
 - Adopt academic and facilities planning documents for the school.
 - Approve new academic and other programs and major organizational changes.
 - Review the degree to which programs and services are consistent with the mission and the charter.

- Approve measurable organizational outcomes.
 - Approve annual, attainable board and management level goals.
 - Review progress in achieving the outcomes and goals.
- 6. Ensure legal and ethical integrity and maintain accountability.**
- Establish policies to guide the school's board members and staff.
 - Develop and maintain adequate personnel policies and procedures.
 - Adhere to the provisions of the by-laws and the charter.
 - Adhere to local, state, and federal laws and regulations that apply to the school.
 - Review reports and public presentations that details the school's mission, programs, financial condition, and progress made towards charter promises.
- 7. Recruit and orient new board members and assess board performance.**
- Define board membership needs in terms of skill, experience, and diversity.
 - Cultivate, check the credentials of, and recruit prospective nominees.
 - Provide for new board member orientation.
 - Conduct an annual evaluation of the full board and individual trustees.

Responsibilities of Individual Board Members

Only the governing board has legal standing; individual members possess no authority or special prerogatives. Members are judged by their peers and others largely on their willingness to be team players and knowing when to lead and when to follow. Board members are held to high standards of conduct and serve as ambassadors, advocates, and community representatives of the school.

- Members serve the institution as a whole. Individual board members have a responsibility to support the majority action, even when they disagree.
 - a. No board member should represent her/himself as speaking on behalf of the board unless specifically authorized to do so. Speaking for the board or school is reserved for the executive director or the board chair.
 - b. Board members should guard against being the subject of an “ambush interview,” especially during times of controversy.
- Seek opportunities to inform the public about the school.
- Prepare for and attend meetings.
- Learn about the school and ask good questions.
- Avoid conflicts of interest, real or perceived, because of affiliations or the temptation to request personal favors for oneself, family, or friends. Individual members must protect the integrity of the board and school at all times through disclosure and by deciding whether their membership may be of lesser or greater value than an opportunity to gain financially.
- Avoid the appearance of using their membership for personal or political gain.
- Abstain from making judgments based on information from disgruntled faculty, staff, or state officials.

Adopted: January 27, 2015

Hālau Lōkahi Public Charter School PROCUREMENT POLICY

I. General.

Any procurement of goods and services shall be made by the Business Manager or designee with the approval of the Executive Director and shall be in the best interest of Hālau Lōkahi Public Charter School upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to: price, quality, availability, timelines, reputation and prior dealings.

II. Related Parties and Conflict of Interest.

Hālau Lōkahi PCS shall not purchase any goods or services from any immediate family member¹ of any employee of Hālau Lōkahi PCS or the Governing Board, or any other person with whom an employee or member of the Governing Board has a close and personal relationship when the employee is involved in or otherwise influences the purchase decision, nor from an entity in which any employee (past employees within one year) may benefit from such as a procurement.

When a conflict exists, an exception may be authorized by the Executive Director when the conflict involves a subordinate employee, or by the Governing Board, if the Executive Director has the conflict of interest, after a full disclosure of the potential benefits, and after the consideration set forth in paragraph above. Benefits must be tangible and transparent (e.g., appreciably lower cost, the only available source, an urgent timeline without other options, etc.).

It is the responsibility of the employee who has the conflict to give notice of such conflict and the employee shall be disciplined, up to and including discharge, for failure to give such notice.

Full disclosure will be documented by the person approving the contract and filed with the purchase information prior to awarding of the contract.

Employees shall not accept any gratuity, entertainment, meal, gift or service which exceeds a nominal value from any vendor, supplier or vendor or supplier seeking to do business with the School.

III. Federal Funds.

Hālau Lōkahi PCS understands that the policy cited above applies to purchases made using non- federal funds; in the case of federal funds, federal procurement requirements apply.

¹ "Immediate family member" includes an employee's spouse, siblings (whole, half-blooded or by adoption), children, grandchildren, great-grandchildren, and the spouses of siblings (whole, half-blooded or by adoption), children, grandchildren, and great grandchildren

IV. Competitive Proposals.

All contracts for \$25,000 or more for goods, services or construction must be reviewed and approved by the Governing Board.

Unless otherwise provided by policy, contracts of \$25,000 or more for goods, services, or construction shall be made pursuant to the competitive proposal process. Competitive proposals include the solicitation of proposals, contain the scope of work, purchase description, specifications, and the contractual terms and conditions applicable to the procurement. Where possible, bids shall be solicited by placing an request for bid in a newspaper of general circulation within the State of Hawai'i.

A minimum of three written proposals are to be obtained and filed at the school. Awards will generally be made to the vendor with the lowest proposal. Awards that are not made to the vendor with the lowest proposal must be justified in writing and approved by the Governing Board.

In the case of construction contracts, additional information may be required.

V. Sole Source Procurements.

Sole source procurements are appropriate when only one responsible source can provide the goods/services needed to satisfy the user requirements or when emergency circumstances exist which necessitates an unusual and compelling urgency. Sole source procurements may be authorized by the Business Manager with the approval of the Executive Director.

To justify a sole source purchase it must be established that: (1) The good, service, or construction has a unique feature, characteristic, or capability; (2) The unique feature, characteristic, or capability is essential in order for the agency to accomplish its work; and (3) The particular good, service or construction is available from only one source. The basis for awarding a sole source contract will be documented and made part of the contract file prior to the award of the contract.

All sole source contracts for \$25,000 or more for goods, services or construction must be reviewed and approved by the Governing Board.

VI. Breaches of Procurement Policy.

Any breach of the procurement policy will be reported at the time of discovery (1) by the Executive Director in the absence of the Executive Director, to the Chair of the Governing Board for leadership review and direction, and (2) by the Business Manager for administrative documentation. Any violation of this policy may result in disciplinary action up and including discharge. Depending upon the severity of the offense, violators can expect to be prosecuted to the fullest extent of the law.

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Halau Lōkahi Public Charter School

Halau Lokahi PCS

Accounting Policies and Procedures

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Introduction

Halau Lokahi Public Charter School (HLPCS) was established in 2001 as a Hawai'i Public Charter School. HLPCS is a new century charter school, which implements an alternative framework with regards to curriculum, facilities management, instructional approach, length of school periods and personnel management. This system provides for flexibility in the preparation and execution of budgeted funds and encourages school-initiated methods for educational decision-making.

This manual provides recommendations, that when modified to meet the individual school's needs, can become the official document for the accounting functions conducted by HLPCS. This manual can and should be modified where the School deems appropriate. This manual should also be used in conjunction with and referenced to the School's existing personnel policy manual, job descriptions and other policy manuals maintained by the School.

Internal Control Policies

Whatever its mission or size, all organizations should have policies and procedures established so that (1) Local School Boards and officers understand their fiduciary responsibilities, (2) assets are managed properly and (3) the stated mission of the organization is carried out. The development and maintenance of effective internal controls will help to protect an organization's assets, assist in their proper management and assure accountability.

Internal controls are systems of policies and procedures that protect the assets of an organization, create reliable financial reporting, promote compliance with laws and regulations and aid in achieving effective, efficient operations. These systems are not only related to accounting and reporting but also related to the organization's communication processes, internally and externally. The purpose of this manual is to address mainly, the accounting and reporting procedures.

HLPCS and its management are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability of the resources of the School. Management is also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct.

Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within the School or to the Local School Board.

HLPCS will have procedures to monitor and record assets received, held and expended. The following policies will highlight some of the areas of internal control that the School will enforce:

- 1) Preparing a monthly and annual income and expense budget and periodic reports that compare actual receipts and expenditures to the budget with timely variance explanation. Appropriate and timely financial reports are to be distributed to and reviewed by management and board members. All financial records will be accessible to the Board Treasurer at all times for review.
- 2) Writing and signing checks or vouchers and receiving, recording, securing and depositing cash and other receipts. Such procedures should ensure that no single individual is responsible for receiving, recording and depositing funds or request, authorize, verify and record expenditures. In other words, segregation of duties means that no financial transaction is handled by only one person from beginning to end. This includes the accessing, inputting and changing of electronic data maintained by the organization. For example, the same person should not be permitted to write checks and perform bank reconciliations. Checks and balance are essential for accountability. Specific guidelines are discussed fully in the remaining sections of this manual.
- 3) To properly segregate duties within the School, the Board Chair, Board Treasurer, Executive Director and a staff member designated by the Board are the only individuals with signatory authority and are responsible for authorizing all cash transactions and other banking activities. Access to banking information (e.g. online viewing access and request for statements) are given to the Business Manager as deemed necessary by the Board and Executive Director. Dual signatures are required on all checks prior to issuance. Individual checks of a non-recurring nature greater than \$2,500 will require signatures from at least the Board Chair or Treasurer prior to check issuance.
- 4) Ensuring that grants and contributions received are properly recorded, noting any conditions or restrictions on the use of such funds and the organization is compliant to these restrictions and reporting procedures of the donor or grantor.
- 5) Ensuring that the organization is compliant to all government reporting regulations concerning all tax filings, including payroll taxes, general excise tax and any unrelated business tax.

- 6) To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by the AICPA and GASB, applicable to Charter Schools. Further, the school specifically requires that:
- | No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school.
 - | Receipts and disbursements must be fully and accurately described in the books and records.
 - | No false entries may be made on the books or records nor any false or misleading reports issued.
 - | Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid
- 7) The School may not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the School or members of its management, unless the private benefit is considered merely incidental. School employees should not use any of the school's assets for personal use without prior approval by the Governing Board and with proper justification.
- 8) The School's accounting software should be reviewed periodically to ensure that general and application controls to unauthorized access to data is precluded (i.e., proper password protection and authorizations for inquiry or browse only functions). The system's accounting data must be backed up daily to ensure the recoverability of financial information in case of hardware failure. The back-up should be stored in a fire safe area and properly secured. All other financial data, petty cash box, unused checks and unclaimed checks will be secured in designated locations from unauthorized access.

Accounting Policies

Hālaui Lōkahi Public Charter School's financial statements follow generally accepted accounting principles as described by the American Institute of Certified Public Accountants. Charter schools are considered *governmental entities*. As such, the accounting policies and financial reporting adopted by the school should follow generally accepted accounting principles for governments. The accounting policies and financial reporting adopted are consistent with the governmental entity requirements of the Governmental Accounting Standards Board (GASB), including Statement of Governmental Accounting Standards No. 34 – *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles.

The School, in accordance with GASB 34, engages in only business type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared using the accrual basis of accounting and all of the activity is recorded in the enterprise fund.

The accrual method of accounting is used for all governmental entities that operate as business type activities. Accordingly, revenue is recognized when earned, and capital assets and expenditures are recorded when received and incurred, respectively. Grants and contributions are recognized when all eligible requirements are met.

Pursuant to GASB Statements No. 20, *Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting*, the School has elected to apply provisions of all relevant pronouncements of Financial Accounting Standards Board (FASB) that do not conflict with or contradict GASB pronouncements.

Hālaui Lōkahi PCS's accounting and financial reporting information is maintained on the QuickBooks Online software package. This manual will discuss the procedures for using QuickBooks for maintaining the books of the School.

Payroll

Input new employees, track Earned Time Off balances, process timesheets, process payroll checks & ensure that proper federal and state tax filings are completed timely.

Payroll is processed semi-monthly. Checks for the first half of the month, 1-15, are processed two business days after the 15th. Checks for the second half of the month, 16-31, are processed on the second business day of the following month. For exceptions to this rule, confer with a Local School Board officer to establish the date for an alternate payday to occur. The State requires payment within 5 business days after the end of a pay period.

Internal Controls

1. New employees are added to the payroll through a Payroll Authorization Form, which is signed by the Executive Director. In addition, the new employee will also need to complete the W-4, HW-4 and I-9 forms. If eligible, medical coverage enrollment, medical waiver or retirement system forms will also be completed.
2. All of these forms noted above are to be forwarded to the Payroll Administrator and once processed, kept on file for the duration of employment and at least 4 years thereafter. Copies of medical and retirement forms are also sent to the Charter School Administrative Office.
3. For an existing employee who has a change to their current payroll information, such as an increase in pay or withholdings, a Change of Status Form signed by the Executive Director or Board Treasurer along with the necessary W-4, HW-4, or other benefit forms must be submitted to the Payroll Administrator one week before the end of the current pay period. Payroll changes related to the Executive Director will need to be reviewed and approved by the Board Chair or Treasurer.
4. Payroll info, including additional pay for each pay period, is reviewed by the Executive Director for accuracy, compliance with employment contracts, and allocations to correct cost centers. He or she also signs off and forwards them to the Payroll Administrator.
5. Checks are prepared and signed out of the Ceridian payroll system.
 - a. Manual checks prepared thru QuickBooks must be approved and signed by two authorized signors. These checks will then need to be

entered into the Ceridian payroll system as a manual check adjustment.
Note: Amount of the check must be net of applicable taxes.

6. For employees paid out of the Department of Education payroll system (FMS), these checks are cut automatically.
7. Semi-annually, the Governing Board chair or treasurer should verify annual pay rates per the employees' file to the actual salary paid for each employee. This verification should be noted in the Governing Board minutes.

Processing Payroll

State of Hawai'i – DOE and DAGS Payroll Processing - The Department of Education has two offices to assist with the employment and payroll of certificated personnel; the Office of Business Services and the Office of Human Resources. The DOE also maintains a web site at <http://doe.k12.hi.us/schooloffice/index.htm> with "School Office & Staff Resources – Quick Reference" frequently used links for Casual Payroll and the Financial Management System (FMS).

1. The gross billable payroll for these employees is invoiced to the school monthly by the CSAO office. The school must remit payment for these employees. When preparing the check, use the appropriate payroll expense accounts to record wages for teachers, administrators, etc.

Ceridian Payroll Processing - On the day of payroll, the Payroll Administrator performs the following payroll processing procedures for employees not paid through FMS:

- | Update employee information, tax and other base payroll information from authorized Payroll Authorization Forms, Change of Status Forms, W-4, HW-4, and other benefit forms authorized by the employee and School Director.
- | Submit timesheets, if any, to the Executive Director for review. Once reviewed the Executive Director signs off and returns it to the Payroll Administrator.
- | Check the cash balance of the Payroll Checking account with the Accountant.
- | Eligible Time Off, (ETO), for vacation/sick time is earned every pay period. It is tracked using an Excel spreadsheet. See **Tracking ETO** for further information.
- | Fill out the Ceridian transmittals and call the Ceridian account manager to report the payroll data to be processed
- | After paychecks are completed by the bank, the Ceridian report is reviewed and signed by the Executive Director and reviewed by the Payroll Administrator for accuracy.

- | From the Ceridian reports, the Accountant compiles a journal entry. This entry posts the withdrawal of funds from the bank as a credit and the appropriate allocation of totals to wages, withholdings and payroll taxes as a debit.

Independent Contractors

Contractors are not are paid out of the payroll module. Obtain a completed W-9 form from each new contractor and keep on file. Payments should not be processed until a completed W-9 form is submitted by the Contractor. Enter Contractor invoices similar to other payables and include in the regular payables check run. Contractors earning over \$600 should receive a miscellaneous income form, Form 1099-MISC, from the school by January 31st of each year. QuickBooks can track the needed information through the vendor setup. QuickBooks can also prepare the 1099-MISC forms. See QuickBooks Help, keyword 1099's for detailed instructions.

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, Contractors will:

- | Be free from the employer's control and direction in performing the service, both under a contract and in fact
- | Provide a service that is outside the employer's usual course of business
- | Be engaged in an independent trade, occupation, profession, or business of the same type
- | Not receive any fringe benefits as such, although their fee may include provision for fringe benefits
- | Not be assigned a permanent workstation
- | Use his or her own stationery or time sheet in billing for services.

Tracking Earned Time Off

Full-time and half time employees earn time off (ETO) with pay, which may be used by the employee for vacation, illness, pregnancy or childbirth, medical care, child care, bereavement, or any other reason. Employees shall accrue ETO from the date of their employment. See the Hālau Lōkahi PCS Employee Handbook regarding the ETO schedule of hours earned monthly and the limit for hours that can be carried over to the next year of employment. The fiscal year end is the anniversary date of ETO balances.

The employees' ETO is tracked using an excel spreadsheet by the Payroll Administrator.

Internal Controls

1. The employee requests vacations by filling out a vacation request form, signing it and submitting it to the Business Manager.
2. The Business Manager reviews the request, signs his or her approval and gives a copy to the employee and Executive Director. The Executive Director forwards a copy to the Payroll Administrator to be filed in the employees personnel file and refers to it when reviewing timesheets.
3. The Payroll Administrator fills in the ETO excel spreadsheet noting the hours worked for the hourly personnel, any ETO used as noted on the timesheet summary, and the ETO earned per pay period.
4. A copy of the summary for all employees is forwarded to the Executive Director for review and approval. A copy of the signed off monthly report should be kept in a binder by the Payroll Administrator.
5. Once approved, the Payroll Administrator may create and print off individual reports for all personnel to attach to their paychecks for distribution.
6. The employee should report to the School any ETO discrepancies as soon as possible. The Payroll Administrator investigates the discrepancy and provides support to the Executive Director to resolve the issue. Once resolved the Executive Director provides a memo to the Payroll Administrator to make any changes to the personnel's ETO report.

Payroll Liabilities

Ceridian: At each pay period, Ceridian computes and submits all Federal and State taxes. The Accountant reviews all Federal and State tax filing reports for accuracy and keeps copies on file. Payroll taxes that are due each pay period are paid by Ceridian through a withdrawal from the School's bank account. This withdrawal amount is part of the Ceridian transmittal given to the accounting office after each payroll submission.

Ceridian submits the Federal Form 941 reconciliation and the state unemployment UCB-6 on a quarterly basis. Ceridian is also responsible for the annual preparation and submittal of the W-2s and W-3 forms at year-end.

QuickBooks: Payroll deductions, such as union dues and employee portions of health insurance, that are not set up for ACH payments will need to be included in the payables check run. Ceridian reports will be used as supporting documentation for payment processing thru payables.

Accounts Payable / Disbursements

Input bills and credit memos, print reports & checks to pay bills, enter manual checks

Accounts payable disbursements will be processed on the last business day of each week with the approval of the Executive Director. If deemed necessary and in emergency cases only will a check be processed out of the normal cycle. A consistent schedule for check processing ensures that proper approvals and documentation are received prior to check issuance.

Internal Controls

1. All invoices and other payables (e.g. employee reimbursement forms and check request forms) should be marked with a “Received” stamp and dated accordingly by the Accounting Clerk. The Accounting Clerk will also need to mark each set of documents with an accounting coding stamp.
2. The Business Manager will review all invoices and other payables, enter the coding for correct account and class, sign it and forward it to the Accounting Clerk. Payables unsigned by the Business Manager will not be processed, and will be returned for proper signatures. The Business Manager should compare invoices with any available packing slips and/or purchase order forms and review for:
 - | The nature, quality, and quantity of goods ordered and the related price
 - | Accuracy of all arithmetic calculations and extensions
 - | Allowability of expenditure based on the approved budget
 - | Proper general ledger account and class coding
3. The invoices and other payables are entered in QuickBooks as a bill. The Accounting Clerk matches the invoice to the requisition and packing slip when appropriate.

4. The checks, along with supporting documents (e.g. vendor invoice, purchase order, purchase requisition, etc.) are sent to the authorized signers for signatures. The check signers will review all supporting documents and ensure that appropriate approvals are visible before signing the checks. Checks greater than or equal to \$2,500 and are non-recurring payments, require a second signature from the Board Chair or Treasurer.
5. The Accounting Clerk will then make copies of each individual check and attach to its corresponding set of documents. All supporting documents are then canceled (i.e. stamped "PAID"). Checks are then mailed out and PAID invoices filed accordingly. All "Void" checks are defaced and kept in a Voided Checks folder.
6. Check stock is kept in a locked drawer accessible only to the Accounting Clerk and any other staff members assigned by the Local School Board.
7. A list of recurring monthly payables (e.g. rent, utilities, installments, contractors) should be reviewed by the Accounting Clerk to ensure that all payments have been processed.
8. At month-end, the Business Manager should review a listing of cash disbursements for the month, generated by QuickBooks, and determine if duplicate payments or overpayments exists.

The Accounts Payable procedures for a normal cycle processed thru QuickBooks are as follows:

| To enter bills and credit memos and print the report needed:

1. Under *Vendors* select *Enter Bills*. In this window both bills and credit memos are entered. Type in the Vendor name, set up the vendor with the address if needed, then enter the date the applicable to the services or availability of goods, amount, invoice or memo number, expense code and class, and brief description of the item or service purchased.
2. A button at the top of this window allows the choice of bill or credit memo.
3. Semimonthly, print an *Unpaid Bills* report with memos annotated. A memorized report is set up for this report. Send this report to the Business Manager for review.

| To pay bills and print checks:

1. The Business Manager should review the *Unpaid Bills* report and annotate what bills are to be paid.
2. Under *Vendors* select *Pay Bills*. Click the button *Show all Bills* to view all the bills in the system. Check off the bills you'd like to pay. If there is a credit

memo in system, you apply it once for a bill for the same vendor selected for payment.

3. Annotate the date you wish the checks to be dated. The date should be the day the checks are printed. Also note which bank account the checks will be paid from. Once all the bills have been selected for payment, click the Pay and Close button. QuickBooks will mark the bills “PAID”, will assign the check number and record it in the check register.
4. To print the checks, under the *File* menu, choose *Print Forms* and select *Checks*. A window listing all of the checks to be printed will appear. Deselect any you don't wish to print by unchecking it. Make sure the first check number showing is the first number of the check you would like to print. If it is not, change it.
5. The check should be the three-part Voucher type. Remove the bottom third and staple it to the source documents. Stamp the invoice PAID. Complete and remove any payment stubs from the invoice and staple it to the back of the checks. Attach the check to the source document with a paper clip. Forward this bundle to the Executive Director for signature. Once signed, the checks can be mailed. The source documents with attached check stub can then be filed in the vendor file.

Manual Checks

Sometimes it is necessary for the School to write a manual check to make a payment. Information regarding a manual check should be provided on a requisition form or an invoice. Determine if the expense applies to a prior open period. If it does, enter a bill dated in that period and annotate the check number through the *Pay Bills* window. If there currently is no bill in the system and the expense is applicable to the current period, the check can be entered in the *Write Checks* window or directly into the check register. Be sure to annotate the correct class and customer.

If however, an unpaid bill exists in the system, use the *Pay Bills* window, select the correct bill and click the *Assign check no.* button. A window will appear. Just enter the check number and save. The bill will be recorded as paid with the right check number.

Check Request Forms

Check request forms are used to initiate payment for employee expense reimbursements and for services or goods that cannot be handled thru the use of a

vendor invoice. Payments will be processed if all of the following conditions are met:

- | A Check Request Form is completed
- | The expense is an authorized School business expense
- | The business purpose is clearly stated on the Check Request Form
- | The amount of the expense is supported by adequate documentation (i.e. original receipts, correspondence)
- | The form has required approvals/signatures of appropriate HLPSC personnel

Procurement Policy

Any procurement of goods and services shall be made by authorized staff, in the best interest of the School, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings.

The School shall not purchase any goods or services from any member of the governing board or employee of the school, an immediate family member of any member of the governing board or employee of the school, nor from any entity in which any member of the governing board or employee of the school, or an immediate family member of a governing board member or employee of the school may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

The School understands that the policy cited above applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements will apply.

1099-Misc Reporting

The Internal Revenue Code (IRC) requires those engaged in a trade or business to report certain payments to non-employees. Failure to comply with the IRC's reporting requirements could result in severe penalties (e.g. up to \$250,000 in fines for failure to report). As such, HLPCS will do an annual reporting of these payments as required by the State and the IRS.

Correctly distinguishing between employees and contractors is critical for all employers. Failure to make the correct determination can be very costly (i.e. employer can be held liable for all unpaid payroll taxes). Guidelines on making these classifications can be found on the IRS website (www.irs.gov).

In general, payments for services to non-employees are required to be reported on Form 1099-MISC:

1. Payments of \$600 or more in a calendar year for:
 - a. Rents, services, prizes, awards
 - b. Payments for legal services
2. Payments in which you have withheld any federal income tax
3. Payments of \$10 or more in royalties
4. Interest payments should be reported on Form 1099-INT

Payments that are generally not reportable include:

1. Payments to corporations
2. Payments to tax-exempt organizations, the United States and State of Hawai'i governments, the District of Columbia or foreign governments
3. Payments for merchandise, telegrams, telephone, freight, storage, and similar items.

Additional inclusions and exclusions, and other reporting requirements can also be found on the IRS website.

For purposes of 1099 reporting, QuickBooks Online will be used to track these reportable payments. The Accountant will be responsible for maintaining such records and submitting the 1099-MISC forms to the State and IRS as it becomes due.

Cash / Accounts Receivable

Handling and reconciling cash, invoicing & billing

Cash

This process ensures that the safety and integrity of the asset (i.e. cash) is protected against misappropriation.

Internal Controls

1. If payment is collected, a *Receipt* for any form of payment (e.g. cash, credit card, check, etc.) is given to the payer. The receipt can be verified against the deposit slip. Receipt must be pre-numbered and written in duplicate. Void receipts are marked as such and kept in the book.
2. Payments received in the mail are opened by the administrative assistant and entered into a cash receipts log along with any receipts collected directly, as noted above. Checks are restrictively endorsed with “For deposit only”. Checks and mail should not be opened by the Accountant.
3. Duplicate receipts and checks are given to the Accounting Clerk, and copies are made of the checks.
4. The deposit slip is prepared in duplicate by the Accounting Clerk, noting the names of payers on the slip.
5. School personnel, other than the Accounting Clerk, will take the deposits to the bank and receive a verified deposit slip.
6. The Accounting Clerk will then prepare a deposit form to be submitted to the Business Manager for review. The form includes the following info: 1) names of payers, 2) reason for payment, 3) payment amount, and 4) GL account number and class. The bank deposit receipt and copies of all checks and supporting documentation should be attached to the form.

The Business Manager will then review and sign off, and submit to the Accountant for entry into QuickBooks.

7. The Accountant enters the daily receipts into QuickBooks and prints a copy of the deposit report generated by QuickBooks. The deposit form is then marked as posted.
8. The Business Manager periodically verifies the deposit slips and reconciles them back to the receipts log.
9. When the bank statement is received, it is forwarded unopened to the Business Manager who opens and reviews the statement and the canceled checks for abnormalities (i.e. withdrawals, checks made out to employees, etc.), and signs off on the bank statement. It is then forwarded to the Accountant to be reconciled.

Reconciliation

This process verifies what checks have cleared and what deposits have been credited to the bank account. With the proper internal controls in place, this function is one test for identifying misappropriation by noting deposits that have not been made timely or what checks have cleared the bank and not been recorded in the general ledger.

1. The Business Manager receives the bank statements unopened. He or she then opens the statements and reviews the cancelled checks, debit memos and deposits for any unusual items. The bank statement is signed and is then forwarded to the Accountant.
2. The Accountant receives the bank statement. The Accountant will note the Business Manager's proper approval of the bank statement.
3. The Accountant will begin reconciling the account by going into QuickBooks and selecting *Reconcile*.
4. The Accountant will compare each deposit and cancelled check against the check register. At each instance of a match, the Accountant will "click" the item in QuickBooks and the software will signify what (if any) differences remain. Any discrepancies will be discussed with the Business Manager.
5. Upon completion of the bank recon, a detailed report of the reconciliation will be printed. signed off and filed away by the Accountant. Outstanding

deposits, stale-dated checks, unposted charges, etc. should be noted and cleared if determined to be stale.

6. The Board Treasurer will review the bank statements, bank reconciliation and the financial statements prior to the Governing Board meetings.

Month End Closing/Financial Reports

Procedures to close each month, reports needed, checklists followed, Financial Statements & Reports issued

Month End Closing Checklist

At the end of each month, the month-end checklist below should be followed to assist in completing all the steps necessary to prepare the monthly financial reports.

- | Enter all invoices for services related to the current month into QuickBooks
- | Enter all other disbursements (e.g. payroll, bank debits and debit card purchases) and cash receipts into QuickBooks
- | Enter any adjusting entries and accruals into QuickBooks
- | Reconcile all bank statements to cash in QuickBooks

Financial Reports

Once all the items on the checklist have been completed, a draft of the monthly financial reports can be created and given to the Executive Director for review:

- | Statement of Net Assets
- | Statement of Revenues and Expenses, including a separate report comparing Actual vs. Budget
- | Statement of Change in Net Assets
- | Accounts Payable and Accounts Receivable Aging Reports

The Governing Board should receive the above reports at least on a quarterly basis.

Account Reconciliations

Besides the bank accounts, all other general ledger accounts on the Balance Sheet (i.e., receivables and liabilities) must also be reconciled. Reconciliations will be done by the Accountant on a quarterly basis and submitted for review and approval by the Executive Director and Board Treasurer.

Miscellaneous Procedures

Fixed Assets

The Governing Board decides upon procurement policies for fixed assets. For any purchases over \$2,500, the item is requisitioned by the requesting staff or Governing Board member. This is done by the procedures detailed in the cash disbursements section. The Governing Board must then approve the purchase.

The School should keep a detailed listing of fixed assets which shows each asset individually. This is a good internal control because it allows for accountability for asset tracking and retention. It helps assure that assets purchased are accounted for each year and don't get removed without noting in the accounting records. Assets disposed are also tracked on the detailed fixed assets listing so that all assets are properly safeguarded.

In the course of regular bookkeeping, when large items of school equipment or furniture are purchased, a copy of the invoice is made and filed in the appropriate Fixed Assets folder.

Depreciation is computed annually using the straight line method. Items with a useful life of more than a year and a cost of \$5,000 or more are capitalized. The new capitalized items should be added to the Depreciation schedule.

RESTRICTED FUNDS AND CLASSES

The School will receive grant funds and restricted donations from time to time. These funds are to be accounted for separately for three reasons:

1. The restricted funds received are identified as such.
2. The use of the funds (expenditures) is applied directly to the restricted funds.
3. The remaining balance of restricted funds can be known at any time.

In order to properly track the receipt, use and balance of restricted funds, the Classes feature in QuickBooks is used. Every accounting transaction in QuickBooks has the ability to be coded by class. As a result, the School can print out any report in QuickBooks by class such as profit and loss by class, transactions by class and cash disbursements by class. These reports are extremely valuable when reporting restricted fund activity to various grantors, government agencies and segregating the School activity from grant activity.

Restricted receipts are recorded in QuickBooks by using classes on transactions that are entered into the accounting system. For bills, deposits, general ledger entries and all transactions, the class field is to be filled in. Ideally, the class is determined by the Business Manager when coding and approving invoices. However, the routine operating expenses can be classed by the Accounting Clerk.

There are also situations where certain entries will need to be split and allocated to different classes. For instance, the rent can be coded to the one expense account (rent expense) but separated to different classes based on approved budgets.

A separate file folder should be maintained for each restricted fund. This folder will contain correspondence and information concerning the donor and the restrictions on the funds. All reporting dates and requirements are to be noted and put into the accounting schedule. Fiscal reports will be filed in the folder when produced.

DEFERRED REVENUE

Deferred revenue represents cash received but is not yet earned. For example, the School receives a grant check for \$120,000 to be used for a particular purpose during the year. All of this is deferred revenue until it is earned. It is important for the users of the financial statements to see this amount as a liability on the balance sheet until earned. Then, only the portion earned should be recorded on the profit and loss statement under that grant's class.

When deferred revenue is received:

1. The Business Manager will set up a grant folder (if not done yet) with the grant agreement and check copies and all correspondence related to the grant.
2. The Accountant will set-up a specific class in QuickBooks for this particular grant.
3. Receipts should be coded to deferred revenue, a liability account.
4. Note in the grant file how this grant is to be earned, i.e. as funds are spent, passage of time, as services are rendered, etc.

5. At each month end, the Accountant will record revenue earned on this grant by making a general journal entry to debit deferred revenue and credit grant revenue for amounts earned that month.

ANNUAL BUDGETS

A proposed budget is set up for each of type of general and special revenue fund. This annual budget is prepared by management and given to the Governing Board for approval and is then used as a tool for periodic variance reports through QuickBooks.

TAX REPORTING

Hālau Lōkahi PCS is exempt from Federal income taxes because it is a part of the State of Hawai'i public school system. Therefore, no provision for Federal or State income taxes is required.

FILING SYSTEM

Hālau Lōkahi PCS will maintain an accounting filing system that is well organized, accurate, and protected. The system should be sensible to all administrative staff use and must comply with State and Federal laws. Originals of the following documents will be properly maintained and their presence is verified on a periodic basis.

FINANCIAL DOCUMENTS

All documents shall be filed in binders or storage cabinets organized by fiscal year and kept in their designated locations within the school administrative office. Removal of any of these documents from their designated locations will require the appropriate approvals. A sign-out sheet will be used to track the removal and return of these documents

1. Bank Documents
 - a. Banks statements and reconciliation worksheets will be filed in 3-ring binders, sorted by bank and account number.
 - b. These binders, along with cancelled checks and voided checks, will be stored in the Business Manager's office. The Business Manager will be responsible for securing these documents. Removal of these files must be approved by the Business Manager.
2. Accounts Payable
 - a. Vendor files will be kept in a storage cabinet located in the Accounting Clerk's office.
 - b. Filing will be done in the following sequence: 1) Vendor, 2) Check Date, 3) Check #. Companies will be filed by the 1st letter of their name, excluding "The", while individuals will be filed by the first letter of their last name.

- c. W-9's and 1099 reporting documentation will be kept in binders and stored in the Accounting Clerk's office.
 - d. The Accounting Clerk will be responsible for maintaining and securing these files. Removal of these files from their designated location must be approved by the Accounting Clerk.
- 3. Accounts Receivable
 - a. Deposit forms with supporting deposit slips and other documentation will be kept in Cash Receipts folders with each bank account filed separately and by month. These folders will be kept in a storage cabinet located in the office of the Accounting Clerk
 - b. The Accounting Clerk will be responsible for maintaining and securing these folders. Removal of these files from their designated location must be approved by the Accounting Clerk.
- 4. General Ledger (GL) Reconciliation Worksheets
 - a. GL recons will be filed in binders and stored in the Business Manager's office. Removal of these binders from their designated location must be approved by the Business Manager.
- 5. Payroll Reports & Schedules
 - a. Ceridian payroll registers, including ETO schedules and all other payroll related correspondence, will be filed in binders and stored in the Payroll Administrator's office. The Payroll Administrator will be responsible for maintaining and securing these files. Removal of these binders from their designated location must be approved by the Payroll Administrator.
- 6. Financial Statements/Audit Reports
 - a. Financial statements and Audit reports will be kept in binders and stored in the School Director's office. Removal of these binders from their designated location must be approved by the Executive Director.
- 7. Tax Documents
 - a. Any tax related documents will be kept in binders and stored in the Executive Director's office. Removal of these binders from their designated location must be approved by the Executive Director

CONTRACTS

All documents shall be filed in binders or storage cabinets and stored in the Business Manager's office. Removal of any of these documents from this designated location will require approval from the Business Manager. A sign-out sheet will be used to track

the removal and return of these documents. Binders will be maintained for the following type of contracts:

1. Independent Contractors/Service Agreements
 - a. Contents of the binders should include:
 - i. Signed scope of services, Memorandum of Agreement
 - ii. GL account allocation
 - iii. Amendments/Addendum
 - iv. Reports as required by scope of services
 - v. Correspondence
2. Rental/Lease Agreements
 - a. Contents of the binders should include:
 - i. Signed contract
 - ii. Amendments/Addendums
 - iii. Correspondence
3. Grants & Other Contributions
 - a. Contents of these binders should include:
 - i. Proposal documents
 - ii. Award notification
 - iii. Approved budget & report
 - iv. Correspondence
4. Insurance Policies (Not related to employee benefits)
 - a. Contents of these binders should include:
 - i. Policy
 - ii. Correspondence

DOCUMENT RETENTION & DESTRUCTION POLICY

Hālau Lōkahi PCS will maintain adequate documentation and records of all business operations as required by the governing federal and state laws. Retention and destruction of documents will follow the chart as outlined below. All documents to be destroyed must first be confirmed with the Business Manager. Document shredding must be done by two staff members in an appropriate location on the campus of Hālau Lōkahi PCS.

The Sarbanes-Oxley Act addresses the destruction of business records and documents and turns intentional document destruction into a process that must be carefully monitored. Policies such as this will eliminate accidental or innocent destruction. The following table provides the minimum requirements in accordance with the Sarbanes-Oxley Act.

Type of Document	Minimum Requirement
Accounts Payable ledgers and schedules	7 years
Audit Reports	Permanent
Bank Reconciliations	2 years
Bank Statements	3 years
Checks (for important payments and purchases)	Permanent
Contracts, mortgages, notes and leases (expired)	7 years
Contracts (still in effect)	Permanent
Correspondence (general)	2 years
Correspondence (legal and important matters)	Permanent
Correspondence (with customers and vendors)	2 years
Deeds, mortgages, and bills of sale	Permanent
Depreciation Schedules	Permanent
Duplicate deposit slips	2 years
Employment applications	3 years
Expense Analyses/Expense distribution schedules	7 years
Year-End Financial Statements	Permanent
Insurance Policies (expired)	3 years
Insurance records, current accident reports, claims, policies, etc	Permanent
Internal Audit Reports	3 years
Inventories of products, materials, and supplies	7 years

Invoices (to customers, from vendors)	7 years
Minute books, bylaws, and charter	Permanent
Patents and related documents	Permanent
Payroll records and summaries	7 years
Personnel files (terminated employees)	7 years
Retirement and pension records	Permanent
Tax returns and worksheets	Permanent
Timesheets	7 years
Trademark registrations and copyrights	Permanent
Withholding tax statements	7 years
Grants (proposal, award, reports)	7 years
Board minutes	3 years

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Rick J. Cummings
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Energetic, self-motivated, detail-oriented person with a strong background in management, customer service, event coordinating, bookkeeping, and sales. I take pride in my work, which in turn produces quality and passion in my performance. With my background in management and hospitality, as well as my people skills, I will benefit your team with my attention to detail, optimal customer service, and financial responsibility.

EMPLOYMENT:

Event Supervisor/Manager (May 2003 – Present)

Special Events Management, 2221 W. 43rd, Chicago, IL 60609

- Execution of various positions and duties to include: Course Marshal Captain, Beer Tent Manager, Event Section Manager, Volunteer Coordinator, Gear Check Manager, and VIP Wine Garden Manager
- Coordination, orientation, and training of volunteers
- Sales and fiscal responsibilities
- Safety and security responsibilities of both co-workers and customers
- Legendary customer service to both internal and external customers

Program Manager (April 2008 – August 2014)

Central Lakeview Merchants Association / SSA #17, 3355 N. Clark, Chicago, IL 60657

- Program Manager of Special Service Area (SSA #17)
- Served as 'Interim Executive Director' for 3 months, and assisted in facilitating the transition
- Office Manager - Maintain all office records, contracts, insurances, permits, and supplies
- Chief Financial Officer – Work with accountant and auditors; Accounts Payable, Receivable, and financial reports
- Chamber representative at meetings, networking events, community and political events, and committee meetings
- Graphic designer & wordsmith of both physical and electronic marketing materials
- Create and manage website content, eNewsletters, calendar of events, and social media marketing
- Scheduling, preparation of materials, and minutes for all Board of Directors, SSA Commissioners, and Committee meetings

Assistant Executive Director (May 2007 – June 2008)

Edgewater Chamber of Commerce, 1210 W. Rosedale, Chicago, IL 60660

- Served as 'Acting Executive Director' while Executive Director was on medical leave for 2.5 months
- Special Event Producer for Chamber events, meetings, programs, and fundraisers
- Created reports for and fulfilled requirements of Department of Planning and Development, City of Chicago
- Recruited, trained, and supervised interns, volunteers, and part-time staff
- Assisted in design and creation of physical and electronic promotional materials
- Represented Chamber at meetings, networking events, community and political events, and fundraisers

Director of Special Projects & Events (Jun. 2006 – May 2007)

Lakeview Chamber of Commerce / SSA #27, 1609 W. Belmont, Chicago, IL 60657

- Program Manager of Special Service Area (SSA #27) programs and services
- Special Event Manager for both Chamber and SSA meetings, programs, seminars, workshops, and events
- Managed website content, e-blasts, and calendar of events
- Represented Chamber at meetings, networking events, community and political events, and fundraisers
- Recruited, trained, and supervised interns and volunteers

Director of Member Services (Nov. 2005 – Apr. 2008 both Full and Part-time)

Visit Illinois, 27 E. Monroe, Suite 514, Chicago, IL 60603

- Provide administrative support to the Executive Director, Board of Directors, and Members
- Correspondence and communication with internal and external customers

- Assist in production and execution of conferences, special events, and meetings
- Recruit and supervise volunteers within the office and on-site at events
- Maintain accounting records and banking transactions; Accounts Receivable / Accounts Payable
- Purchasing and maintaining of office inventories
- Database creation and maintenance
- Maintain membership, organization, financial, and industry files and records
- Provide organizational representation at various industry events and meetings

Office Manager (Dec. 2002 – Nov. 2005)

Lake View Citizens' Council, 867 W. Buckingham Place, Chicago, IL 60657

- Recruited, trained, and supervised interns and volunteers
- Accounting - Accounts Receivable / Accounts Payable
- Correspondence and communication with external and internal customers
- Worked with Board of Directors, governmental representatives, neighborhood organizations, volunteers, and concerned citizens to provide cost-effective, mutually-beneficial, negotiated solutions to community issues, policies and procedures
- Coordinated and supervised fundraising events and special projects
- Mediated complaints and disputes between private citizens and government and businesses
- Provided representation at various neighborhood and city meetings

OTHER RELATED EXPERIENCE:

Chicago Area GLBT Chamber of Commerce

Sidetrack – The Video Bar

AirTran Airways

ATA – American Trans Air

Renaissance Chicago Hotel

Omni Chicago Hotel

Office Manager

Customer Service

Baggage Service Supervisor / Station Trainer / G.S.C.

Ground Crew Supervisor

Overnight Front Office Supervisor

Front Office Senior Associate

EDUCATION:

- Hawaii Pacific University – International Business
Honolulu, HI (1990 – 1992)
- University of Houston – Psychology
Houston, TX (1993 – 1996)

SKILLS:

- Marketing & Sales Strategies
- Event Coordinating and Fundraising Strategies
- Studied French for four (4) years, as well as Spanish for four (4) years
- Microsoft Office - Word, Outlook, Excel, Windows 8, Adobe Creative Suite – Photoshop, Dreamweaver, InDesign, QuickBooks, Peachtree, Constant Contact, and all major social media outlets

VOLUNTEERED SERVICE:

- Board of Directors, CPNA (Chicago Professional Networking Association) (2002-2003)
- Board of Directors, Equality Illinois, Associate Board Treasurer (2003-2005)
- Board of Directors, Chicago Dance Crash, Director of Development (2004-2005)
- Advisory Council, Equality Illinois EDEC (Employee Diversity Education Council) (2004-2005)
- Board of Directors, Young Chicago Lakefront – 44th Ward Democrats (2006-2011)
- Board of Directors, LVCC (Lake View Citizens' Council) (2011-2013)
- Steering Committee, SPACE Park at 815-817 W. Roscoe, Chicago (2006-2015)
- Community Advisory Council, Heartland Healthcare Alliance (2012-2015)
- Board of Directors, Lakeview Employment Group (2012-2015)
- Board of Directors, CLVN (Central Lake View Neighbors) Board Secretary (2014-2015)

Hālau Lōkahi Program Enhancements Through Community Partnerships

If Hālau Lōkahi is allowed to continue providing educational services to our community, we envision several program enhancements to be implemented based on the program experience of the new leadership team. The following is some of the possible enhancements:

1. Based on the Job Corps model of student progress evaluation, the high school students will have a quarterly progress panel where the student will meet with an advisor and their teacher where they will review the student's report card, as well as discuss and set goals for the next quarter. For those students who may be making slower progress, more frequent panels would be held to identify more short-term goals and supports that may be needed. Identifying the student's interests could lead to individualized curriculum and projects. This would lead to developing mentors or project-based sites in the community that could provide insight and support into the student's areas of interest.

2. Based on the experiential learning model, Hālau Lōkahi will venture to partner with Winners' Camp Leadership Academy to provide R.O.P.E.S. course learning once a year to the seniors. The acronym stands for recreation, observation, problem-solving, experiential learning, and self-esteem. The Winners' Camp R.O.P.E.S. course has been utilized by James Campbell High School, the Kamehameha Schools Dorm Residence Advisors Council, Bank of Hawai'i management, the Department of Health for emotionally challenged youth, the Department of Human Services for foster youth, as well as thousands of youth for the past thirty years. "Experiential learning, such as a ropes course, can increase a college student's ability to solve problems in a socially acceptable manner, build and teach a person how to appropriately trust others, empower a person about the skills necessary to be a part of a healthy community, and increase a college student's interpersonal skills, social skills, and physical abilities" (James Sottile, "The Impact of an Experiential Instructional Design on College Student Development", 2000).

3. Based on a nationally recognized best practice for empowering foster youth to plan for their transition to adulthood, the seniors will participate in a transitional planning meeting that will be youth-driven and solution-focused. The meeting will consist of the senior along with their identified support system during which areas such as housing, education, employment, health, and important life documents will be explored. The senior will have the opportunity to identify short and long-term goals, learn about options and resources available to them, and develop a plan with identified supporters to assist. This model, developed by Loren Walker and implemented in Hawai'i by Randy Shiraishi, is based on Maori restorative justice principles. It has been cited in University of Chicago research on best

practices on transition from foster care, as well as presented to other state agencies at a federal conference in Washington, D.C.

4. Hālau Lōkahi will partner with Koa Ike to stimulate student success and increase the native workforce populations in natural resources management and sustainable technology fields through an integrated curricula of contemporary scientific methods and traditional ecological knowledge. This will be conducted through Koa Ike's partnership with the Pacific Biosciences Research Center at the University of Hawai'i at Mānoa, and the U.S. Fish and Wildlife Service Kalaeloa Refuge.

5. Hālau Lōkahi will continue to partner with Mana Maoli to provide musical instruction to our students, as well have guest instructors like international reggae singer Pato Banton and other local musicians.

6. Hālau Lōkahi will endeavor to incorporate Hawaiian culture into the virtual academy that exists under the charter. In the past, those students were not connected to the physical school and did not receive culturally focused education. We envision a future where the virtual students will have project-based learning at sites in their home community on a regular basis. For example, the Wai'anae Coast virtual students could meet weekly at learning site run by Koa Ike to have experiential learning through their curriculum. Or the Windward students could meet at the lo'i at Windward Community College to do environmental projects on a weekly basis.

7. Hālau Lōkahi will endeavor to develop partnerships with other organizations to build mutually beneficial relationships.

**Hālau Lōkahi Public Charter School
Admission Policy
Approved 2/26/15**

As a public charter school, Hālau Lōkahi Public Charter School acts in accordance with HRS §302D-34 and therefore will not discriminate against any student or limit admission based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English language, need for special education services, or academic or athletic ability.

Hālau Lōkahi Public Charter School's admission policy is as follows:

1. Hālau Lōkahi PCS will be open to any student residing in the State of Hawai'i who is entitled to attend a public school.
2. Hālau Lōkahi PCS will enroll all students who submit an application, unless the number of students who submit an application exceeds the capacity of a program, class, grade level, or building.
3. Hālau Lōkahi PCS will select students through a public lottery if, as described in section 2, capacity is insufficient to enroll all students who have submitted a timely application.
4. Hālau Lōkahi PCS may give an enrollment preference to students within a given age group or grade level and may be organized around a special emphasis, theme, or concept as stated in the charter school's application and as approved by the charter school's authorizer;
5. Hālau Lōkahi PCS will give an enrollment preference to students enrolled in the school during the previous school year and to siblings of students already enrolled at the school

Admissions Process

Expression of Interest for Admission

All prospective students and their ‘ohana who wish to attend and are committed to the perpetuation of Hālau Lōkahi's mission, vision and values are welcome to register at Hālau Lōkahi.

Admission Steps

The admission process includes the submission of an application form and an open house for new students and their parents. Several open houses are offered to interested students and their families. Attendance to one of the open houses is a requirement for admission. These open houses start during the spring and continue through the summer of the year prior to the incoming admission year. At the open house, families are introduced to the mission and vision and informed of the commitment to Hālau Lōkahi’s mission, vision, and values. Families are also given an opportunity to ask questions about the school.

Selection

From the applicants who attended the open houses and conveyed interest in admission, the students fill the vacancies per grade. Should the amount of applicants exceed the amount of vacancies, a lottery will be held.

The projected notification date is April 5th for following school year.

Application Form

All student applicants must first complete and submit the Application for Admission form(s). Upon submittal of the application, your ‘ohana will be contacted within seven calendar days by the Hālau Lōkahi Admissions Committee in order to set up an appointment for your interview date and time.

Interview

The interview is a face to face opportunity for you and your ‘ohana to meet with Hālau Lōkahi staff to kukaka (talk story) and get an overall sense of the Applicant's i‘ini (desire), ano (demeanor) and mana‘o (thoughts/ideas).

Admission Decision

Applicants who have provided the Admissions Committee with all pertinent documentation required for registration and have attended their respective interviews will be accepted to attend the school by way of a verbal confirmation by the Executive Director within seven calendar days of the interview. A determination letter will follow three days after confirmation is delivered. After all vacancies have been filled per grade, applicants will be placed on a waitlist. Applicants will be notified seven calendar days before the School’s start date whether they will be able to attend Hālau Lōkahi or not. Waitlisted students will be notified on the opening date of enrollment for the next school year.

Admission Policy

Hālau Lōkahi PCS acts in accordance with Hawai‘i Revised Statutes §302D-34 and therefore will not discriminate against any student or limit admission based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English language, need for special education services, or academic or athletic ability.



APPLICATION FOR ADMISSION

School Year 2015-2016

You must submit a separate application for each child applying

Office Use only

Received _____ Date _____

Enrolled _____ Date _____

Student Assessment Date _____

Application Y N Date _____

Interview Y N Date _____

Wait list # _____ SY 14-15 Grade _____

Call Notes:

I. GENERAL INFORMATION

Today's Date: _____ Grade Child will be entering in School Year 2014-2015 _____

Childs Name: _____

Date of Birth: _____ Previous School Attended in SY 2014-2015: _____

Child's Physical Address: _____ Home Phone: _____

Child's Mailing Address: _____

(If different from physical address)

PARENTS/LEGAL GUARDIANS

Mother's Name _____ Cell Phone: _____

Email Address _____ Work Phone: _____

Lives With Child? Y N

Father's Name _____ Cell Phone: _____

Email Address _____ Work Phone: _____

Lives With Child? Y N

Guardian's Name _____ Cell Phone: _____

Email Address _____ Work Phone: _____

Lives With Child? Y N

Relationship _____

SIBLINGS

Name	Current Grade	Current School	Also Applying?	
_____	_____	_____	Y	N
_____	_____	_____	Y	N
_____	_____	_____	Y	N

II. SCHOOL HISTORY (Other schools child has attended):

School	City, State	Grade Levels
_____	_____	_____
_____	_____	_____
_____	_____	_____

III. SPECIAL EDUCATION

If your child has an Individualized Education Program (IEP) or 504 Plan, please inform the school upon acceptance so a transitional meeting can be coordinated as soon as possible.

IV. LEARNING PROFILE

Please share with us the type of learning environment that best meets your child's learning needs.

V. OTHER

How did you learn about our school? (i.e. advertisement, website, etc.)

Is there any other information you think would be helpful for us to have about your child?

Thank you for taking the time to fill out this application in its entirety and for making sure that you have supplied available information. Please read the following release and sign below:

In the event that my child has the opportunity to be enrolled in _____, I hereby authorize _____ to request any and all education and health immunization records from the Department of Education, any other schools and school systems in which my child has previously been enrolled.

The information I have provided on this application is true to the best of my knowledge. I understand that if any information on this application is incorrect or omitted, the school has the right to revoke the offer of enrollment to my child.

Print Name or Parent/Legal Guardian: _____

Parent/Legal Guardian Signature: _____ Date: _____

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

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Hālau Lōkahi Public Charter School: A Hawai‘i Public Charter School

CONFLICT OF INTEREST & DISCLOSURE POLICY

SECTION 1. PURPOSE:

Hālau Lōkahi Public Charter School is a state-funded organization that has been given autonomy in most matters in return for accountability. In order to maintain financial stability, public trust and support, charter school staff and governing board members shall demonstrate high ethical standards and welcome scrutiny by and accountability to governmental authorities as well as to members of the public.

Consequently, there exists between Hālau Lōkahi Public Charter School and its Governing Board, officers, and management employees and the public a fiduciary duty, which carries with it a broad and unbending duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of the school honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of the school and its students. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with the school or knowledge gained therefrom for their personal benefit. The interests of the school must be the first priority in all decisions and actions.

All governing board members are bound by the State Ethics Laws as a public entity as stated in HRS Chapter 84.

SECTION 2. PERSONS CONCERNED:

This statement is directed not only to directors and the governing board, but to all employees who can influence the actions of the governing board. For example, this would include all who make purchasing decisions, all persons who might be described as "management personnel," and anyone who has proprietary information concerning Hālau Lōkahi Public Charter School.

SECTION 3. AREAS IN WHICH CONFLICT MAY ARISE:

Conflicts of interest may arise in the relations of directors, governing board members, and employees with any of the following third parties:

1. Persons and firms supplying goods and services to the school.
2. Persons and firms from whom the school leases property and equipment.
3. Persons and firms with whom the school is dealing or planning to deal in connection with the gift, purchase or sale of real estate, securities, or other property.
4. Competing or affinity organizations.
5. Donors and others supporting the school.
6. Agencies, organizations, and associations that affect the operations of the school.
7. Family members, friends, and other employees.

SECTION 4. NATURE OF CONFLICTING INTEREST:

A conflicting interest may be defined as an interest, direct or indirect, with any persons or businesses mentioned in Section 3. Such an interest might arise through:

1. Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the school.
2. Receiving remuneration for services with respect to individual transactions involving the school.
3. Using the school's time, personnel, equipment, supplies, or good will for other than

school-approved activities, programs, and purposes.

4. Receiving personal gifts or loans from third parties dealing or competing with the school.
5. Receipt of any gift is disapproved except gifts of a value less than \$50, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

SECTION 5. INTERPRETATION OF THIS STATEMENT OF POLICY:

The areas of conflicting interest listed in Section 3, and the relations in those areas which may give rise to conflict, as listed in Section 4, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, governing board members, and employees will recognize such areas and relation by analogy.

The fact that one of the interests described in Section 4 exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of the school.

However, it is the policy of the Charter School Commission that the existence of any of the interests described in Section 4 shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the board, directors, and employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

SECTION 6. DISCLOSURE POLICY AND PROCEDURE:

Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed;
2. The person with the conflict of interest is excluded from the discussion and approval of such transaction;
3. A competitive bid or comparable valuation exists; and
4. The governing board or a duly constituted committee thereof has determined that the transaction is in the best interest of the organization; and State Ethics Laws.

Disclosure in the organization should be made to the school director (or if she or he is the one with the conflict, then to the governing board chair), who shall bring the matter to the attention of the board or a duly constituted committee thereof. Disclosure involving directors should be made to the board chair, (or if she or he is the one with the conflict, then to the board vice-chair) who shall bring these matters to the board or a duly constituted committee thereof.

The governing board or a duly constituted committee thereof shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to Hālau Lōkahi Public Charter School. The decision of the governing board or a duly constituted committee thereof on these matters will rest in their sole discretion, and their concern must be the welfare of the school and its students and the advancement of its purpose and in accordance with State Ethics Laws.

Hālau Lōkahi Public Charter School: A Hawai‘i Public Charter School

CONFLICT OF INTEREST DISCLOSURE STATEMENT

Preliminary note: In order to be more comprehensive, this statement of disclosure/questionnaire also requires you to provide information with respect to certain parties that are related to you.

These persons are termed “affiliated persons” and include the following:

- a. your spouse, domestic partner, child, mother, father, brother or sister;
- b. any corporation or organization of which you are a board member, an officer, a partner, participate in management or are employed by, or are, directly or indirectly, a debt holder or the beneficial owner of any class of equity securities; and
- c. any trust or other estate in which you have a substantial beneficial interest
- d. which you serve as a trustee or in a similar capacity.

1. NAME OF EMPLOYEE OR GOVERNING BOARD MEMBER: (Please print)

2. CAPACITY:

_____ Governing Board member _____ Charter school employee

3. Have you or any of your affiliated persons provided services or property to Hālau Lōkahi Public Charter School in the past year?

_____ YES _____ NO

If yes, please describe the nature of the services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

4. Have you or any of your affiliated persons purchased services or property from Hālau Lōkahi Public Charter School in the past year?

_____ YES _____ NO

If yes, please describe the purchased services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

5. Please indicate whether you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) in the past year to which Hālau Lōkahi Public Charter School was or is a party?

_____ YES _____ NO

If yes, describe the transaction(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

6. Were you or any of your affiliated persons indebted to pay money to Hālau Lōkahi Public Charter School at any time in the past year (other than travel advances or the like)?

YES NO

If yes, please describe the indebtedness and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

7. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from Hālau Lōkahi Public Charter School or as a result of your relationship with the school, that in the aggregate could be valued in excess of \$1,000, that were not or will not be compensation directly related to your duties to the school?

YES NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

8. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving Hālau Lōkahi Public Charter School?

YES NO

If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

9. Are you aware of any other events, transactions, arrangements or other situations that have occurred or may occur in the future that you believe should be examined by school's governing board in accordance with the terms and intent of school's conflict of interest policy?

YES NO

If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

I CONFIRM that I have read and understand school's conflict of interest policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this policy, I will notify the governing board chair immediately.

Signature

Date

**Hālau Lōkahi Public Charter School: A Hawai‘i Public Charter School
GIFT POLICY AND DISCLOSURE FORM**

As part of its conflict of interest policy, Hālau Lōkahi Public Charter School requires that governing board members and employees decline to accept certain gifts, consideration or remuneration from individuals or companies that seek to do business with the school or are a competitor of it. This policy and disclosure form is intended to implement that prohibition on gifts.

Section 1. “Responsible Person” is any person serving as an officer, employee or a governing board member of Hālau Lōkahi Public Charter School.

Section 2. “Family Member” is a spouse, domestic partner, parent, child or spouse of a child, or a brother, sister, or spouse of a brother or sister, of a Responsible Person.

Section 3. “Contract or Transaction” is any agreement or relationship involving the sale or purchase of goods, services or rights of any kind, receipt of a loan or grant, or the establishment of any other pecuniary relationship. The making of a gift to Hālau Lōkahi Public Charter School is not a “contract” or “transaction.”

Section 4. Prohibited gifts, gratuities and entertainment. Except as approved by the governing board or its designee or for gifts of a value less than \$50 which could not be refused without discourtesy, no Responsible Person or Family Member shall accept gifts, entertainment or other favors from any person or entity which:

1. Does or seeks to do business with Hālau Lōkahi Public Charter School or,
2. Does or seeks to compete with Hālau Lōkahi Public Charter School or,
3. Has received, is receiving, or is seeking to receive a Contract or Transaction with Hālau Lōkahi Public Charter School.

GIFT STATEMENT

I certify that I have read the above policy concerning gifts, and I agree that I will not accept gifts, entertainment or other favors from any individual or entity, which would be prohibited by the above policy. Following my initial statement, I agree to provide a signed statement at the end of each calendar year certifying that I have not received any such gifts, entertainment or other favors during the preceding year.

Signature

Date

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Hālau Lōkahi Public Charter School
RECRUITMENT POLICY & PROCEDURE
Adopted March 11, 2015

Hālau Lōkahi PCS seeks to employ the most qualified individuals and will not discriminate with respect to race, creed, color, national origin, sex, marital status, disability, sexual orientation, veteran status, arrest and court record (except that criminal conviction will be considered as appropriate to job requirements), or genetic information.

A. Preference for Employment

1. Hālau Lōkahi PCS seeks to develop employees from within the organization. Therefore, all job vacancies will be subject to internal recruitment prior to external recruitment

B. Recruitment

1. Upon notice of a job vacancy, Hālau Lōkahi PCS, through its Executive Director or appointed official must minimally advertise employment vacancies in the following forms:
 - a. School Website (www.halaulokahi.com)
 - b. Bulletin Board in School Office
 - c. Hawai'i State Public Charter School Commission Website (www.chartercommision.hawaii.gov)
2. If deemed necessary, the Executive Director or appointed official may choose to use other medium to advertise employment vacancies.
3. All advertisements shall contain, at a minimum, employment title, employment responsibilities, minimum qualifications, application information and a deadline for application.
4. The deadline for application to a vacancy shall be no earlier than seven (7) calendar days following the date the vacancy advertisement has been posted to the Hālau Lōkahi PCS Website

C. Application

1. An application for employment to a vacancy at Hālau Lōkahi PCS shall contain, at a minimum, a letter of interest stating applicant's name, address, area(s) of certification, and how the applicant meets the required qualifications; a resume or curriculum vitae; transcripts of

course work completed (transcript copies acceptable); and three (3) professional references. The Executive Director may require additional information, if necessary, from all applicants to certain positions.

2. Upon receipt of an application, the Executive Director or appointed official will communicate with each applicant confirming receipt of their application and informing the applicant that they will be contacted for an interview should the committee select them.

D. Selection Committee

1. Upon advertising an employment vacancy, the Executive Director shall form a selection committee to review applications received, ensure the applicant meets the minimum qualifications, interview qualified candidates, and recommend a qualified candidate(s) to the Executive Director.
2. The selection committee shall consist of at least three (3) people appointed by the Executive Director. The Executive Director may be included as one of the three members of a selection committee.
3. The chairperson or representative of the department for which the hire is being made, where applicable, shall be one of the members of the selection committee.
4. If any member of the selection committee should be related by blood or marriage to any applicant, they shall remove themselves from the selection committee. A replacement selection committee member will be appointed by the Executive Director.

E. Interview

1. All applicants selected to be interviewed shall be notified by a member of the selection committee or an appointed person to arrange a time for the interview.
2. When arranging the interview, the candidate shall be notified of the following information.
 - a. Date, time and specific location of the interview.
 - b. Address and directions to the school.
 - c. Approximate length of the interview.
 - d. Supplemental documentation requested by the selection committee, if any.

3. If possible, all candidate interviews shall be scheduled and completed within a period of one week.
4. A standard evaluation form will be used to document each member's evaluation of each candidate.
5. The selection committee shall prepare interview questions that:
 - a. Are structured and consistent.
 - b. Job-related
 - c. For teachers, seek the teaching style in the classroom and skills in the classroom.
6. If needed, a second interview may be requested of any candidate for an additional information, or if a decision cannot be made following the first interview.
7. Upon completion of the interviews the committee will meet to discuss the ratings of each candidate. The selection committee shall recommend the candidate receiving the highest rating of all interviewed candidates to the Executive Director.

F. Selection

1. If necessary, the Executive Director may schedule another interview of the candidate recommended by the selection committee.
2. If the Executive Director determines that the recommended candidate does not meet acceptable standards for the employment vacancy, the Executive Director shall ask the selection committee for the candidate with the next highest rating. If no other candidates remain, the employment vacancy shall be re-advertised.
3. Prior to making an offer, the Executive Director or appointed official shall perform reference checks on the recommended candidate by contacting no less than two of the three professional references provided by the applicant.
4. Upon completion of the reference check, the Executive Director or appointed official shall notify the selected candidate via an offer letter. The offer letter should include the following:
 - a. Position being offered specifying duties and responsibilities
 - b. Starting date
 - c. Starting salary
 - d. Term of contract

- e. Date the offer must be accepted by
 - f. Paperwork required prior to the start date
 - g. Hire is contingent on background check
 - h. Union affiliation, if applicable
5. If the candidate accepts the position, the Executive Director or appointed official shall send the candidate a packet listing all required documentation to be completed prior to the first working day. These documents may include, but are not limited to:
- a. Copies of Transcripts, if not already submitted.
 - b. Documentation of Completed Tuberculosis Testing
 - c. Employee Information Sheet
 - d. State of Hawai'i Employee's Withholding Allowance and Status Certificate (HW---4)
 - e. Federal Employee's Withholding Allowance Certificate (W---4)
 - f. Employment Eligibility Verification (Form I---9)
 - g. State of Hawai'i Contributory/Hybrid Plan Designation of Beneficiary (Form 1---A)
 - h. Health Insurance Enrollment Form (EC---1)
 - i. EC&B1 Employees' Retirement System – State of Hawai'i
 - j. Authorization for Direct Deposit Entry Form
 - k. Employment Suitability (background) Check
 - l. FBI Fingerprinting Information Sheet
 - m. Conflict of Interest Form

At the time of acceptance, the selected candidate must be informed that their actual appointment is contingent upon a criminal history record check performed by the Hawai'i Criminal Justice Data Center (HCJDC) in accordance with HRS §78---2.7 and 846---2.7

- 6. If the offered candidate does not accept the position or if information from the HCJDC reveals that the candidate is deemed "inappropriate" for Hālaui Lōkahi PCS employment, the Executive Director may either
 - 1) have the selection committee recommend the next highest rated candidate for the employment vacancy, or
 - 2) re---advertise the position and repeat the hiring procedure.
 - 7. If the offered candidate accepts and receives the appropriate clearance, the Executive Director or appointed official shall inform the remaining interviewed applicants of their non---selection.
- G. Background Checks

No person shall be employed without full compliance with Hawai'i Revised Statutes §302A---601.5 and Hawai'i Administrative Rules Title 8, Subtitle

Chapter 7, Public School Personnel: Criminal History Record, Employment History, and Background Checks. Employees and volunteers may be employed conditionally based on having submitted the employee background check documentation. However, such conditional employment shall be on a temporary basis and subject to termination pending the results of the employee background check.

1. Background checks are required of all persons who are employed, whose services are engaged, or who are seeking employment in any position that places them in close proximity to children are subject to this policy.
2. Background checks shall include a criminal history record check which includes a search for fingerprints in the national criminal history record files and a criminal history record check conducted by the Hawai'i Criminal Justice Data Center.
3. Information obtained under this policy shall be used exclusively by the employer to determine whether a person is suitable for working in close proximity to children. All such decisions shall conform to federal and state law.
4. The employer may refuse to employ or terminate the employment status of any person who is found by reason of the nature and circumstances of a crime to pose a risk to the health, safety, or well-being of children to include, but not limited to, a crime of:
 - a. Violence,
 - b. Alcohol or drug abuse,
 - c. Sex offense,
 - d. Offenses involving children, or
 - e. Any other offense which indicates that the applicant or employee may pose a risk to the health, safety, or well-being of children.
5. The refusal to employ, or termination of employment, may be based on:
 - a. Conviction of a crime, other than a minor traffic offense involving a fine of \$50 or less,
 - b. Other information or evidence which reflect upon the character and fitness of the person which indicates the person is a risk to children,
 - c. Failure to accurately and fully complete and submit employment application documents,
 - d. Failure to declare, concealing, or falsifying criminal history record check requirements,

- e. Failure to complete the employee background check documentation process in the time prescribed by the employer.
6. No employee shall be denied employment based on an arrest record alone without conviction and/or plea bargaining.
7. The following factors shall be considered when evaluating conviction and/or plea bargaining information on applicants or employees:
 - a. Relationship of the crime to employment in a school and around children to include the impact on children, staff, parents, and community.
 - b. Relationship of the crime to the nature of the job (i.e., financial responsibilities, property control, driving and transportation, etc.)
 - c. Age of the applicant or employee at the time of conviction.
 - d. Nature and gravity of the offense for which convicted.
 - e. Amount of time that has elapsed since the applicant's conviction and/or completion of sentence.

Hālau Lōkahi Public Charter School
PERSONNEL POLICY
Adopted March 11, 2015

Personnel Policy

Hālau Lōkahi Public Charter School will comply with all terms of the charter school contract with regards to employment as outlined under the law including teacher licensing, finger printing and criminal background checks.

Equal Opportunity Employer

Hālau Lōkahi Public Charter School is an Equal Opportunity Employer. It is our policy and commitment to recruit, hire, train, and promote individuals, as well as administer all Governance actions, without regard to race, color, religion, creed, age, sex, national origin, ancestry, marital status, veteran status, sexual orientation, status as a qualified individual with a disability, personal appearance, family responsibilities, matriculation, political affiliation, place of residence, or membership in any other class protected in accordance with applicable laws.

Collective Bargaining

Hālau Lōkahi Public Charter School shall be subject to and comply with collective bargaining agreements under Chapter 89, and shall comply with the master agreements as negotiated by the State; provided that the School may enter into supplemental collective bargaining agreements that contain cost and non-cost items to facilitate decentralized decision-making. The School shall provide a copy of any supplemental collective bargaining agreement to the Commission within 14 days of full execution.

Anti-Harassment Policy

It is the policy of Hālau Lōkahi Public Charter School to maintain a work environment in which all employees feel comfortable working and are treated fairly. Harassment based on any protected category will not be tolerated nor will retaliation against any employee who makes a complaint of harassment. Hālau Lōkahi Public Charter School's commitment to a harassment-free work environment applies to all aspects of the school's operations, including parents, guardians, independent contractors and vendors. Any employee who believes that Hālau Lōkahi Public Charter School's policy against harassment, including sexual harassment, has been violated should make the school aware of the situation as soon as possible by the following procedures set forth in the section below.

Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature, or other verbal or physical conduct of a non-sexual but gender-based nature, whether by a male or female, under the following circumstances:

1. When submitting to such conduct is made a term or condition of an individual's employment, either explicitly or implicitly;
2. When submitting to or rejecting such conduct is used as a basis for employment decisions affecting the individual, or;
3. When such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working

environment. Examples of conduct which, if unwelcome, can amount to sexual harassment include but are not limited to the following: requests for sexual favors; uninvited sexual contact; sexual bantering; off-color language or jokes; sexual flirtations; advances or propositions; verbal abuse of sexual nature; commentaries about an individual's body; use of sexually degrading words to describe individuals; displays of sexual suggestive objects or pictures; gender-based insults or derogatory references, and use of sexually oriented or degrading gestures or other non-verbal communications.

Harassment

Harassment is conduct directed to an employee because of their age, race, color, religion, national origin, marital status, personal appearance, sexual orientation, family responsibilities, disability, matriculation, political affiliation, veteran's status, place of residence or any other basis protected by applicable law. Examples of conduct which, if unwelcome, can amount to harassment include but are not limited to the following: off color language or jokes; verbal abuse of a discriminatory nature; commentaries about an individual's protected characteristics; use of degrading words to the protected characteristics of individuals; displays of degrading gestures or other non-verbal communications based on one's protected status. Employees will conduct themselves in ways that ensure others are able to work in an atmosphere free from harassment.

Disabilities Policy

Hālau Lōkahi Public Charter School complies with the Americans with Disabilities Act of 1990 (ADA) and District of Columbia Human Rights Act. Hālau Lōkahi Public Charter School does not discriminate against qualified individuals with disabilities in hiring, placement, promotion, discipline, compensation or any other term or condition of employment or condition of employment. A "disability" is a physical or mental impairment that substantially limits one or more of the major life activities of an individual. The term "qualified individual with a disability" applies to an individual with a disability who, with or without reasonable accommodations, can perform the essential functions of the employment position that the individual holds or desires.

Hālau Lōkahi Public Charter School will provide a qualified individual with a disability with a reasonable accommodation that will allow the individual to perform the essential duties of the job, unless an accommodation would cause undue hardship to Hālau Lōkahi Public Charter School. Individuals with a disability that poses a direct threat to the health or safety to themselves or others in the workplace may be placed on administrative leave until it is determine whether a reasonable accommodation is possible. Hālau Lōkahi Public Charter School staff with a disability requiring reasonable accommodation should notify their supervisor or the Hālau Lōkahi Public Charter School Executive Director. An employee who requests an accommodation must cooperate in Hālau Lōkahi Public Charter School's effort to determine whether an accommodation is reasonable.

Hālau Lōkahi Charter School
DISPUTE RESOLUTION AND APPEALS PROCESS
Adopted January 27, 2015

Hālau Lōkahi Public Charter School recognizes the importance of active participation in informal dispute resolution. Hālau Lōkahi Public Charter School also recognizes that collaborative and open process of dispute resolution embodies the school's mission and vision and implants throughout the school community the same goals.

With that in mind, it is the governing board's policy that resolution first proceeds through the school's administration prior to an appeal being filed with the Hālau Lōkahi Public Charter School Governing Board. Any stakeholder may file an appeal, with the governing board once the following criteria have been met (This process is not intended to nor does it supplant or replace any rights or procedures afforded to employees or contractors provided protection by collective bargaining agreements.)

1. As a matter of course, resolution should first be attempted with the lowest level of authority. For example, a student and/or parent disagrees with a classroom decision by a teacher, a meeting must be held between the teacher in question with the appropriate parties present. If the situation involves a Special Education student, then the Student Services Coordinator and the child's Special Education teacher should also be present; this may include reference to an existing Individual Education Plan.

2. School administration is to be notified of any conflicts or unresolved problems within fifteen (15) days of any failed attempt to resolve. In the event the matter involves a question of legality or adherence to law, the administration shall consult with the State Attorney General assigned to charter schools. After notification of a conflict or unresolved dispute, the school administration is then tasked with attempting resolution prior to the matter proceeding to the governing board. The administration will render a decision as to any conflicts or unresolved issues after meeting with the appropriate parties, and conducting any investigation that may be necessary.

3. In the event the parties disagree with decision of the administration, a request for appeal may be made in writing to the governing board within thirty (30) days from the administration's determination. The written request must include 1) a listing the specific issues in dispute, 2) the parties involved, 3) a brief description of the resolution attempts, 4) the administration's determination and 4) the relief requested.

4. The governing board will then make a determination as to whether to schedule the matter for hearing and all parties involved in the dispute will be notified of the appeal and hearing, if scheduled, by the school board within ten (10) days of receipt of the appeal. All parties will be requested to appear and be heard. The hearing may be scheduled for hearing at a special meeting or at an executive session during a regularly scheduled board meeting; said scheduling to be at the sole discretion of the governing board.

5. In the event, the governing board determines that a matter of law is involved the State Attorney General will be consulted. All matters will be decided in accordance with state law and the school policies. It is to be noted here that the governing board will not reverse the decision of the administration unless there is a finding that state law was not followed, school policies were not followed, or that an abuse of discretion has occurred. A written decision of the school board will be provided to all parties within twenty (20) days of the hearing date.

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Delivery of Content Through A Digital Medium Collaborating with On Site Cultural Specialist

The proposed delivery of academic course work to the 7-12 grade students would be a combination of distance learning technology, traditional classroom instruction, and project-based learning. The content will be delivered via distance learning technology... a Hawai‘i-licensed teacher will instruct the students via the Internet with the assistance of an onsite cultural specialist. This model addresses one of the weaknesses of distance learning, which is personal support and dependence upon the individual motivation of the student. The statistical outcomes for virtual schools are substandard because the model requires the student to be self-motivated to engage with the online content. In the case of Hālau Lōkahi PCS, the students will already be in class ready to learn. Additionally, there will be an instructor in the classroom to support the students and relate the learned material, where appropriate, to Hawai‘i and it’s culture. The student will, in effect, have two teachers to assist them with their acquisition of knowledge. The knowledge gained through the virtually delivered curriculum will be implemented in the project-based learning model (as stated in Essential Term #3, Learning by Doing). As modern educators are well aware, each child learns differently. This approach gives each child the best chance of being matched with the delivery modality that meets their style of learning.

What makes Hālau Lōkahi different from other public schools is the project and place-based instruction and Hawaiian cultural focus. In this model, the project is one method of evaluation used to demonstrate mastery of the content taught. The Internet-based instruction is a tool utilized by the on-site instructor that will replace the text book. It is NOT, as stated by Tom Hutton, “a switch to reliance on online instruction.” The on-site instructor is both a project manager and facilitator of learning. The assertion that this model will be significant transition to a new modality of instruction is invalid. The current students already utilize on-line instruction via Study Island, IXL, and Khan Academy. This partnership will allow for standardized curriculum. Also, this does not mean that all instruction will be through a digital medium. Hālau Lōkahi will continue to teach through place-based instruction at a site in Kalihi Valley and at other community partners.

This model has multiple benefits to the school and it’s students. Firstly, the virtual curriculum fulfills a need in the school to provide a broader range of curriculum to meet the individual needs of the student. The school will be able to select from a menu of courses to offer

in the classroom. Specifically, this means that a college-bound student will be able to take the required coursework that will make them eligible for acceptance into most institutions of higher learning.

Secondly, this model allows the student to gain greater familiarity to a modality of instruction that is gaining favor in higher education, distance learning. Most universities now offer some online coursework to supplement the traditional classroom. A student can earn a range of credentials from bachelor's degrees, graduate degrees to professional certificates through the online arm of major universities such as the University of Maryland, Michigan State University, the University of Washington, etc. This early familiarity with distance learning will give the Hālau Lōkahi graduate experience in a form of educational instruction that will broaden their choice of curriculum and institution from which they want to learn.

Thirdly, this model will fulfill the State's requirement of licensed teachers as well as the federal requirement under the No Child Left Behind Act for Highly Qualified teachers in core academic areas. The teachers instructing the curriculum via the Internet will meet the state and federal requirements. Additionally, K12 and the School will develop a professional development plan to provide support to the currently unlicensed teachers at Hālau Lōkahi to earn those credentials.

Fourthly, this model provides the community with a choice in their education for their children. It provides a medium between the traditional educational model offered at the public schools and the education offered at the Hawaiian Immersion schools. This model allows those who embrace the Western education needed to be successful in a global society, yet also want their child to embrace the Hawaiian cultural traditions that are central to Hālau Lōkahi PCS.

Fifthly, this model provides a cost savings to the school in that it eliminates the need to purchase updated content and curriculum to remain current to the changes in the educational landscape. Digital delivery of content will always remain current and can more easily adapt to changes in the academic field.

It is our intent to establish community partnerships within the Hawaiian community to expand our culturally infused program. We envision people coming to the school to provide instruction on various topics of cultural and historical importance. The current administration and Governing Board are committed to being a part of a larger community working together towards common goals.

This model meets the requirements stated in Exhibit A “Educational Program” of the Charter Contract. Though the instruction is delivered digitally, it does not meet the definition of digital learning as specified in Exhibit A, which states “for the purposes of this Exhibit, digital learning is defined as learning facilitated by technology that gives students some element of control over time, place, path, or pace of learning.” In our model, the time and place is controlled at our physical site. Path and pace of learning are controlled by the onsite cultural specialist.

We firmly believe that this model brings together cutting edge Western technology and educational methods, common core standards-based content and Hawaiian culture and values. Our students will have the knowledge and education to succeed in any institution of higher learning, as well as the cultural foundation and values to remain rooted to their history and community.

According to the Charter School contract, “2.1. The School's Governing Board is the independent board of the School that is responsible for the financial, organizational, and academic viability of the School; possesses the independent authority to determine the organization and management of the School, the curriculum, and the instructional methods.” Additionally, the contract states “3.1. School's Control. Subject to the terms and conditions of this Contract, the School shall have control over and responsibility for the design and delivery of the educational program and for attaining the academic performance standards and targets established in the Performance Frameworks attached as Exhibit B and, subject to Section 3.2, shall have the discretion to modify, amend, adapt, and otherwise change its educational program as it deems necessary to achieve the academic performance standards and targets.” And, “3.3.2. The School shall retain the autonomy to select a particular curricular and/or instructional approach consistent with the Common Core or other applicable State academic standards.” It is our assertion that the Governing Board has the authority to select our curriculum and instructional methods, not the Executive Director of the Charter School Commission.

We believe Hawaiian focused charter schools allow choice for Hawaiian children. It has been noted that Hawaiian children attending Hawaiian focused charter schools have improved attendance and learning outcomes. Closing Hālau Lōkahi removes a Hawaiian focused charter school option for those residing from the ‘Ewa plain to central O‘ahu to west Honolulu. The only other alternatives would be Wai‘anae, Makiki, or Kāne‘ohe. Hālau Lōkahi also offers a choice in the spectrum of Hawaiian focused curriculum. Hakipu‘u Learning Center in Kāne‘ohe is a 4-12th grade, student-driven project-based program and has no openings. Kamaile Academy in

Wai‘anae requires a geographic exception for out-of-district students to attend. They have no openings in their elementary school. Mālama Honua in Waimānalo is only open for grades K-2. Ka Waihona o ka Na‘auao in Nānākuli has a larger student-teacher ratio of 22:1 than Hālau Lōkahi and is largely focused on the Wai‘anae Coast communities. It is also only K-8 and has no openings. Hālau Kū Māna in Makiki is a 4-12th grade school that maintains a waitlist. Also according to their Handbook (page 12) outlining the admissions process, step one is the application, step two is “interview/testing with student and parent(s)/guardian/foster parent using rubrics” and step three is a “decision by the admissions committee’s whether a candidate is granted admission based on the following: application rubric, interview rubrics, letters of recommendation, the match between the needs and qualifications of the student with the needs of the school.” This seems to be a rigorous selective process that may exclude applicants. Even if Hālau Lōkahi were to adjust the method in which Hawaiian culture is infused into the curriculum, the need for the school is quite evident. Hawaiian focused charter schools should not be identical in their curriculum and delivery. Variation and choice is an important aspect of charter schools. A child may not be successful in the environment at one school, but may thrive in the environment at another. It is also quite evident that closing Hālau Lōkahi would eliminate the opportunity for a Hawaiian focused school for many students as many of the other Hawaiian focused schools have no openings. There should be more opportunities for Hawaiian students, not less.

Additionally, Hālau Lōkahi provides a safe alternative to those attending schools in the urban core. We have several students who came to Hālau Lōkahi because they were being bullied in their home school or were subject to gang influence. One such student who ended 9th grade with a .125 GPA and failed all but one class at Farrington High School. He is now refocused on his education and has aspirations of going to college and becoming a teacher to make a difference in his community. Our small class size and ‘ohana atmosphere allows for greater connections with nurturing adults. According to Dr. Emmy Werner’s landmark Kaua‘i Longitudinal Study of all of the children born on Kaua‘i in 1955, one of the single most important protective factors for many of the children in the study who struggled as teenagers was the presence of at least one caring, committed adult that made the difference. This could be a teacher, coach, or any adult mentor. (Werner, E. E. and Smith, R. S., “Journeys from Childhood

to Midlife: Risk, Resilience, and Recovery”, 2001). We believe that the staff at Hālau Lōkahi are able to be that life changing agent.

The School has a stronger Governing Board comprised of individuals (parents) who are vested in the success of the School. The School has a new budget with reduced facility and staffing costs that has reduced monthly expenses from \$110,000 per month down to \$30,000. With the payment arrangement in place with the landlord, the School can operate and complete the School Year in a significantly stronger financial position than in previous years. If given the opportunity, we believe that the new leadership will institute a new era of accountability and growth for Hālau Lōkahi.

One must also question the concerns regarding K12 and their content and delivery method. It is unusual considering fifteen public school statewide currently utilize K12 as a content provider. Hawai‘i Technology Academy, Kīhei Charter School, Laupāhoehoe Community Public Charter Schools, and Kamaile Academy all utilize K12 and Adventa curriculum. What makes Hālau Lōkahi different than those schools? Or is this just a duplicitous tactic to rationalize closing down Hālau Lōkahi for the past indiscretions of the former administration? Any concerns with the handling of business with HTA should be muted since Ron Packard, the CEO and founder of K12 resigned in January 2014 and the company is now under new management.

One must also note that per the Charter School Contract, Hālau Lōkahi IS a virtual school as well as a “brick and mortar” school. Even if the Commission believes that this form of content delivery is not acceptable for the brick and mortar school, we are within our Charter to switch all of our students to the virtual academy and utilize this form of instruction. The only difference is that the students will be coming to the campus to conduct their virtual education since not all of our families have Internet access at home. In this case, the employees would then be educational assistants and cultural practitioners. They would continue to assist the students with questions and real-world application of the content learned virtually. Additionally, they would provide cultural instruction in the classroom and in the community.

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Budget for Period of March 1, 2015 through July 1, 2015 (Salaries through July 15, 2015)

	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Total
Teacher Salaries	\$13,470.01	\$13,470.01	\$13,470.01	\$13,470.01	\$6,735.00	\$60,615.03
Staff Salaries	\$7,762.50	\$7,762.50	\$7,762.50	\$7,762.50	\$3,881.25	\$34,931.25
Rent	\$9,605.86	\$9,605.86	\$9,605.86	\$9,605.86		\$38,423.44
Cable / Internet (includes past due amt.)	\$45.77	\$45.77	\$45.77	\$45.77		\$183.08
Insurance (Life and AD&D)	\$88.11	\$88.11	\$88.11	\$88.11		\$352.44
Electric & Water (includes past due amount)	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00		\$20,000.00
Telephone	\$291.91	\$291.91	\$291.91	\$291.91		\$1,167.64
Copier / Fax Lease	\$375.00	\$375.00	\$375.00	\$375.00		\$1,500.00
Outside Copying	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
Postage and Shipping	\$20.00	\$20.00	\$20.00	\$20.00		\$80.00
Supplies, small equip.	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
Computer equipment	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
Dues and Fees	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
Bank fees	\$50.00	\$50.00	\$50.00	\$50.00		\$200.00
Monthly Expenses	\$36,709.16	\$36,709.16	\$36,709.16	\$36,709.16	\$10,616.25	\$157,452.88
Balance At End of Month	\$125,978.30	\$89,269.15	\$52,559.99	\$15,850.83	\$5,234.58	

Funds Held By Commission	\$88,472.50
FY15 3rd Per Pupil Funding	\$100,409.00
Rent Jan & Feb 2015	-\$20,000.00
Utilities Jan & Feb 2015	-\$6,194.04
Rent March - June 2015	-\$38,423.44
Teacher Salaries	-\$60,615.03
Staff Salaries	-\$34,931.25
Other Expenses	-\$23,483.16
Total	\$5,234.58

OHA	\$70,126.00
Total	\$75,360.58

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Budget for FY 2015-2016

	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16
K12 Courses (7-8)	\$0.00	\$12,960.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
K12 Courses (9-12)	\$0.00	\$9,720.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Teacher Salaries	\$6,735.00	\$19,550.01	\$19,550.01	\$18,030.01	\$19,550.01	\$16,510.01	\$16,510.01
Staff Salaries	\$7,850.00	\$15,700.00	\$15,700.00	\$15,700.00	\$15,700.00	\$15,700.00	\$15,700.00
Rent	\$9,605.86	\$9,605.86	\$9,605.86	\$9,605.86	\$9,605.86	\$9,605.86	\$9,605.86
Back Rent	\$0.00	\$36,727.68	\$3,629.22	\$3,629.22	\$3,629.22	\$3,629.22	\$3,629.22
Cable / Internet	\$45.77	\$45.77	\$45.77	\$45.77	\$45.77	\$45.77	\$45.77
Insurance (Life and AD&D)	\$88.11	\$88.11	\$88.11	\$88.11	\$88.11	\$88.11	\$88.11
Electric & Water	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Telephone	\$291.91	\$291.91	\$291.91	\$291.91	\$291.91	\$291.91	\$291.91
Copier / Fax Lease	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00
Outside Copying	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Postage and Shipping	\$83.00	\$83.00	\$83.00	\$83.00	\$83.00	\$83.00	\$83.00
Supplies, small equip.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Computer equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Dues and Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Bank fees	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
Monthly Expenses	\$28,124.65	\$108,197.34	\$52,418.88	\$50,898.88	\$52,418.88	\$49,378.88	\$49,378.88
End of the Month Balance	\$399,135.93	\$290,938.59	\$238,519.71	\$187,620.83	\$135,201.95	\$261,773.07	\$212,394.19

Carry Over from FY14-15 \$75,360.58

1st Per Pupil Funding (60%) (by 7/20) \$351,900.00

2nd Per Pupil Funding (30%) (by 12/1)

\$175,950.00

3rd Per Pupil Funding (10%) (by 6/30)

OHA

\$72/mo for 4 courses x10 mo x 10% discount = \$648/yr

K-2 50 students

7-8 15 students

9-12 20 students

Budget for FY 2015-2016

	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Total
K12 Courses (7-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,960.00
K12 Courses (9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,720.00
Teacher Salaries	\$19,550.01	\$16,490.01	\$19,550.01	\$19,550.01	\$13,470.01	\$6,735.01	\$211,780.12
Staff Salaries	\$15,700.00	\$15,700.00	\$15,700.00	\$15,700.00	\$15,700.00	\$7,850.00	\$188,400.00
Rent	\$9,605.86	\$9,605.86	\$9,605.86	\$9,605.86	\$9,605.86		\$115,270.32
Back Rent	\$3,629.22	\$3,629.22	\$3,629.22	\$3,629.22	\$3,629.22		\$73,019.88
Cable / Internet	\$45.77	\$45.77	\$45.77	\$45.77	\$45.77	\$45.77	\$595.01
Insurance (Life and AD&D)	\$88.11	\$88.11	\$88.11	\$88.11	\$88.11	\$88.11	\$1,145.43
Electric & Water	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$39,000.00
Telephone	\$291.91	\$291.91	\$291.91	\$291.91	\$291.91	\$291.91	\$3,794.83
Copier / Fax Lease	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$4,875.00
Outside Copying	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Postage and Shipping	\$83.00	\$83.00	\$83.00	\$83.00	\$83.00	\$83.00	\$1,079.00
Supplies, small equip.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Computer equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Dues and Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Bank fees	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$650.00
Monthly Expenses	\$52,418.88	\$49,358.88	\$52,418.88	\$52,418.88	\$46,338.88	\$18,518.80	\$662,289.59
End of the Month Balance	\$159,975.31	\$110,616.43	\$116,847.55	\$64,428.67	\$88,215.79	\$69,696.99	

Carry Over from FY14-15

1st Per Pupil Funding (60%) (by 7/20)

2nd Per Pupil Funding (30%) (by 12/1)

3rd Per Pupil Funding (10%) (by 6/30)

OHA

\$75,360.58
\$351,900.00
\$175,950.00
\$58,650.00
\$70,126.00
\$731,986.58
\$69,696.99

Students	Rate	Allocation
85	6900	586500

Balance



Kanu o ka 'Āina Learning 'Ohana

Serving and perpetuating sustainable Hawaiian communities through Education with Aloha

March 25, 2015

Elizabeth Blake, Acting Executive Director
Hālau Lōkahi
401 Waiakamilo Rd., Unit 1A
Honolulu, Hawaii 96817

Aloha e Elizabeth,

Re: Support for Hālau Lōkahi's Professional Development Needs

KALO would be very interested in supporting Hālau Lōkahi's professional development needs should the school prevail through the Charter appeal process. We are currently running two programs; a teacher-licensing program called Kaho'iwai and a Master's Degree Program in Educational Leadership for Charter School Administrators in partnership with Chaminade University of Honolulu.

Kaho'iwai is a nationally accredited post-secondary teacher education program aimed at developing individuals into qualified educators focused on cultural values and an integrated approach to learning that includes rich clinical experiences, residential place-based learning opportunities and online coursework. Graduates are prepared for teaching opportunities in various settings and are qualified to apply for licensure in the State of Hawai'i. Kaho'iwai is currently seeking applicants for four new teacher education cohorts starting 2015, 2016, 2017 and 2018. The program focuses on secondary English, Math, Science, Social Studies, and Hawaiian Studies. Successful applicants may be provided scholarship support for the programs. Applicants require an undergraduate degree from an accredited institution and a desire to work in Hawaiian Focused Charter Schools. This program has been granted national accreditation by the Teacher Education Accreditation Council (TEAC) and the Hawaii Teacher Standards Board through June 2018.

The Masters of Education Leadership in concert with Chaminade University of Honolulu is focused on the needs of Administrators in Native Hawaiian Focused Charter Schools. The program is delivered by instructors with strong connections to the Hawaiian education movement and community. Specific content includes: Administration; Leadership; Law; Communication; Community Relations; Finance; Curriculum; Research; Peace and Social Justice, and: a Capstone Project, 33 credits in total. The course maintains a strong Hawaiian cultural context and like all programs of KALO focuses on *Education with Aloha*. Participants come together for residential seminars and complete coursework online. Chaminade Master's degree applicants require a bachelor degree and priority is given to teachers and staff within the Hawaiian charter school movement. Successful applicants may be provided scholarship support for the programs.

Hālau Lōkahi's commitment to the children and families currently being served is admirable. Good Luck!

Me ke aloha pumehana,

KANU O KA 'ĀINA LEARNING 'OHANA



Executive Director
Taffi Wise

64-1043 Hi'iaka Street Waimea, Hawai'i ▼ PO Box 6511 Kamuela, HI 96743
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School's ex-officials are arrested

A trio is accused of money laundering and theft after Halau Lokahi funds are spent on jewelry and "essential oils"

By Susan Essoyan

POSTED: 01:30 a.m. HST, Feb 11, 2015



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STATE SHERIFF DIVISION

(left to right) Laara Allbrett, Adam K. Bright, Rochelle MarieTavares

Three former staff members of Halau Lokahi Charter School, including co-founder Laara Allbrett, have been arrested on charges of first-degree theft, money laundering and illegal business activity.

They were released pending investigation by the attorney general's office and have not been formally charged.

The attorney general's office has been examining alleged misuse of public funds at the small Kalihi

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Man, 62, critically injured in fall from Manoa



charter school, which was founded by Allbrett and her family members in 2001 with a curriculum focused on indigenous Hawaiian learning.

Reached on her cellphone Tuesday, Allbrett, 61, declined to comment, on the advice of her attorney.

A search warrant affidavit filed in court for a raid on the school by the attorney general in November listed an array of questionable spending totaling nearly \$102,000. It included the purchase of "essential oils" and jewelry, and numerous payments to individuals for unspecified services without contracts or documentation.

"(I)t appeared that Laara Allbrett utilized the Halau Lokahi Charter School as a mechanism to appropriate State of Hawaii monies so that her friends, family members, and herself could benefit from these proceeds, which appears to be theft of public funds," chief special agent Daniel Hanagami wrote in the affidavit.

Allbrett went to the Sheriff Division Booking Facility on Keawe Street to be booked Jan. 23, listing a Houghtailing Street address. She was forced out as Halau Lokahi's director in July after the school ran out of money and stopped paying its rent and teachers before the end of the academic year.

Her son, Adam K. "Kealii" Bright, who taught at the school until December, was arrested Jan. 6. His girlfriend, Rochelle Marie Tavares, Halau Lokahi's former accounting clerk, was booked Tuesday.

Tavares, 42, was laid off in December when the school was restructured. She and Bright live together on Kaahumanu Street in Aiea. When reached by phone Tuesday, Tavares also told the Honolulu Star-Advertiser "no comment."

The trio was booked on the same three charges. First-degree theft involves amounts in excess of \$20,000. Money laundering entails concealing the source of money obtained illicitly. The "illegal ownership of a business" charge refers to using income derived through racketeering or collection of an unlawful debt in the ownership or operation of an enterprise.

The \$102,000 in questionable spending included \$11,747 to Jewel Allbrett, a relative of Laara Allbrett's. A total of \$10,316 went to Rainbow Healing Arts, which Allbrett has said was for acupuncture for staff members and essential oils that she said helped students focus academically and overcome injuries, headaches and digestive problems.

While policy required that checks be made directly from the school's account to vendors for their services, the search warrant said it appeared that Laara Allbrett concealed four payments totaling \$6,760 to Angela Kahealani by using U.S. Postal Service money orders. An Internet search shows Angela Kahealani listed as a "clairvoyant psychic healer" on Kauai.

The school does not provide food services to its students, but numerous food purchases were listed, along with travel expenses.

As a public charter school, Halau Lokahi is largely funded with taxpayer dollars. In previous years it also received per-pupil funds from Kamehameha Schools, but that money ended in fall 2014 after the school failed to meet the terms of its contract.

Charter schools run under contracts with the Public Charter School Commission and report to their own governing board rather than the state Board of Education.

Halau Lokahi's money troubles came to light toward the end of the last school year, when teacher salaries were cut off for lack of money, and the campus wound up with a \$502,000 deficit. The charter school commission required the school to replace its governing board and director before opening for



Laara Allbrett: The school's co-founder, she surrendered to the Sheriff Division on Jan. 23 but was not charged



Adam K. Bright: A former teacher at the school as well as the son of Allbrett, he was arrested Jan. 6 and released



Rochelle Marie Tavares: The school's former accounting clerk had no comment after being arrested on Tuesday

STATE SHERIFF DIVISION PHOTOS

Attachment U

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the current school year.

Despite dedicated efforts by a group of parents and others to restructure Halau Lokahi in December, the commission voted last month to issue a notice of revocation, the first step toward shutting down the campus. State funds were cut off at the end of January.

Nonetheless, the school is continuing to function, under the direction of a completely new board installed as part of the restructuring, while it appeals the commission's decision.

Many students have switched to other campuses, but 62 students remain at the school, down from 114 at the start of January. It serves children in kindergarten through 12th grade. The school reduced its staff to 10 people from 18 in December, and none of Allbrett's extended family is still working there.

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\$5K spent on alleged suspicious purchases

Rochelle Tavares used charter school funds at Amazon and Best Buy, records show

By Nanea Kalani

POSTED: 01:30 a.m. HST, Mar 08, 2015
LAST UPDATED: 01:45 a.m. HST, Mar 08, 2015

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2



STAR-ADVERTISER / FEB. 10

Rochelle Marie Tavares: *The former Halau Lokahi clerk has not been formally charged*

A former school accounting clerk arrested last month for theft and money laundering allegedly used a Halau Lokahi Charter School bank card to rack up more than \$5,200 worth of Amazon.com purchases — including several dozen rolls of design-printed duct tape — that were shipped to her Aiea home, according to court records obtained by the Honolulu Star-Advertiser.

Investigators with the state Attorney General's Office subpoenaed records for 156 online purchases that Rochelle Marie Tavares made using a Bank of Hawaii debit card issued to her longtime boyfriend, Adam K. "Kealii" Bright, a former teacher at the school and son of Halau Lokahi founder Laara Allbrett.

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The records reveal more details about the state's ongoing investigation into suspected theft, money laundering, illegal ownership of a business, falsification of business records and tampering of government documents by former school officials.

Tavares' Amazon purchases are separate from \$102,000 in school expenses throughout 2013 and 2014 flagged as suspicious by the state Public Charter School Commission, and which prompted a raid of the Kalihi campus in November by the attorney general.

Using a personal email account and her home address, Tavares allegedly spent just over \$1,000 on dozens of printed duct tape rolls — including Hello Kitty, Superman, Angry Birds and Mickey Mouse designs — along with a book, "Tape It & Make It: 101 Duct Tape Activities," and a duct tape activity kit for kids.

Her online purchases, which spanned 18 months in 2013 and 2014, also included digital projectors, a DVD player, an air-conditioning window unit, camping cots and an instant canopy.

"If these purchases were for Halau Lokahi Charter School business use, they should have been shipped to the (school's) business address," investigators wrote in court documents. "The possible motive in Rochelle Tavares doing this was in her statement to (investigators) that Halau Lokahi Charter School does not keep inventory of their assets."

The state also subpoenaed records from the Best Buy electronics store in Aiea for items bought in 2013 using the same debit card. Two MacBook Air laptops and an external hard drive were purchased at the store, with customer reward points awarded to Tavares' Best Buy account.

During a recent search of the school premises, staff who were shown a list of the purchases told investigators the school didn't have designer duct tape, iPads, a window air-conditioning unit or other items.

The Attorney General's Office then executed a search warrant Feb. 10 at the Aiea home of Tavares and Bright, who have five children together. They confiscated six iPads, two MacBook laptops, a Mac desktop, a tablet computer and three dozen rolls of printed duct tape. Many of the other items were not recovered.

That morning, sheriff's deputies arrested Tavares on suspicion of first-degree theft, money laundering and illegal ownership or operation of a business. Bright and Allbrett also were arrested on suspicion of the same charges a few weeks earlier, but none had been formally charged as of last week.

Tavares initially was brought in for questioning in late December as a witness for the ongoing case. She told investigators she was hired by Allbrett in 2001 as the school's accounts payable clerk.

Tavares said that before working at the school she had no accounting experience but was "qualified for the position because she was able to pay the bills at her house," according to court documents.

She acknowledged knowing the school's bank card was strictly for business purchases, and stated she "never used Halau Lokahi Charter School assets for her personal use."

The school had a policy that debit cards could be used only if an approved vendor didn't accept business checks or for approved emergency purchases.

Investigators flagged nearly 400 "suspicious" purchases made with Bright's debit card throughout 2013 and 2014. The charges included purchases at various gas stations, restaurants and a Kalihi karaoke bar; cash withdrawals; payments for traffic tickets; and Apple iTunes purchases.

When investigators interrogated Bright last month, he admitted that on "various occasions" he used the debit card to purchase gas for his personal vehicle. He also said he bought a \$1,022 Apple laptop that he kept after he was terminated from the school. He turned over the laptop as evidence.

Tavares and Bright were terminated from the school in December as part of a restructuring plan that laid off all nonessential employees.

Allbrett, who founded the Hawaiian culture-focused charter school in 2001, was forced to step down as director last summer after the school's money troubles came to light.

Charter schools are largely funded with taxpayer dollars but are independently run under contracts with

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the state Charter School Commission and report to their own governing board.

During an audit of the school's finances last year, the commission staff discovered the school's financial records were incomplete and found "numerous transactions that appeared to be suspicious and possible theft" of public funds, court documents said.

Although the commission in January voted to withhold funding and begin shutting down the insolvent school, a group of volunteers continues to teach several dozen students.

BUYING SPREE

Some of the items former Halau Lokahi accounting clerk Rochelle Tavares allegedly bought from Amazon and Best Buy using the public charter school's funds:

AMAZON

- >> Dozens of rolls of printed duct tape in 18 different designs: \$1,005.89
- >> 1 "Tape It & Make It: 101 Duct Tape Activities" book: \$34.03
- >> 1 Creativity for Kids Duct Tape Fashion Accessories kit: \$53.03
- >> 3 InFocus portable digital projectors: \$891.99
- >> 1 Shade Tech 12-by-12-foot screen panel kit: \$15.73
- >> 1 Sony DVD player: \$33
- >> 1 ultra slim SmartShell stand case for Apple iPad Mini, pink: \$112.82
- >> 5 Maxell lightweight stereo headphones, silver: \$82.10
- >> 1 Frigidaire 5,000 BTU mini window air conditioner: \$117
- >> 1 Quik Shade Weekender 12-by-12-foot instant canopy: \$149
- >> 2 Texsport King Kot giant folding camping cots: \$119.94
- >> 1 Body-Bands loop resistance band, purple: \$84.53

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Source: Court documents filed by the state Department of the Attorney General

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HALAU LOKAHI PUBLIC CHARTER SCHOOL

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A school in limbo

A handful of students and teachers keep returning as Halau Lokahi officials fight the state's shutdown effort

By Susan Essoyan

POSTED: 01:30 a.m. HST, Mar 10, 2015
LAST UPDATED: 02:12 a.m. HST, Mar 10, 2015

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DENNIS ODA / DODA@STARADVERTISER.COM

Halau Lokahi students Kaylee Mahuka-Lono, left, Tatyana Avilla, James Ornellas and Sanoe Whitmarsh do schoolwork on their computers.

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The state stopped funding Halau Lokahi Public Charter School at the end of January, but nearly 60 students keep coming every day, and so do seven teachers.

"We're here for the children," said Kristen Kallikane-Lau, a social studies teacher. "It's a struggle to not get paid but still show up. I'm in awe of my colleagues who come with a smile on their face every day. I'm hopeful that we will prevail through the appeal process."

The Charter School Commission voted Jan. 8 to issue a "notice of prospect of revocation" — the first

step toward revoking the school's charter — on grounds that Halau Lokahi was insolvent and had failed to meet the terms of its contract.

Last week it sent a strongly worded letter by certified mail to the school board declaring that Halau Lokahi is no longer a functioning public school and that all employees were de facto laid off Jan. 31 when state funding ended.

The school's new governing board is challenging the decision and hopes to keep the Hawaiian-culture-based school alive in a new incarnation. It contends the commission is violating its own procedures by trying to shut the campus before holding a hearing, causing turmoil for children midway through the academic year.

"Our overall objective is based on the nondisruption of our keikis' education," said Peter L. Terry, who stepped up to chair the school board in January in hopes of keeping the school going. "Why do the students have to suffer for the misdeeds and malfeasance of adults?"

Terry, a veteran of other nonprofit boards, added, "We have restructured this to the best of our ability, even though our hands are tied — the budget, the payroll, rent. We can survive this if they just guide us instead of just saying shut down."

A hearing on the board's appeal is set for March 30. In the meantime the commission is taking a firm stand.

"The commission has been advised by the Department of the Attorney General that students who still are reporting to Halau Lokahi at this point are not attending public school," Tom Hutton, commission executive director, wrote in its March 2 letter. "As we have indicated before, while Halau Lokahi continues to exist as a legal entity for purposes of the revocation hearing, this is not the same thing as continuing to operate as a public school under these circumstances.

"We urge you again in the strongest terms to ensure that all students are either enrolled in other schools where they hopefully still will be able to earn academic credit for this semester, or that they are registered as home-schooled."

Roughly half of the student body shifted to other campuses over winter break amid uncertainty over the future of the debt-ridden school. In a painful restructuring, payroll was also cut by more than half, along with the space the school rents in a commercial building in Kalihi.

The school has cut all ties to the previous administration, led by founding director Laara Allbrett, who was ousted in June. All five of her relatives who were employed at the school were laid off or left in December, including her



Our overall objective is based on the nondisruption of our keikis' education. Why do the students have to suffer for the misdeeds and malfeasance of adults?"

Peter L. Terry
Chairman of the board for Halau Lokahi Public Charter School since January

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daughter, the business manager. The state attorney general is investigating alleged misuse of public funds during their tenure.

"It's a new day," said Randy Shiraishi, the new vice chairman of the board and a former manager at Hawaii Job Corps. He and other board members feel the school should have due process and a chance to prove itself.

"We have been making every effort to be fiscally responsible and contractually compliant to the charter, to the law and the administrative rules," said Shiraishi, whose son is a fourth-grader. "It seems like they have no intention of allowing us to make the changes necessary to make the school succeed, no matter what we do."

Charter schools are largely funded with taxpayer dollars through per-pupil allotments but are independently run under contracts, or charters, with the state. They are supposed to bring innovation to public education, and report to their own governing boards, with oversight by the commission.

Halau Lokahi was one of Hawaii's first charter schools, launched by Albrett and her family members in 2001, when there was little monitoring of charters. An overhaul of the charter law in 2012 tightened oversight, and they now must meet academic, financial and operational goals.

Elizabeth Blake, Halau Lokahi's acting director, said its students are being taught online by Hawaii-certified teachers employed by curriculum provider K12 Inc., which is donating its services. That is in addition to about seven teachers who come to the campus daily even though their paychecks have stopped, she said.

The school serves children in kindergarten through grade 12. Clad in bright blue uniform T-shirts, they do much of their learning via computer these days, punctuated by breaks for hula and chant.

"It's a good family feel here, where you can concentrate on getting where you want to go in future," said sophomore Kaohu Book, 16, who credits Halau Lokahi with turning his life around after he fell in with the wrong crowd at his old school.

"Here you have that one-on-one communication with the teacher," he said. "In (regular) public school you have to find your own way."

Meali'i Prieto, a board member who has a master's in counseling, contends the school fills an important niche, offering a haven to kids who don't fit in traditional schools. She said her two grandchildren were struggling academically, socially and emotionally at their public school but are doing well at Halau Lokahi.

The Halau Lokahi case marks the first time the state commission has moved to revoke a charter, so both sides are feeling their way forward.

The lengthy, multistep process is geared toward schools that fall short academically — not those that run out of money, according to commission Chairwoman Catherine Payne. The commission is supporting House Bill 831 to clearly authorize closure of insolvent schools, citing the Halau Lokahi case.

"We didn't anticipate that a school would try to stay open even when they had no money," Payne said. "I think that's the huge issue here. They have run out of funds. They are not able to maintain the kind of school they were chartered to provide."

In January, commissioners turned down a proposed rescue of the school by K12 Inc. of Herndon, Va., which offered to put up \$150,000 to cover the school's costs through the end of academic year. In turn the corporation would receive a percentage of school income in future years.

Commissioners said the plan was too risky and would stray from the school's original charter and essence, which centered on traditional Hawaiian values and a project-based approach to learning.

"It appears to me that K12, which is a for-profit corporation, is trying to get into the Hawaii school system without having to go through the procedures that are required by us to start a school," Payne said.

Halau Lokahi board's Shiraishi argues that the law gives the governing board, not the commission, the independent authority to determine the curriculum and that Halau Lokahi's charter includes a virtual learning component.

The school faced the threat of closure in June after ending the last academic year \$500,000 in debt. But the commission gave it another chance on the condition that Albrett was removed and a new board

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It seems like they have no intention of allowing us to make the changes necessary to make the school succeed, no matter what we do."

Randy Shiraishi
New board vice chairman, Halau Lokahi

installed. By December most of that board had resigned.

The new board believes the school could finish out the school year on budget if the state released its second-semester funds.

"If given the opportunity," it wrote in its appeal, "we believe that the new leadership will institute a new era of accountability and growth for Halau Lokahi."

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Randy Shiraishi	Hālau Lōkahi	all points	Board
Mealii Prieto	Hālau Lōkahi	all points	Board
Nadine Maglasang	Hālau Lōkahi	all points	Board
David Amina	Hālau Lōkahi	all points	Board
Wayne Terada	Hālau Lōkahi	all points	Community
Glenn Kila	Koa Ike	Hawaiian-focused education	Community
Christophor Oliveira	Koa Ike	Hawaiian-focused education	Community
Krista Oldham	Hālau Lōkahi	financial	Community
Leila Sagarang	Waiakamilo Properties	financial	Community
Rick Cummings	Hālau Lōkahi	financial	Staff
Rep. John Mizuno	House of Representatives	Hawaiian-focused education	Community
Sen. Suzanne Chun Oakland	Senate	Hawaiian-focused education	Community
Kristen Kalilikane-Lau	Hālau Lōkahi	Hawaiian-focused education	kumu
Leonelle Akana	Hālau Lōkahi	Hawaiian-focused education	kumu
Adeline Keama	Hālau Lōkahi	Hawaiian-focused education	kumu
Tiane McNeil	Hālau Lōkahi	Hawaiian-focused education	kumu
Ella Kawahine Tokunaga	Hālau Lōkahi	Hawaiian-focused education	kumu
Somerlyn "Wai" Betonio	Hālau Lōkahi	Hawaiian-focused education	staff
Milton Coleman, Jr.	Hālau Lōkahi	Hawaiian-focused education	kumu
Hinano Paia-Gates	Hālau Lōkahi	Hawaiian-focused education	student
Kaohu Book	Hālau Lōkahi	Hawaiian-focused education	student
Sanoë Whitmarsh	Hālau Lōkahi	Hawaiian-focused education	senior
Sage Fontana	Hālau Lōkahi	Hawaiian-focused education	senior
Kehau Hosaka-Acojido	Hālau Lōkahi	Hawaiian-focused education	student
Joy Horcajo	Hālau Lōkahi	Hawaiian-focused education	mākua
George Akana	Hālau Lōkahi	Hawaiian-focused education	mākua
Jonathan Horcajo	Hālau Lōkahi	Hawaiian-focused education	supporter
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Michael Johnson	Community	Hawaiian-focused education	supporter
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Ted Peck	Community	Hawaiian-focused education	supporter
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Chad Makinano	Hālau Lōkahi	Hawaiian-focused education	mākua
D. Rilveria	Hālau Lōkahi	Hawaiian-focused education	mākua

Leona Kamoku
Grade 10

Testimony

Aloha Hawaiian Charter School Commission ,

My name is Leona Kamoku and I'm a sophomore student at Halau Lokahi. I started coming here since the beginning of sophomore year, my experiences at Halau Lokahi is I learned a lot about my Hawaiian Culture and the school work is easy for me to understand. I like the school environment because it's small, and it feels like home.

I like K12 because the program helps me understand my class work better. K12 gives me a lot of information that I need for my lessons and quizzes. My favorite thing about the program is the lessons because some has lab experiments and some lessons I have to do reports/essays on a topic. When I submit work, the teacher gives feedback so I can improve my work and it helps me a lot. Even if I have hard time I can ask my teachers at school or the teachers online for help, K12 helps me get good grades in my classes.

Testimony

Dear Charter School Commission,

Aloha Commission, my name is Filimone Tatofi I am in the ninth grade. I have been in Halau Lokahi for 7 years. I am writing this concerning our school. During the summer, on the news it said that our school is going to shut down. To this day I had to live with uncertainty if I am going to switch schools or stay. I decided to stay because I grew up with the school and I can't just leave it easily. What you people are doing now aren't just messing with the staff you're also harming the parents and their children. There was one child who after hearing that she would have to switch schools wet her pants. Situations like that can leave trauma scars that last a life time.

When you people said that we don't have enough money to run the school I was upset, how dare you, of course we don't have the money because your holding the money thats supposed to pay for everything hostage. Even after we had a plan without the money included and then you said we're not Hawaiian enough. Let me tell you something I have been here for a very long time and I'm pretty sure that we are Hawaiian enough, especially with the staff we have now.

Mahalo,

Filimone Tatofi

Testimony

The Commission has been working feverishly to shut down Halau Lokahi Public Charter School. This has caused much stress and concern. Letters and emails have been sent to students' homes and their parents.

This has caused my mother much stress and as she has been scrambling around to get me into a new school. She desperately wants me to graduate on time and she feels as if the Commission IS going to actually close down Halau Lokahi.

I have also been dealing with much stress as I face the hardship of going to a new school in the middle of the school year and having to support Halau Lokahi in the best way I possibly can. I feel that Halau Lokahi should be given a second chance to stay open.

You will never find a family like Halau Lokahi. Having been at this school I have learned the true meaning of family. This is my home away from home..and I will not let anyone take that away from me.

Written Testimony for Hearing
March 30, 2015

Quinn Makinano
2947 Kalihi Street
Honolulu, HI 96819

Good Afternoon Charter School Commission. My name is Quinn Makinano and I am a parent of students that attend Halau Lokahi Public Charter School. In 2013 my family chose to enroll in Halau Lokahi because of its smaller class settings, its location, the Hawaiian cultural based teaching and that it was Kindergarten through 12th grade.

If the closure of Halau Lokahi happens, regular public school -due to complications we've had in the past-is not an option for our children. Finding another Charter School in the area, that services Elementary and High School in the same location, while keeping to our desire of smaller class sizes and Hawaiian cultural based teaching will prove difficult. Aside from the fact that there are no other Charter schools that meet the criteria, in Kalihi-other than Halau Lokahi.

In my personal experience, my children have excelled and thrived academically while attending Halau Lokahi. The changes that have taken place since the announcement of intended closure; has had little impact on their learning-although we look forward to moving 'forward' and our children are excited about their school continuing to provide them education, in a setting they love. In a school, whose governing board and community support have gone to great lengths to make improvements and changes that make that possible. I would appreciate your support and careful consideration in helping our children.

Thank you for your valuable time and consideration.
Sincerely,

Quinn Makinano
(Halau Lokahi Parent)