

Application Cover Sheet

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Proposed School
Name: Hawaii Arts Repertoire & Tech (HART)
Opening Year: 2015
Geographic Area: Kona, Hawaii
Grades Served Year 1: 6-10
Grades Served at Capacity: 6-12

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	n/a			

Does this applicant team have new schools scheduled to open elsewhere in the United States in the 2013-14 or 2014-15 school years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date
n/a			

School Overview

Proposed School					
Name: Hawaii Arts Repertoire & Tech (HART)					
Opening Year: 2015					
Geographic Area: Kona, Hawaii					
Grades Served Year 1: 6-10					
Grades Served at Capacity: 6-12					
Target Student Population					
Describe the student population you anticipate serving.	%FRL:	70%	% SpEd:	9%	% ELL: 11%
Other: Graduated on Time 80%, Drop Out Rate 16% (Superintendent's Annual Report 2013 Konawaena Complex)					

Proposed School Description		
School Model Specialty (check all that apply)	Alternative <input checked="" type="checkbox"/> Arts <input checked="" type="checkbox"/> Blended Learning <input checked="" type="checkbox"/> Career and Technical Education College Prep Cultural Focus Disability (<i>list</i>):	Language Immersion (<i>specify</i>): Military Montessori STEM <input checked="" type="checkbox"/> Virtual or Virtual Hybrid Other (<i>list</i>):

School Enrollment Projection HART

Academic Year		Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1	2015-2016	200	250	6-10
Year 2	2016-2017	250	260	6-11
Year 3	2017-2018	280	280	6-12
Year 4	2018-2019	280	280	6-12
Year 5	2019-2020	300	300	6-12
At Capacity Year 5, 2019-2020		300	300	6-12

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I. School Overview

A. Executive Summary

1. Mission and Vision

The *mission* of **Hawaii Arts Repertoire & Tech (HART)** is to facilitate delight-driven learning for students of Hawaii by engaging them creatively through art and technology to change their communities and the world. The *vision* of **HART** is to empower students in the ownership of their education in an ever-changing world.

2. Essential Terms

a). Working in collaboration with students, parents, and, meaningful persons in the lives of students - such as mentors, internship hosts, or supportive peers - credentialed HART teachers develop an **Individualized Learning Plan (ILP)** for each student which is reviewed quarterly and adjusted as needed. b.) Teaching and learning will include opportunities for students to gain skills and experiences that prepare them to create new products and / or points of view. c.) Individual Learning Plans (ILP) and coursework will reflect choices which meet individual student goals, interests, and learning styles for the purpose of engaging students and maximizing success measured by students' individual improvements over prior performances. d.) Staff will utilize cutting-edge technology to increase efficiency and utility for the delivery of high-quality curriculum that meets standards (see **Exhibit A**; My HART Essential Terms Tracking Sheet.)

3. Geographic Area, Educational Need and Anticipated Student Population

HART seeks to locate on the west side of the Big Island. The area is divided into two parts which are somewhat distinct yet share resources and consumers. North Kona is home to many hotels, shops, and restaurants (17% of workers are employed in building and grounds-maintenance; sales; and management)¹ and has approximately 68 people per square mile making it the most populated area in West Hawaii. South Kona, which is home to the district's hospital and many coffee, macadamia nut, and flower farms, has approximately 30 people per square mile (16% are employed in agriculture related jobs.)² HART hopes to locate central to North and South Kona.

HART anticipates a student population similar to the other public schools in the Kona District where 70% of students receive free or reduced lunch; 9% receive special education services; 11% are English language learners; 80% graduate on time; and 16% drop-out of school.³ HART will be prepared to serve families where more than one in ten adults did not complete high school and two out of ten adults hold bachelor degrees or higher.⁴ HART anticipates working with parents in a community where approximately one in ten of all adults in the area speak English described as "less than very well" and accommodate other than English first, home languages such as Asian, Pacific Islander, and Spanish. HART will anticipate a population of

¹ <http://www.city-data.com/city/North-Kona-Hawaii.html>

² <http://www.city-data.com/city/South-Kona-Hawaii.html>

³ 2012 Superintendent's 23rd Annual Report, Department of Education, State of Hawaii, May 2013

⁴ For Hawaii data see <http://quickfacts.census.gov/qfd/states/15/1523000.html>

students where 17% are foreign born and 74% of those foreign born are not US citizens.⁵

It is anticipated that students will need support in second language fluency, reading and study skills, college and career readiness, and assistance with their special education needs. ELL students will have support through online programs such as ESL ReadingSmart which is a web-based learning environment designed to accelerate English language development. Students who are reading below grade-level will have remediation courses in reading at a level where they are assessed and success will be measured before students are moved to the next level. Students will be supported for college readiness through all academic instruction which will emphasize Common Core and supported for career readiness through internships. Students with special needs will have opportunities to quickly change what is not working in their IEP's because the school is based around an individualized instruction model and adaptability will be in the school's culture. Being able to quickly adapt instruction for students with special needs will support their success as well as being able to provide a variety of learning strategies, such as video, audio, small chunks of time, and varied breaks. All students will be provided with an electronic device such as a Chrome Book. This will help level the playing field for the 70% of students who are from low income households.

The school is likely to encounter three non-academic challenges related to; facilities, teacher recruiting, and enrollment. For facilities, one large structure (warehouse) with several smaller rooms is ideal for HART's model and typically more affordable than "office type" space. We are in the process of a facility search for the ideal location, but prepared to implement "plan B" if needed – which would be to rent a portion of space being vacated by Hawaii Community College which is already approved for students. In addition, the proposed school may encounter challenges related to finding highly-qualified teachers in Hawaii. If so, HART will offer incentives for teachers to complete their highly qualified status should it be necessary to hire non HQ teachers initially. We also have a wealth of teachers in our network who are extremely qualified in California and "neighboring" states who are willing to work during the opening phases of the school while we search for Hawaii HQ teachers – and we have already looked into the requirements for their Hawaii credentials if necessary. While we plan and budget for enrollment, we are aware that actual numbers could be higher or lower. The Governing Board is making contingency plans for either scenario: scale back the budget if numbers are lower or increase expenses and / or accommodate a Wait List if the numbers are higher.

4. Academic Plan and School Design

The backbone of student learning at HART will be Flex Blended Learning, online learning with Individualized Learning Plans (ILP's) at a "brick and mortar" campus. The majority of students will participate in Flex Blended Learning, and a handful of students will participate in Virtual Learning where the majority of the work is completed off campus. Instruction and assessments will include group and individual projects, adaptive face-to-face meetings, small group, community participation, and internships, use of authentic documents, videos, audio files, games, interactive lessons, and GIS map work. Online Common Core assessment packs will provide assessment data directly for students, parents, and teachers to provide immediate feedback. HART's model offers a strong face-to-face element, putting students in touch with several adults and peers, while taking advantage of 21st century technology. By providing this high touch element in conjunction with the flexibility afforded by technology, the Flex Blended

⁵ See 2010 census data <http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

Learning model provides a more effective way to assist students than does the strictly Virtual Learning model or traditional “brick and mortar” models, allowing students self-pace to work on gap areas as well as to accelerate in strength areas. The school will achieve these goals by providing every student and staff member with an electronic device and school WiFi to access a variety of curriculum to meet needs and provide easy access to student data and communication.

5. Community Engagement

Community surveys (both paper and electronic), interviews, “Talk Story” forums where developers met with community members and prospective parents to both share the concepts of the proposed school and to listen to needs, a Facebook page, and a Blogspot, have been utilized to assess stakeholder needs. Members of the community signed a petition to support the proposal. Relationships were made or further developed with six charter schools, individual staff at two traditional public schools, one private school, several home school families, two community colleges, and one university. A local church provided meeting space, a theatre group has collaborated with extra-curricular ideas, and a medical center has provided curriculum support. We have strong ties and committees for community interaction during the planning phase in order to continue these relationships during school implementation.

6. Applicant Experience

The applicant includes seven founding members and a variety of educational experts who serve on committees (see **Attachments m, s, t and v**). The combined relative experience of the application exceeds 175 years. Members successfully chartered a school in California; have prior experience in school and program development including new school start up; have successfully led the “turn around” of a school; developed career and technical course pathways; managed a school theater; led a district arts initiative; managed school financials, including grant writing, and fund-raising; reviewed schools for accreditation; led a new school through accreditation; have extensive technology experience; have successfully owned and operated their own businesses and helped their spouses operate a family business endeavor; worked (or currently do) for the Hawaii State Department of Human Services, Child Welfare Services, helping children and families on the west side of the Big Island. Professional biographies and resumes for the applicant team members are included as **Attachment t Board Member Information**. These experiences are relevant in that the applicant understands the nature of the work required to develop and operate all aspects of a school.

7. Contribution to Public Education System

The proposed school will reduce the wait-list burden on the existing area charter schools; it will help local students who currently participate in virtual schools but desire a campus for blended learning; it will fill a thematic gap by providing a focus on arts and career technical education; it will provide flexibility for students who want to excel as well as those who need extra support; it will provide individualized instruction for all students reducing stigmatism for students with IEP’s; and it will help students, who might otherwise drop out, to find meaning in their work that encourages them to engage in learning. It will provide a feeder for existing charter schools. The information gained in the blended learning model will be valuable to the DOE e-School and will be disseminated through collaboration to serve our community.

B. Enrollment Summary

Grade Level	Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
	2015	2016	2017	2018	2019	Year 5
6	50	40	30	30	30	30
7	30	50	40	30	30	30
8	20	30	50	40	30	30
9	50	30	30	50	50	50
10	20	50	30	30	50	50
11	0	20	50	30	30	30
12	0	0	20	50	30	30
Virtual	30	30	30	30	50	50
Totals	200	250	280	280	300	300

Free, public high school choices in the Kona District of the Big Island of Hawaii are limited to three schools. The two DOE high schools, Konawaena High School and Kealakehe High School, each serve 707 and 1470 students respectively.⁶ The one charter high school in the area is West Hawaii Explorations Academy (WHEA). As a science-based school, WHEA serves 241 students in grades 6-12 and has a wait-list of 132 students.⁷ There are two DOE middle schools, Kealakehe Intermediate and Konawaena Middle, each serving 482 and 339 students respectively and two public charter schools serving kindergarten through grade eight, Innovations Public Charter School (224 students) and Kona Pacific Public Charter School (232 students). Each of these charter schools has wait-lists of 375 and 71 students respectively. Recently, there has been a shift in Kona's private education sector. One area private school will be suspending its services to high school students in the fall of 2014 citing low enrollment possibly due to economic conditions. While each of the Kona area schools meets a segment of need in the population, the combination of charter school wait-lists and private sector enrollment shifts provide evidence of need for increased free public school capacity and an opportunity for HART to build capacity and offer a new school model for the students of the Kona area.

The rationale for the specific number of students at each grade levels is based on: 1.) The 2012 Superintendent's 23rd Annual Report, Department of Education, State of Hawaii, May; 2.) A review of the area charter school enrollments and wait list data; 3.) Information collected from parents, charter school staff, private school staff, and DOE school staff through surveys, small focus groups, and one-on-one interviews (see attachment a). Current numbers at the three Kona area charter schools where 664 students are enrolled and 578 are on wait lists, provide most of

⁶ Traditional school enrollment data collected from the 2012-2013 DOE Official Enrollment

⁷ For charter school enrollment figures see <http://www.chartercommission.hawaii.gov/#!big-island/c1rvy>

the basis for the rationale. The wait list numbers speak to the demand for increased charter school capacity in the area. Through interviews, it became apparent there are several families in the Kona area who currently utilize Hawaii Technology Academy (HTA) and Myron B. Thompson for virtual learning but would prefer a more local option that offers virtual and campus-based opportunities. Parents stated they want convenient access to physical contact with teachers, peers, and school resources in addition to virtual learning for their students at middle and high school levels. HART will continue to explore the virtual learner demand in the Kona area. The conservative number is used for planning purposes and combined with wait list numbers provides a basis for HART's plan as illustrated above and detailed here.

At grade six there are 113 students on wait-lists at the three area charter schools. Most likely, some of these are duplicate counts but due to confidentiality, this is unknown. It is possible that some parents may have placed their children on all three school wait lists in hopes of finding a seat somewhere. With these considerations and potential plans for existing charter schools to increase seats for middle school, HART's enrollment projection for grade six is based on half of this sixth grade wait list count. Once sixth grade enrollment is established, it is anticipated students will remain at HART through their middle and high school years.

The grade seven anticipated enrollment numbers are slightly rounded up from the wait list figures. At grade eight there is one student on a wait list. This appears to be due to two factors: parent concerns to limit school changes and the social connections students have that make it difficult for them to separate from their peers. HART will run a "Buddy" enrollment campaign to attract students at this grade for year one (see **Attachment J.**). In addition, HART will build capacity with parents about how transferring at eighth grade automatically secures a seat for students in grade nine which many parents and students express wanting. At grade nine, there are currently 43 students on the one area charter high school (WHEA) wait list. Potentially, there are more students not reflected on the wait list due to it already being so large. To approximate an anticipated number of grade nine students, we have rounded the wait list number up slightly. At grade ten there are nine students on the one area charter high school (WHEA) wait list. This appears to be due to the same factors affecting the grade eight lists (see above). HART will utilize the "Buddy" enrollment campaign to attract enough students to have a grade ten cohort.

Finally, it should be noted that these wait list numbers are from the 2013 school year and projected to HART's proposed opening year of 2015. While the actual numbers may vary, the overall increase in all Hawaii K-12 school enrollments is approximately 1% per year. The assumption is the wait list numbers will be similar in 2015 and potentially increased.

(see **Attachment a:** Multiple data sources / methods informed this section: Complex Area and Waitlist data; Strive HI Goals for Complex Area; Online Signatures of Support; Online Surveys; Sample Paper Survey; Paper Signature Sheets; and a list of activities.)

II. Academic Plan Design & Capacity

A. Academic Plan Overview and Academic Philosophy

Sir Ken Robinson⁸ caught the attention of 5.4 million people when he said that creativity is as important as literacy. Taking the importance of creativity one step further, Blooms New Taxonomy⁹ recognizes creativity as the highest form of cognitive development. At HART, we aspire to be creative people, to create an entirely new product from prior knowledge and use our creative abilities to improve our communities and the world. We see Technology as a tool which allows us to support students individually and gives students the opportunity to take ownership of their education. We believe technology is a modern-day creative tool to be used to engage students. We recognize it is ever changing, requiring constant reflection on policies and practices. We see students as active participants in their learning and teachers as facilitators. We believe students deserve the opportunity to make choices about their learning and that learning should be delight-driven. We value mastery, rather than a system of credits earned by time spent in class, to determine completion. Our emphasis is on what students know and are able to do. Students are assessed by multiple forms of evidence, ranging from ongoing observation to completion of specific projects, and are afforded opportunities to show their expertise before their community. Students are provided with timely support to meet standards. Trust, respect, and true empathy are held in high regard. Staff is committed to student success and perceives their roles as helpers of all students. We value democracy and diversity and build on strengths while challenging injustices.

HART will employ the Flex Blended Learning model. The Clayton Christensen Institute, an educational think-tank and blended learning data repository, has defined Blended Learning as:

“a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; (3) and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.”

It’s important to note, Blended Learning is not the same as technology-rich instruction. It goes beyond high-tech gadgets, leveraging the Internet to afford each student a more personalized learning experience. According to The Institute “The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual.”¹⁰ HART will use the “Flex” category of the model which is defined as

“a model where online learning is the backbone even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities, and the teacher of record is on-site. The teacher and other adults

⁸ Sir Ken Robinson’s talk “Do Schools Kill Creativity?” <http://youtu.be/iG9CE55wbtY>

⁹ http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy

¹⁰ <http://www.christenseninstitute.org/publications/hybrids/>

provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.”

In HART’s version of the Flex Blended Learning model, students will have options for all of their courses online in a student centered approach to learning that allows for instruction to occur anytime anywhere and students will have the benefit of being at a campus in a rich environment with excellent teachers, other students, and other staff. Primary instructional methods will include: videos, audio files, games, real-world document access, real-time information access, workshops, and small group instruction, one-on-one learning, independent research, peer-led instruction, projects, internships and work with talented professionals. The student will be able to rotate between in person instruction and/or online instruction for the same subject thus allowing some student control over instructional delivery. Some students may elect to do all or the majority of their coursework at home via the internet. At least one learning coach must be available at home for students to be enrolled in the full time virtual learning plan and students must attend campus to meet with their credentialed teachers at least one hour a week and maintain coursework mastery with “on target” pacing.

Instructors will monitor student work as it occurs; providing feedback within minutes; not weeks or days. Parents will be able to access their student’s progress online and be immediately informed after each lesson or assessment has been completed. This occurs through the use of the school’s Learning Management System (LMS), Moodlerooms. In addition, tools like Dropbox, Edmodo, Celly, Remind 101, Speak Pipe, and Poll Everywhere will be used to facilitate learning, communication, and immediate feedback. HART will provide each student with a tablet such as a Chrome book or iPad and students may use their own devices as well to access the curriculum eliminating the need for cumbersome textbooks. Each HART student will become an effective and ethical user of technology by completing online and small group activities related to ethics and online behavior.

A readiness assessment will be given to incoming students which includes online self-assessment tools to determine students’ individual learning styles. The readiness assessment will provide instructors with the baseline tools necessary to provide opportunities for each student to demonstrate mastery of the Common Core standards. It will be administered using multiple methods of assessment to ensure that instructors can make quality decisions to provide students with the best possible support in their time at HART. Students will be able to demonstrate learning through multiple avenues of open ended assessments that will include performances, interactions with peers, project based models, research, debates, portfolios, dissertations, group panel discussions, and apprenticeships. Common Core Tests will be available for all students and provide data which will direct adjustments in student Individual Learning Plans (ILP’s) for the purposes of addresses gaps in core knowledge. Each student in every grade level at HART will have a portfolio they develop and that is enhanced as their learning increases. Portfolios will be used to help assess overall learning for the school year and cumulatively at the end of a student’s academic tenure at the school.

This flexible approach to blending campus-based contact with highly-qualified teachers and the opportunity for independent learning through all technological means available is beginning to prove itself as a successful approach according to the Clayton Institute. The growing body of research suggests the model is ideal for engaging learners who otherwise might drop out of school and it is ideal for remediation and assisting student with catching up as well as catching gaps in their learning. Each of these reasons makes this plan ideal for a population of middle

school and high school students where 20% of students do not graduate and 11% are English language learners. For more information on the evidence that promises success for this plan, see the works of the Clayton Christensen Institute, Sir Ken Robinson, and Blooms New taxonomy referenced above.

B. Curriculum and Instructional Design

The framework for instructional design is independent study with multiple opportunities for students to work with teachers, other adults, and other students both one-on-one and in small groups. It is flexible to meet individual needs, interests, and goals of the anticipated student population to improve their engagement in school and, in turn, potentially improve school success and ultimately high school graduation rates and college going rates. The online courses are aligned to Common Core State Standards (CCSS). Any courses developed by teachers will support these standards. This will be of particular help to English language learners as literacy will be woven into all subject areas. In addition, the Career and Technical Education (CTE) standards support the CCSS which supports Strive HI. The Common Core standards will be taught through multiple sectors that include technology as well as the visual and performing arts.¹¹ Students will know and be able to demonstrate proficiency as measured by the Strive HI Performance System. The 8th grade ACT Explore, and once the 11th grade students are added in year two, the 11th grade ACT assessment results will be used to develop interventions and predict readiness. The Student Growth Percentile (SGP) will also be monitored to ensure that growth continues throughout the student's academic career. The overall success of the school will also be measured by these results. HART also will adhere to the Office of Curriculum, Instruction & Student Support guidelines for Title 1 Part A and D, Migrant Education, and Gifted and Talented Education. Special Education courses will be provided and delivered by resource instructors.

1. Basic Learning Environment

The learning environment at HART is based in the Flex Blended Learning model as defined by the Clayton Christensen Institute,¹² a nonprofit “think tank” providing research and leadership in the area of disruptive innovation as it relates to education. The Christensen Institute has drilled down into the various types of blended learning, offering ways to make distinctions within the model which helps when discussing HART. Blended learning is a broad term for a model of learning combining a “brick and mortar” school with online learning. The model leverages great face-to-face teaching with technology utilizing adaptive instructional programs and open educational resources. Blended learning involves leveraging the Internet to give each student a more personalized learning experience than otherwise might be obtained.

To more narrowly define HART's model, the term “flex” is used. Flex suggests students participate in online and offline activities in a flexible way, on their own schedules rather than a prescribed schedule set by the school. To drill further, some flex blended learning models are more narrowly defined by the amount of student/teacher face-to-face time. At HART, there is generally no upper limit to the amount of time students can spend in face-to-face learning. However, students are required to complete a minimum of 1 hour per week face time with their

¹¹ Hawaii State Department of Education: Common Core Standards website: hawaiipublicschools.org/TeachingAndLearning/StudentLearning/CommonCoreStateStandards/Pages/home.- 2013

¹² <http://www.christenseninstitute.org/blended-learning-model-definitions/>

designated excellent HART teacher. A final way to add definition to the concept of blended learning is to consider the variety of staffing combinations utilized during the course of the school day and week. At HART, students will learn from excellent credentialed teachers and be assisted by other adults and peers in a variety of combinations including: industry professionals, instructional assistants, community members, coaches, and parents.

In addition to excellent, credentialed teachers, the school will utilize instructional support staff, specialists on campus and in the community, and parent coaches to help guide students through their online and offline activities. All grade 9-12 students may participate in internships via Career and Technology Education (CTE) work-based learning called Community Classrooms. All students in grades 6-12 will learn by doing; creating and producing performances and serving community nonprofits through developing tools such as marketing materials, presentations, and products to advance causes that benefit society.

Regarding class size and structure, the research completed by the Christensen Institute as well as work done by Sir Kenneth Robinson calls for a paradigm shift in the way schools are designed, affecting class size and structure. Rather than traditional rooms divided by grade levels and subjects, the flex blended model calls for a student-centered learning environment resembling work places and libraries. A visual example of a blended learning designed school is seen in Arizona at Carpe Diem School where 300 student learning stations are situated in one large, warehouse type “room.” Other, smaller spaces on the campus facilitate small group learning.

The basic venue on the HART campus is the Learning Center and would ideally be one (1) large, 4,000 square foot warehouse accommodating 200 student learning stations. However, an adaptable plan could be two smaller Centers each at 2,000 square ft accommodating 100 individual student learning stations and staffed by five (5) excellent credentialed HART teachers and two (2) instructional assistants.

In addition to the Learning Center, nearby conference rooms and smaller classrooms with fluid, moveable walls; labs; studios; theaters; offices; quiet nooks; and lounge areas offer groups of students and teachers places to gather, by calendaring use of the rooms, to collaborate on projects, make and view presentations, practice performances, and participate in small groups, workshops, and one-on-one instruction. Students will learn in spaces most appropriate for their individual learning styles and needs utilizing technology provided by the school as well as devices students can bring from home, supporting the idea of a three (3) screen day for consumption, production, and presentations.

In this environment, student instructional time will not be divided into predetermined chunks of time by bells directing students to start a different subject in another location. Instead, students will independently work through their courses as determined by their learning plans at paces appropriate to individual learners with outcome goals established along the way by course specific instructors and followed by the students’ assigned teachers. Students who have parents or guardians who are willing to sign contracts to serve as “at home learning coaches” are able to complete portions of their work off campus during the school day. These students must attend a minimum of one (1) hour per week with their assigned teacher and be on track with their plans.

2. Overview of Planned Curriculum

a.) The curriculum is developed: Each language arts and math course and assessments will adhere to the Common Core Standards. All courses will have integrations of Common Core Standards where applicable, especially literacy standards. Science, social studies, and pertinent

elective courses will utilize HCPS III State standards. Career technical education (CTE) courses will follow State CTE standards designed by industry advisors (see **Attachment b**).

The planned curriculum involves the purchase of whole, online courses from Apex Learning and Edmentum. They provide standards-based digital curriculum with relevant real-world content, through which students develop the higher-order thinking skills necessary to demonstrate their knowledge and prepare them for college and career success. Both vendors provide digital curriculum to help students meet educational standards, while providing teachers with the tools to personalize learning for every student. Developed for the Common Core State Standards, each course is a complete course of study with breadth of standards coverage, depth of instruction, and integrated formative and summative assessment. Used for original credit and credit recovery, courses engage students in active learning to develop critical thinking skills and prepare them for college and work. Courses enhance and complement classroom instruction, provide targeted intervention and remediation, and ensure every student is meeting the expectations of the standards.” The curriculum provides learning tutorials for specific chunks of instruction relevant to the diverse learning needs students.

Edmentum Common Core Assessment Packs and ESL ReadingSmart will be utilized to further assist students. Edmentum, Inc. is a leading provider of online learning programs designed to drive student achievement for academic and career success. With more than 50 years of experience they offer a wide variety of innovative learning programs to empower 21st century teaching and learning. The proposed Director of HART has experience with products provided by Edmentum which were used successfully to assist alternative education students in a continuation high school as well as an adult school.

The ESL program is web-based and designed to accelerate English language development for English Language Learners (ELLs) in grades 4 through 12 in multilevel classrooms. ReadingSmart supports TESOL and state ESL learning objectives and integrates language arts and ESL objectives. The Oxford Picture Dictionary may also be utilized to assist students and parents in ESL development.

HART elective courses address the needs of students by utilizing the Career Technical Education Pathway (CTE) of Arts and Communication with sections in Visual and Performing Arts (VPA) as well as Media & Technology.

HART’s courses have been selected and are part of the Instructional Materials Chart attached. An additional curriculum chart of courses and career sectors at HART have been developed and included herein (see Overview of HART Courses by Grade Level below). Staff and advisors will continue to refine and develop the course outlines through the start-up phase and prior to year two for the addition of 11th grade and shortly after for year three’s addition of 12th grade.

The Visual & Performing Arts and Media & Technology sectors are fully developed by High School providing students with two avenues to approach their career goals. The courses offered also provide students with multiple opportunities to develop a strong foundation in the career pathway they ultimately select while concurrently providing the academic rigor of the Common Core standards and preparing them for college. The Student Instructional Team (SIT) will include students, parents, instructors, and internship hosts. The Strive Hi Performance System will be used to provide the team with a tool to measure progress, evaluate student work, and provide feedback to students and instructors. These results, and ongoing daily interactions of the SIT, will guide and inform instruction. Students will become partners in their learning by understanding how they learn which will help them master each subject area. Mid-term and end of course exams will also be administered to inform students and guide instruction.

OVERVIEW OF HART COURSES BY GRADE-LEVEL

Hawaii Arts Repertoire & Tech (HART) Charter School									
VISUAL ARTS, PERFORMING ARTS & TECHNOLOGY									
GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	Other Required Courses and Other MS, H.S. CTE Electives	CAREER AND TECHNICAL EDUCATION COURSES			
						RECOMMENDED ELECTIVE COURSES COLLEGE - PREP FOR MAJOR COURSES ARTS & COMMUNICATION Career Pathways			
						Visual & Performing Arts (VPA)		Media & Technology	
6	English/Language Arts 6	Pre Algebra	Earth Science 6	World History 6	Exploratory Wheel Physical Education	Theatre Arts	Intro to Music	Introduction to Computers	
7	English/Language Arts 7	Algebra 1 (MA10500) or Mathematics 7	Life Science 7	Social Studies 7A & 7B	Exploratory Wheel Physical Education	Music	Drama	Computers	
8	English/Language Arts 8 & Laboratory	Algebra 1 (MA2155) or Mathematics 8	Physical Science 8	Social Studies 8	Semester Courses Physical Education (Choose 2)	Dance/Music	Theatre Arts, Plays & Musicals (provided by Community Theatre)	Computer Applications	
9	English/Language Arts 9	Algebra 2	Biology 1,2	Modern History of Hawaii (Sem) Participation in A Democracy (Sem)	Physical Education PTP	Animation 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 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794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000			
10	English/Language Arts 10 or Advanced Eng. 3,4 and AVID	Geometry	Chemistry 1,2	U.S. History and Government	Performing ARTS PTP	Introduction to Professional Theatre 1, 2, Introduction to Professional Dance 1, 2, Musical Notation 1, Communications: Intro to Listening & Speaking 1, 2,	Computer Apps. in Business 1,2 (TP Credits: 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000		
11	American Lit. (1 sem) or AP English (1 year)	Analytic Geometry or Statistics	Chemistry 3,4 or Marine Science (SE1803)	World History & Cultures	Technology PTP	Film/Editing 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383,			

Students will participate in career exploration by proposing work-based projects or selecting from a project proposed by a business partner such as the local theater group, art studios, local film-makers, and area non-profit organizations. These relevant, real-world activities and internships will occur as part of the student's Individual Learning Plan (ILP) and be pre-arranged between the student and his / her Student Instructional Team (SIT) composed of a parent, primary teacher, and the internship host from the facility where the activities will occur. The team will set goals and objectives for the exploration or internship which will be monitored by the HART teacher. The Arts and communication pathway standards, which meet business and industry requirements, ensure student attainment of a high level of academic and technical skills and a seamless transition from secondary to postsecondary education as well as career. HART will work closely with the State of Hawaii CTE program staff to ensure we provide all available opportunities for our students to earn college credit for the Career and Technical Education Pathway courses they take at HART.

HART will request participation in the Running Start program for their student population utilizing online courses that allow students to earn concurrent credit in high school and at participating community colleges.¹³ Students will be provided with the opportunity to utilize this technology to not only prepare them for college but allow them to earn their degree or certificate with some credits that are earned in high school.

Each of the courses, those purchased and those already developed by the HART team, fit the needs for HART students. Each supports Common Core standards for Hawaii, are engaging for students and easy to use for teachers, utilize varied strategies, have mechanisms to catch gaps as well as provide immediate feedback for learners and teachers, allow for remediation and acceleration, allow for varied pacing, allow for meeting needs of students with various learning styles, have successful track records of delivering high-quality materials; and include a variety of assessments. These attributes make them appropriate and effective curricular choices for all HART's anticipated students.

All students with Disabilities will be provided the proper services by HART educators coordinating with the District/Complex Area Special Education Office (DES). These services are made available to all students, ages 3 through 21, and HART embraces the federal mandates, as well as state regulations, as part of their general education plan. State approved ACCN courses will be used when appropriate to provide the Least Restrictive Environment for a student with Special Needs.¹⁴ 504 Plans will also be provided to all students who are in need of additional support and who have been identified by the SIT as being a good candidate for these services but it should be emphasized that all HART students will be provided with educational plans, called ILP's, as part of their portfolio that will give students, parents, and educators a contract for student learning and achievement.

At risk students from families with low incomes will also be served with the same rigor that is provided to any student at HART. If the school were to be identified as Title 1, if at least 40% of the students attending the school are from low-income families, the same structures that are currently in place for all students would continue to serve those students but additional programs will be added to close performance and assessment gaps. HART's instructional model believes in teaching the whole child and that requires an understanding of the problems they face at home

¹³ www.hawaii.edu/runningstart

¹⁴ Hawaii State Department of Education: hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/IEP.aspx

and at school. Almost 47% of Hawaii school children qualify for Free and reduced lunch.¹⁵ Additional structures may include more small group and one-on-one instruction. Counseling services will also be provided when needed and HART will contract those services on an hourly basis as needed.

The curriculum will be the same wherever students access it, be it all virtual or on campus where the majority of the students will access it. Parent learning coaches (for virtual learners) will be trained to access the materials and have opportunities to meet with the curriculum leader as well as the technology leader at the school or contact the vendors directly for technical support. All parents will have access to their students' grade books. While parents are not expected to be able to teach subject specific components, they will have access to teacher materials to assist them with helping their children. Parents will be encouraged to contact their child's subject specific teacher whenever subject specific issues arise. Parents will also participate in the weekly meetings with the student and their subject area teachers at HART.

b.) **Attachment c** is not applicable as the curriculum has already been developed.

3. Primary Instructional Strategies

HART teachers will use six primary instructional strategies for all learners which are: independent study, student choices, project-based learning, experiential learning, interactive instruction, and cooperative/collaborative learning. There are six additional strategies teachers will use for English language learners (ELL's) which are listed and discussed below. Teachers are encouraged to use other strategies as needed to assist individual students, especially those students with individual education plans (IEP's), students at risk of not graduating on time, and advanced learners. To support this, each HART student will have an individual learning plan (ILP).

The first two primary strategies, independent study and student choices, are powerful partners in the blended learning environment. Independent study encourages the development of self-improvement and self-initiative. Whereas the strategy of student choices based in motivation theory, helps foster engagement by giving students the opportunity to meet their own individual needs.¹⁶ Teachers will give students choices where ever possible in all courses in order for students to select the ways they wish to meet course requirements. The "choice" strategy motivates students to learn which helps foster their independent study. Thus, the two strategies become more than the sum of their parts.

The third and fourth strategies, project-based and experiential learning are essential for instruction at HART. Project-based learning (PBL) is a model that organizes learning around projects which include complex tasks involving students as designers and decision makers. The projects give students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations such as scripts, plays, and films. The products will be visible to the community thereby giving students real feed-back about the quality of their work. Experiential learning is valued because it is a learner-centered, activity oriented strategy that allows students to ground their learning in experience.¹⁷ It is paired with

¹⁵ HONOLULU (HawaiiNewsNow.com) 2013

¹⁶ What is Motivation and Why Does it Matter; Center on Education Policy George Washington University, A. Usher and Kober, 2012

¹⁷ Experiential learning: experience as the source of learning and development, Kolb, D.A. (1984). <http://academic.regis.edu/ed205/Kolb.pdf>

project-based learning due to its similarity. However, there is a distinction relative to the type of student experiences. At HART, students will participate in internship experiences as part of their graduation requirements. Internships participation provides students with real experience which helps students understand concepts at a thorough level in a workplace setting. Students can reflect, generalize and apply what they have learned in workplaces to new situations or combine their understanding with other concepts they have learned to create new concepts. In this way, students are able to rise to the higher-order thinking level of creativity.

The fifth and sixth primary instructional strategies, interactive instruction and cooperative/collaborative learning, both rely on discussion and sharing. There are nuances between the two strategies whereas interactive instruction may be led by an adult facilitator with small groups of students participating in discussion for example. In cooperative/collaborative learning, students learn by having meaningful engagements with each other and sharing their varied experiences. As such, peers learn from and teach each other. This encourages positive peer pressure that reinforces students to engage responsibly. Together, this pair affords students high-quality opportunities to develop social skills. In addition, these strategies help build a school culture of mutual respect and accountability by encouraging interaction and relationship building.

There are six additional strategies for specially designed academic instruction in English (SDAIE) that will be used for teaching English language learners (ELL's). They are:

1. Bridging: building on previous knowledge and establishing a link between the students and the material.
2. Schema Building: helping students see the relationships between various concepts.
3. Text Representation: extending understandings of text by applying them in a new ways.
4. Modeling: live and recorded speaking and by providing samples of student work.
5. Contextualization: helping students become familiar with unknown concepts through direct experience such as internships or indirect through viewing videos and demonstrations.
6. Meta-cognitive development: providing students with skills and vocabulary to talk about their learning through self-assessments which provide immediate feedback, the teaching of skills such as note taking and studying techniques, and vocabulary assignments.

The population is, in the broadest sense, a generation of students who are deeply imbedded in the 21st century with all its significant technological advances. They are youth typically ranging in age between twelve and eighteen (past the age of requiring high touch environments). They benefit from sharing their opinions, using their “voice”, and taking on increased levels of responsibility over that of their younger counterparts. Many of these students are second generation technology natives; their parents grew up using computers and cell phones and the students themselves never knew a world without technology. Most who enter the sixth grade in 2015 will graduate high school in 2022. They will enter post-secondary education and / or the workforce in an exponentially changing world that will require them to collaborate and utilize increased amounts of social capital and access information across the globe.¹⁸ These students, with technological histories and even greater technological futures, thrive on social media, search engines, and cloud-based tools. Independent study, where students learn how to independently seek out information, is a well-suited instructional strategy for these learners. Additionally,

¹⁸ Future Work Skills 2020, Institute for the Future, Davies, A; Devin Fidler, Marina Gorbis

interactive instruction and cooperative/collaborative teaching strategies, where students relate to and rely on shared knowledge to gain increased insight are also well suited for these 21st century youth.

The proposed school is recruiting from a population where 57% to 70% of students are economically disadvantaged (free and reduced lunch data) and 80% of students graduated on time (20% did not).¹⁹ Both percentages allude to the need for instructional strategies that prepare students academically, motivationally, and technically for post-secondary education and quality careers. Choices as an instructional strategy will facilitate an opportunity for increased student efficacy and motivation; allowing students to study topics of their choice to meet standards and course requirements will be critical for students who otherwise might drop out or fail out of high school. Project-based learning, where students will complete real-world projects (based on their interests) for non-profit organizations of their choice, will provide inviting experiences that connect students to meaningful learning and counter drop-out due to apathy. Experiential learning strategies will include such items as completing internships for community businesses, giving students real connections to high-quality job leads as well as mentors in the business world to help motivate students towards college going. Lastly, the instructional strategy of independent study allows students to flexibly remediate coursework as well as advance thus helping both the 20% of students who do not complete on time as well as offering accelerative opportunities for students. The opportunity for students to accelerate their learning of high school subjects allows them more time to participate in Jump Start classes encouraging college going.

All six of the specific SDAIE strategies will be particularly well-suited to the 11%-13% of students who are ELL as reported by the DOE.²⁰ However, also useful to ELL is the cooperative and collaborative instructional strategies as ELL learners can be more relaxed learning with a peer or in small instructional groups. Finally, the independent study strategy, where ELL students can remediate lower levels of instruction they may have missed and put on headsets and listen repeatedly to vocabulary as well as simultaneously see “realia” on a computer monitor will be a well-matched strategy for this population.

Approximately 9% of the learners at HART will be special education (SPED) students with IEP's. These students will automatically benefit from attending HART because teachers design each student's plan as a routine. Teachers may integrate all or appropriate portions of the twelve HART strategies based on their students' IEP's. They will have a set of resources from which to draw for all students, making them particularly prepared to help students with special needs. And, they are aware that students evolve and instructional plans must be flexible, creative, and modified to fit individuals. In general, teachers will be prepared to:

1. Set clear expectations for all SPED students.
2. Break assignments into smaller pieces for students to work on in short time periods using electronic timers if necessary.
3. Create breaks based on individual needs between assignments so SPED students can refocus on their tasks.
4. Schedule students for consistent, daily routines (unlike general education students who may self-regulate their days).
5. Develop reward systems for good behavior, etc. based on individual student motivations.

¹⁹ The 2012 Superintendent's Annual Report, May 2013

²⁰ ELL, SPED, and on-time graduation data are available in the 2012 Superintendent's Annual Report, May 2013

6. Use visual and / or auditory reminders to change from one activity to the next using signals or electronic timers to begin/end activities.

7. Communicate regularly with parents to stay abreast of constant student change and home dynamics that generally affect SPED students more outwardly.

The primary instructional strategies will be varied dependent upon students' needs and learning styles. Each student will participate in an online assessment for their learning style which will be associated with the primary strategies used for their teaching and learning. Students will be able to utilize their own learning modalities to become self-directed learners by selecting from choices in the curriculum that match their individual styles thus allowing them to become fully invested in their education. Many students will recognize that they are combination modality learners and others may find one way works best for them. In addition, learning styles will be considered wherever possible when pairing students with their primary teachers in order to match students with teachers who have the same learning style. In this way, teachers' natural styles will be used to enhance learning for students. The an advantage to matching student and teachers to styles is that teachers will be able to share with students the strategies they use when having to adapt their own learning style to material that is presented to them in another style.

Blended learning does not rely on technology but rather relies on excellent teachers. Therefore, while the backbone of the program is online learning, the flesh of the program will be excellent teachers. Students are supported in a learning community where all have access to excellent teachers and other HART staff, as well as peers across grade levels and subject areas. The model encourages student partnering in their learning apart from the typical boundaries where students are segregated by age and grades and bell schedules. This supports differentiated instruction as well as provides a venue to utilize strengths of individuals where students can teach and learn from one another in a spirit of collaboration and teachers facilitate learning in a 21st century cutting-edge model.

4. The Online Environment

a. For attendance, students are expected to login to their courses every day that school is in session per the school calendar, at least once, for 1-2 hours at a time. Students' primary teachers are responsible for tracking the amount of time and the dates students spend working on activities in their courses on campus. For those students who have learning coaches and whose primary location of study is their home, their learning coach is responsible for ensuring students complete activities required for daily attendance as outlined in each students' Individual learning Plan (ILP).

b. HART abides by the chapter 19 requirements for attendance and the online attendance policy is the same as the school's regular attendance policy. Parents / guardians are responsible for ensuring their child attends each day that school is in session per the school calendar. Excessive absences will be reported to family court. All courses will, at a minimum, have weekly assignments to record student participation which can be documented by any or all of the following methods: Completion of tests; submission / completion or progress of assignments; participation in Discussion Forums; participation in internships; participation in group activities; and other as specified in the course syllabus.

Students who are present in school for at least half of the required school day earn a full day of attendance. Students on internships may be given counted for the purposes of attendance provided the internship program is supervised by the school. If a student is released for work during school hours and the district assumes no responsibility for the time involved, that time

may not be counted as participation in the full-day program for purposes of determining the student's attendance. For example, a student who each day attends three hours of class and has four hours of supervised internship earns a one full day of attendance. A student who attends three hours of classes in school and leaves for a job on his own earns a half day of attendance. Students enrolled in dual-credit courses on a high school campus agreed upon between a high school and community college shall be given attendance based on the time spent in both programs. If the time spent in the combined programs is more than one-half of the full-day program, the student is given a full day of attendance. If the time spent is one-half or less, the student is given a half day of attendance. Attendance time shall not be associated with the awarding of credits which is based on mastery.

If a new student misses more than five days of school during the first month of his enrollment without a doctor's note or other verifiable excuse, the student will be un-enrolled and the vacancy will be offered to a student on the waiting list. In the event that an absence is necessary, parents are asked to call the school office to inform the school why the student will not be in school. If the school does not receive a phone call, the office will call home to follow up. Absences will be excused for: illness and medical appointments; family emergencies; religious observation; other approved reasons. Parents are advised that vacations should be planned during school breaks.

c. DOE mandated assessments will be proctored at the school site whenever possible. An assessment schedule with mandatory school dates will be provided to all parents at the beginning of each school year as part of the school calendar packet. HART expects most of its students to attend campus instruction at least some portion of the week, providing for ease when students are expected to be on campus for the mandated assessments. The handful of expected "virtual" students will attend campus for mandated assessments with the other students on the same schedule. Parents will know that test scores are required for grades identified in the Statewide Testing Program and that students are required to participate in the Statewide Testing Program at the school campus on designated dates and times. Mandated assessments will be proctored by school staff and parents shall be responsible for securing necessary details from the office of the principal of the school. In the case of a required exception for a student, parents may elect to arrange for private testing at their own expense. In such instances, tests used shall be comparable to the appropriate criterion or norm-referenced tests used by the department in the grades concerned. The parents shall inform the school Director if private testing will be used and the Director will make the final approval prior to the use of any such private tests.

d. HART will uphold the academic integrity of the online environment through several ways:

- i.) a formal academic integrity policy and procedures will be established by teachers.
- ii.) Anti-plagiarism software will be utilized for written assignments and research papers.
- iii.) All students and staff will participate in a unit on "Attending a Blended Learning School" which will cover academic integrity as one of its topics.
- iv.) Students will complete exams under proctored circumstances wherever possible. Otherwise, teachers will complete unannounced proctoring of exams throughout the course and compare student scores to other non-proctored exams for validity.
- v.) Teachers will assign on the spot quick-writes of specified material to test for score validity and provide multiple measures for grading that ensure academic integrity.
- vi.) Students will participate annually in an academic integrity brush-up training module which will be offered online in a self-paced format. Final passing score is 80% or better.
- vii.) Students and staff will participate annually to review the academic integrity policy

- and evaluate new concerns, norms, and ground rules in the changing technological environments. The activity will help inform the “Attending a Blended Learning School” unit as well as the annual “brush-up” training module and provide information relative to any new methods and tools that may be used in identifying student academic dishonesty.
- viii.) Students will sign an academic honesty contract.
 - ix.) Parents of students who serve as coaches for students learning at home will participate in the trainings and sign a contract agreeing to uphold academic honesty.
 - x.) Students will be encouraged to establish a peer-run academic integrity program.

C. Pupil Performance Standards

1. The pupil performance standards for the school as a whole are based on Strive HI DOE Complex Area Target data and NCLB data from two local charter schools (see Attachment a). The standards for HART as a whole will be to annually increase the proficiency rate equal to or better than that of the DOE’s targeted rates for reading, math, and science, in the Complex area/s where HART locates and achieve a 90% graduation rate by the 2017-2018 school year. The Targets for the two DOE feeder-schools for the 2013 school year are: Kealakehe area: Reading 72%, math 65%, science 43%, and graduation rate 84%; Konawaena area: Reading 69%, math 58%, science 33%, and graduation rate 84%. HART anticipates these rates to reflect current performance of many students who are likely to attend HART. However, HART will also need to take into account students from feeder charter and private schools. Therefore, HART will define its baseline after year one in concert with the data gathered from its own population to set subsequent year pupil performance standards after its proposed opening in 2015.

2. HART proposes to use the Common Core State Standards in language arts and math with social studies and science which is the complete set of the proposed school’s academic standards. Therefore, **attachment d is not applicable**. Students will be expected to obtain 70% of the skills and knowledge outlined in the Common Core State Standards to be promoted to the next grade level. However, students will not proceed to the next grade-level *of any subject* in which they have not obtained mastery even if they have been promoted to the next *grade* level. Students obtaining mastery in a subject area prior to the end of the school year may begin the next grade-level of that subject as long as there is enough time in the school year for the student to complete at least half of the required work for that subject. Promotion and graduation criteria will be communicated to parents at parent teacher conferences throughout the school year. Parents will be made aware of their student’s total projected progress outcomes as they relate to high school graduation each time they meet with their student’s teacher and at grade reporting times. In addition, parents will have passwords to access the students’ online grade books and be encouraged to keep updated on student progress. Parents and students will be notified by the subject area teacher if the student falls into an at risk level during the school year in any given subject and be made aware of the consequences of failing the course.

3. HART will adopt Arts & Communication pathway and common CTE standards to support academics.²¹ The course standards were developed with input from industry professionals. In addition, HART will consider utilizing The National Standards for Theatre Education: What Every Young American Should Know and Be Able to Do in Theatre.²² These additional standards exceed Strive HI and the Academic Performance Framework in that they provide for

²¹ <http://cte.k12.hi.us/STATE/OIS/CTE/cte.nsf/0/64e74576a34b27a00a25766f00613d1f?OpenDocument>

²² <http://www.aate.com/?page=NationalStandards>

specific job related training skills, which in some cases, allows students to qualify to take industry certification exams. The standards also support the Common Core. For example, the Arts and Communications (ACO) standard 2.0 requires students “evaluate the response of media and design to meet the needs of a changing market.” And, ACO 5, students are measured on how well they can “create a deliverable using problem-solving techniques to address client needs or target audience.” These are examples of tenth grade level standards which exceed existing standards. HART will continue to add content area standards under the direction of the curriculum development team with assistance of industry advisors where pertinent. These will be adopted during the startup year and through the first three years.

4. The exit standards for middle school and graduating high school are, in essence, a summary of the Common Core Standards for each division. For middle school, students must show mastery in Grades 6-8 Common Core Standards (as well as all elementary standards) and for high school graduation, students must show mastery in Common Core Standards for high school algebra and geometry and in all of the 9-12 language arts Common Core Standards (in addition to K-12 Common Core Standards).²³ For details, see DOE Common Core and **Attachment e**.

D. High School Graduation Requirements

1. Students will be expected to meet the Board of Education’s (BOE) minimum graduation requirements to receive a high school graduation diploma which are: 4 credits each English and social studies; 3 credits each math and science; two credits in one of the specified programs of study: world language (same language), fine arts, or career and technical education (study sequence in same path); ½ credit each health and personal transition plan; 6 elective credits (1 of which is senior project). Students may graduate with honors and CTE designations if they complete all required courses at the level of expectation as stated in the school handbook for each category. A Certificate of Completion of an Individually Prescribed Program (IPP) shall be issued to students with disabilities who complete their IEP requirements. Students’ teams will work with them towards this accomplishment by offering coursework, modalities, and flexible opportunities for proficiency as is determined for the individual learners with IEP’s.

2. Credits are awarded based on proficiency of standards as stated in each course syllabus. Students are expected to demonstrate and apply what they have learned by performing a variety of tasks including but not limited to: real-world tasks; completing projects of benefit to their communities and the world; exams; demonstrations; and teaching others. Coursework meets Common Core Standards. The school may, at the discretion of a committee comprised of the primary teacher; the Director or her designee; an industry professional (where applicable) or other individual deemed appropriate by the team grant credit to students who demonstrate defined levels of proficiency or mastery of recognized standards by any one or more of the following options: successfully passing an appropriate exam designed to measure proficiency or mastery of identified standards; the provision of a portfolio of authentic and verifiable collections of work, or other assessment evidence documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards.

A cumulative GPA is calculated for all high school level courses based on the number of credits received and a 4.0 (un-weighted) and 5.0 (weighted) scale. Cumulative GPAs are used to

²³ <http://standardstoolkit.k12.hi.us/common-core/>

determine class rank and graduation honors / National Honor Society; as part of college admission criteria; by scholarship / grant providers; and by employers. High school transcripts reflect course grades; grade point averages (GPA) by semester, by year-end, and by graduation GPA with any weighted and un-weighted distinctions; and any honors earned.

A variety of elective courses will be offered in order to provide a well-rounded education for students including: courses in the arts and technology; digital media courses, Drama, film-making, music, performing arts; digital media and technology; foreign languages; Hawaiian studies; advanced science and math (including business and consumer math); English literature electives; and personal finance. All students will complete an internship, helping to prepare them for career, trade school, and military readiness. In addition, Running Start will be available to help students gain college credits during high school which will provide a seamless transition to college, helping better prepare students for their next academic step.

All HART courses are aligned to State Standards. Students will repeat units, and whole courses if necessary, to ensure mastery and readiness. Students who demonstrate mastery/proficiency of the Hawaii Content and Performance Standards and Common Core State Standards in the required courses shall receive a high school diploma. As all HART courses align to these State Standards, students completing HART courses at proficient or better will be well-prepared for post-secondary education, military service, and careers because courses are aligned to high standards, industry council advisement for career preparation through the State CTE office, and students will be required to know and show what they have learned in order to meet the graduation requirements.

3. Students who are at risk of not graduating will be given the opportunity to make up missed credits or failed courses; a particular advantage of the independent study strategy as well as the proficiency-based grading system at HART. Students will be assigned remedial coursework to help prepare them to pass high school graduation requirements. Students grades 9-12 will be closely monitored by their primary teacher (who will loop with their students) to ensure “on track graduation.” Students who are at risk will be assigned to the most effective teachers and most effective internship sites as well as given additional opportunities to learn in ways that most fit their needs. A secondary priority for assigning students will be to pair students with teachers who most effectively teach in the same learning style as the student learns best. In addition, HART instructional strategies provide extended learning for students who need it via independent study. And, the proficiency-based system helps alleviate students spending unneeded time on units where they already have mastery, effectively giving them more time for those units where they need extra time and assistance to become proficient.

Middle school students may take and earn high school graduation credit for high school courses completed during middle school so long as those courses have the same expectations, curriculum and final exams as the equivalent courses taught in high school. Students who pass these courses and the final exams will automatically be granted high school credit at HART. These grades will be reflected on the student’s high school transcript and included in cumulative GPA calculations. The following courses which may be taken by middle school students have been identified for high school credit: Algebra 1, Geometry. The school reserves the right to modify this list as appropriate. Students who transfer out prior to graduation have the responsibility to follow up with their new school’s policy on acceptance of high school course credit earned during middle school.

E. School Calendar and Schedule

1. The annual schedule reflects 180 student days and will follow the standard DOE calendar (see **Attachment f.**) By following other local area school calendars, holidays and breaks will be the same for families where children are enrolled in more than one school. This helps value family connections and works towards alleviating unwarranted absences and supports success for all students by supporting positive attendance. There will be a need to prepare new students for the type of school they have entered. Therefore, the first day of each new school year will be reserved for new students only. This is reflected in the calendar. Additionally, regularly scheduled “teacher days” supports the academic plan in that they allow staff time to process data and record information when students are not present.

2. The structure of the proposed school:

- A typical week of school will be Monday through Friday
- School will start at 8:00 am and end at 3:00 pm with early dismissal at 1:00 pm on Thursdays for weekly teacher collaborative time and staff meetings. Lunch will be 30 minutes a day and there will be two 15 minute breaks a day.
- For each grade, the minimum number of hours devoted to academic instruction per day is three and one half hours (3.5) and the minimum hours per week is seventeen and one half (17.5).
- The number of instructional hours a day for core subjects is four (4) hours.

The regular daily and weekly schedule is optimal for student learning because it allows for flexibility and encourages students to take ownership of their learning. It’s particularly useful as it takes advantage of the various hours a day a student might learn best and it allows students who need individual ways to pace their learning a variety of ways to do so. This is particularly helpful for special education students who might need more short breaks and other ways to pace. Students are free to arrange their schedules within the parameters of their responsibilities; their own natural rhythms; and their team projects, performances, and internships. Students may use electronic calendars and clocks or widgets to signal activity changes on their own. This is optimal for the students who will attend HART, many of whom need an alternate delivery for learning.

In the Flex Blended Learning model, there are no bells. Students work with their primary teachers to plan and organize their schedules as agreed in each student’s Individual Learning Plan (ILP). This arrangement is done in conjunction with the student, the student’s primary teacher, and the parents (the student’s team) at the beginning of the school year and may be revised as needed during the year. Teachers help ensure students are staying on track with their work and attending to their courses for at least more than half of the regularly scheduled hours.

For students who are risk of not being on track in any given semester, participation in maximum campus time may be required. Primary teachers will work closely and actively with first year students to ensure they learn time-management strategies for the purpose of regulating and pacing their activities. The Flex Blended Learning model which utilizes the flex schedule is ideal for these reasons.

Students who are assigned to regularly study at home with a learning coach / parent are expected to attend face-to-face meetings with their primary HART teacher minimally one hour per week. All students will utilize online instruction as the backbone of all HART courses and face-to-face time is available to all students six hours per day on the school campus. These students will also access each core academic instructor as well as their elective instructors

throughout the week as often as needed but minimally one hour each week.

Attachment g. shows a possible framework for a daily time structure.

F. School Culture

1. The culture of the school will be one of personal accountability, collaboration, respect, integrity, and empathy. Students will each know they are personally accountable for their learning by first helping to develop their own individual learning plans (ILP's) and second by choosing the ways they want to learn. Then, students will be allowed the flexibility to manage their schedules and work around their plans. Barriers such as time and place will be removed so that students can assume accountability for their learning. Lastly, competency and standards tracking sheets will make clear for students if they are on track with their work. Collaboration will be emphasized as students will only be able to complete large projects such as performances and videos with peer and staff collaboration, also producing positive peer pressure scenarios. Through shared experiences, students will learn respect and be held accountable for what they say and do, thus creating opportunities for students to maintain integrity and empathy. The large room is filled with students engaged in self-directed learning each at their own computer stations. Small group instruction is taking place in an area adjacent to the Learning Center; students discuss a problem where they are challenged to come up with multiple solutions while the teacher monitors the conversation and provides input to guide them if necessary. The only caveat is they must be able to justify their answers with measurable solutions. Students are given an opportunity to present and defend their solution while the scientific method is employed by the rest of the group to disprove their solution. What you have just experienced is a typical day at HART.

2. HART will create, implement, and maintain the culture for students, teachers, administrators, and parents starting from the first day of operation by the following: Starting first with staff, before school starts, leadership will build capacity for understanding the meaning of accountability, collaboration, respect, integrity, and empathy and discuss norms and value setting. To do this, leadership will use tools such as activities, videos, lessons, and essays to build staff capacity for understanding what it means to set expectations of personal accountability and what collaboration, respect, integrity, and empathy look like on a school campus. In turn, these tools will be used by teachers with students the first week of school for the same purpose of developing understanding of these attributes within the student population. Media arts, performances, and scripts will all be assignment tools students will complete and used to bring home the meanings. Parents will become the audience to these activities thereby learning HART's culture as well.

Once the capacity building activities are complete and a foundation for understanding has been set with all stakeholders, Teachers will begin the discussion of norms and values. At this point students, who have just spent a wealth of time understanding what it means to be personally accountable and to work with others with collaboration, respect, integrity, and empathy, will be asked to create HART's shared norms and values. The process itself will be based on collaboration, respect, integrity, and empathy.

It will start at the primary group level. Teachers will facilitate the activities with groups of students similar to those learned in leadership meetings. Each primary group (about 20 students) will post their groups list electronically to the school's website. All students will be assigned to review, post comments, and vote, on their top choice norms and values. Once this is complete, the entire student body will be brought together at a real-time meeting for a "congress" of sorts

(using chalk talks and other strategies) for the purpose of coming to agreement on one set of school-wide, student driven norms and values. This two-part process of building a shared understanding of concepts the school seeks to instill in students and then allowing students to explore their own desired norms and values will provide the whole school with rich bonding activity and fruitful outcomes which, may look a bit different than staff originally intended.

The norm-building activities model collaboration and respect for all participants thereby setting a positive tone and reinforcing social development. Students (as well as staff) are responsible for helping hold the values and norms in check. They will create strategies through the group process regarding how situations will be addressed when norms or values are challenged. This positive peer pressure activity helps promote high expectations as students begin to see how their peers view certain social behaviors. Students grow intellectually as they learn to process why norms and values need to be upheld and constantly re-examined in light of others' opinions. Ultimately, the process and the enforcement will create critical thinkers as students begin to look inward into their own behaviors and biases.

Tangibly, these concepts will work their way through the school as students collaboratively participate in projects such as theatrical performances and group projects such as the making of videos. Students will learn to work together as teams to create something bigger than them; learn to value each for his individual contribution; and learn to celebrate the accomplishments of each other as they all add value to society by the completion of projects designed to help community nonprofits and the world.

A transition plan for new students will involve several components. First, on the first day of the year, only new students will attend school. Particularly, students who enter at grade 6 will benefit from this time to meet and greet the school in a simple and safe way. However, this will give all fledglings the opportunity to build relationships with staff and make meaningful contacts with at least one other person right away before the entire student body arrives to campus. This is especially important for students who come to charter schools apart from a cohort that has moved through a school system together. And, with its somewhat transient population, Kona students will greatly benefit from this small group attention as students and staff members take the time to get to know one another for the purposes of building trusting relationships that foster commitment to school and success.

For those who enter school after the first day, staff will be assigned along with peer mentors to "stick" on new students for their entire first day and wean off each subsequent day for the first three days. Upon enrollment, office staff will determine if a new student has a contact in the school already; a sibling or friend. The new students will be given time to meet with their personal contact and receive social support.

Technology will be used to help inform new students about the school. All students will complete online training and internet use policy and procedures classes at the start of school. Once the school has been open for a year, student-created videos about the school, its culture, norms, stakeholders, policies, and practices will be assigned for viewing by new students to assist them in their transition. Being online, the new student will have easy access to learn about her new school early in the transition stage through short courses taken online within the first few days of starting school no matter when a student starts.

3. The school's culture will take into account students with special needs because it is based on a model of respect and empathy for all people. This will be taught in the new student orientation, through the norm-creating activities, and through the behavior of staff members who

will also be trained to look for strengths in all students, and to especially develop those in students with special needs. The culture of personal accountability will flow over to students who will become to realize that personal accountability means I am responsible for how I treat others and how I attribute to their success. Students will become to know that it is normal to help one another in collaboration so special education students and those who are at risk of not passing will come to know that they can rely on others to help them. English language learners will be viewed from a stand point of strength because they have not only learned their primary language but they are learning a second language. Since a large part of success is social, the culture will greatly benefit middle and high school students who are considered by many to be the most in need of social supports.

4. See Attachments h. for typical student day.

5. See Attachment i. for a typical teacher day.

G. Supplemental Programming

1. At this time, it is not anticipated that Summer School will be offered at HART. However, the Board and the Director will consider eventually offering summer school for fee if it is needed and request assistance from the school's non-profit, HART, to scholarship qualifying students of greatest need for the purposes of getting or staying on grade-level or graduation track.

2. Co-curricular activities are made available to students through the Aloha Teen Theatre (ATT) which encourages teen leadership through theatre education, community outreach projects and public performance opportunities. Teens are able to explore genres of performance and expression in a safe, self growth environment. ATT meets at the Aloha Performing Arts Company loft in Kainaliu, Hawaii on Fridays from 4:00 – 6:00 pm. HART staff will monitor student progress at ATT allowing for students to complete outside of school assignments at ATT. HART students ages 13-18 will be encouraged to participate in ATT. There is no cost to the school or to students.

3. HART Club will be a social and emotional support club for all students where males and females will meet separately to build relationships. The club will be sponsored by parents with the assistance of curriculum provided by such organizations as Kapiolani Child Protection Center as well as parent and school approved club materials. Its goal is to help young people create strategies of support across intergenerational connections as well as peers for the purpose of strengthening social and emotional supports. HART Club is a group experience that utilizes the expansion of Maslow's Hierarchy of Needs and says: "We believe that students' social concerns have a powerful impact on their academic success and that high-quality interpersonal interactions make critical contributions to students' motivation and performance."²⁴ HART will set aside time each week where caring adults will work with student groups for the purpose of helping them with social concerns and provide guidance. All campus based students may participate in HART Club two hours per week. Non-campus based students (those who learn at home and have a learning coach available to them) may account for their HART Club activities with their Home Learning Coach.

²⁴ Maslow's Hierarchy of Needs - Simply Psychology. McLeod, S. A. (2007).

4. Internships will be offered for HART students and provide students with real-world experience, particularly helping students at risk of not graduating make connections that inspire college going and work preparation. These will be arranged with local business and aligned to the student's ILP. Teachers will oversee internships and work in concert with business hosts.

H. Special Populations and At-Risk Students

1. The overall plan to serve special need students is described below. The special population data used for each of these subcategories can be found in the 2012 Superintendent's 23rd Annual Report.²⁵

Students with IEPs and 504 Plans

a. HART anticipates serving 9% of students who have IEP's. This is based on the data from the two area complexes. However, in talking with local charter schools, it appears this number may be slightly less in actuality. It is uncertain how many students have 504 Plans.

b. Students with 504 Plans and students with IEPs will have access to services that include but are not limited to: academics, speech and language, psychological, parent education, counseling, physical assistance in addition to assistive devices for their technology. HART will ensure that curriculum is designed for students needs, paying particular attention to scripts and screens for online courses to ensure they meet required elements. State approved ACCN courses will be used when appropriate to provide the Least Restrictive Environment for a student with Special Needs.²⁶ In addition, the Flex Blended Learning model allows for all individuals to have a daily schedule that meets personal needs. This is particularly useful because it allows students to schedule breaks as needed; encourages the changing of tasks more frequently as needed; and utilizes multiple ways of learning such as videos and electronic games which stimulate attention. Staffing is central whereas most staff members are located in the same or adjacent room with all or most students. Therefore, students have the benefit of having the "right person" for them assist when they have needs.

c. To identify potential students with 504 Plans or IEPs, and avoid misidentification, all HART staff will receive basic training in understanding 504 Plans and IEP's. Then, staff will utilize the student team, which includes a quality HART teacher, a parent, and the student, as they collect and evaluate the first information about students' learning needs, strengths, special interests, talents, abilities, learning styles, and prior tests / statewide assessment results. Teachers will consult with special education teacher on any students of concerns. Parents may also request evaluations. The special education teacher will work with the DOE to discuss the use of best practice strategies such as Response to Intervention (RTI) and others. This will be shared with all HART staff. All information will be used to identify special needs. The Individual Learning Plans all students receive at HART particularly lends itself to students on the special needs continuum and provides the initial basis for requests of special education eligibility determination.

²⁵ 2012 Superintendent's 23rd Annual Report, May 2013

²⁶ Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended to read as follows: TITLE I--IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

A complete evaluation may be requested by the team with the assistance of the special education expert. During this time, the student's team is actively working to strengthen the student's opportunities to learn by changing modalities, strategies, pacing, and timing. The complete evaluation may include looking at information from the student's doctor about health, vision, hearing, social and emotional well-being, and general intelligence. Academic performance, communication skills, and motor skills will be considered. Once these considerations are explored, the team, along with the special education expert, decides if additional tests or assessments are needed. Then, a variety of assessment tools and strategies are used to gather functional, developmental and academic information. These tests and tools will be given in the language and form most familiar to the student so as not to discriminate on the basis of race or culture. If needed, the 504 Plan will be started or an Individualized Education Program (IEP) meeting will be held within the time limit required (generally 30-60 days dependent on circumstances) and special services made available to the student.

A 504 Plan or an IEP will be created for any student who has been identified as requiring specialized instructions because of a disability / special needs. The HART IEP team will work to ensure that each plan will include an assessment of the student's current education level. These assessments will help the team arrive at annual performance goals that will also include short-term benchmark goals and all services that the team has agreed to which will also be clearly stated in the 504 or the IEP. All state and federal timelines will be strictly followed and adhered to by the team.

d. HART will utilize multiple measures to help students before they fail or fall behind or are determined eligible for special education services. The student learning-team provides the venue to address students' needs. Teams work towards changing learning opportunities as regularly as needed until students can find success. This helps to avoid time delays which usually occur before students are determined eligible for help. Avoiding time delays means avoiding barriers to success. Offering simple changes in instruction when symptoms are noticed will help close the achievement gap before it grows. Additionally, the multiple methods will alleviate the chance for culturally biased assessment of students where typically too many minority students are placed in certain categories of special education. Computers will be retrofitted with items such as glare guards; software will be analyzed to ensure it has appropriate functions for students with disabilities; and all students will have access to all curriculum and activities. The school will ensure it is ADA compliant in its facilities and those facilities in which students are assigned internships, performances, and activities. In these ways, academic success will be ensured.

e. Monitoring and evaluating progress of students with special needs will occur on at least an annual basis. Depending on the needs and progress of the student, meetings to review and revise may be held more frequently. Students, teachers, and parents will assist with monitoring goal attainment using a tracking sheet and templates which cover most IEP goals and can be adapted for 504 Plans.²⁷ 504 Plans and IEP changes will only be made with parental consent. Re-evaluation will occur at least once every three years. If a student progresses to the point that it seems he or she no longer needs special education services, a team of qualified professionals and the parent will reevaluate the student to determine that he or she is no longer a "student with a disability" under IDEA before services and supports are terminated. This will not be required if the student has graduated with a regular diploma or is over age twenty-two.

²⁷ <http://www.onsetasc.org/resources.cfm?subpage=830100>

f. FAPE will be provided for all students, including those who have been identified as eligible for 504 Plans or IEPs up to age 21. This will encourage the promotion of graduation for students with 504 Plans and IEPs. A certificate of completion will be offered to students with IEP's or 504 plans who have not achieved completion of BOE graduation requirements by age 21. Like all students, those with 504 plans and IEP's will complete a personal transition plan (PTP) with realistic expectations and steps to achievement which may include post-secondary education and / or work experience. To help students with their plan, HART will develop an electronic student handbook using resources such as Kauai High School's Handbook.²⁸ HART will closely follow the State Performance Plan (SPP) indicator 14 for "Monitoring Priority: Post School Outcomes" in regards to students with disabilities.

g. HART anticipates needing at least one additional FTE highly-qualified special education teacher to meet student needs. HART will actively recruit this person in its initial recruitment of staff in order to be prepared in advance of the first day of school. Once the DOE makes its determination of HART's special education FTE, the District/Complex Area Special Education Office (DES) will be asked to support this position or one of like value.

h. HART's online component addresses students with special needs by its flexibility; allowing for individual pacing – students can take frequent breaks, changing of subjects based on individual needs, the use of multiple modalities such as video, audio, kinesthetic, and, if motor skills are a problem, students can use Dragon Speak.

Economically Disadvantaged

a. Hart anticipates serving 57%-70% economically disadvantaged students based on the Complex Area data described above.

b. The Flex Blended Learning model curriculum and daily schedule will meet the needs of these students by providing later morning starts as needed by students who have difficulty arriving to school on time due to parents unstable transportation which often accompanies economically disadvantaged lives. Support strategies and resources involve providing technology and assistance to all students to assist them in their success. However, the school will ask families to cover the cost of insurance on the devices which students will be allowed to take home. To ensure equitable access, parents of low economic means will have the opportunity to apply for scholarships to cover the device insurance fee. In addition, lunches will be provided for students at school – where HART will budget to pay the difference in order to make it possible for many low income students to attend HART without the worry of where they will get food. The lunches will be offered to qualifying students at the discounted rate.

c. The free and reduced lunch application will be used to identify these students.

d. The school will attempt to address barriers to success on a holistic basis, looking at home factors and attempting to offer solutions to student and family needs through community services. The practice of putting technology in the hands of all students will particularly benefit those who otherwise could least afford technological devices. This will allow students to be on an equal playing field with their peers who have access to technological devices for learning outside of school. It will also help students who walk long distances to school. They will not

²⁸<http://www.kauaihigh.org/ourpages/auto/2013/7/30/44199114/Kauai%20High%20School%20PTP%20Workbook.pdf>

have to carry heavy backpacks full of books as their reading material will be available on the Chrome Books – even if they do not have internet access everywhere. However, it is anticipated that more areas will have free WiFi by the time the proposed school opens in 2015.

e. Economically disadvantaged students will be monitored through assessments and evaluated annually in comparison to the school's total population. Staff will address strategies for improvement for the subset to ensure progress, success, and graduation. Each of these factors will assist economically disadvantaged students in their school success.

f. As economically disadvantaged schools have regularly experienced less college-going rates, HART will work to assess students early and put in place a graduation plan that includes evaluating if the student needs a mentor to assist them in achieving graduation on time. If so, students will be paired with either adults or other students to help them approach their graduation plans. Advancement via Individual Determination (AVID) will be utilized to assist all students, but will be of particular import for promoting graduation to students who are from low socio-economic backgrounds as they often go hand-in-hand with students who come from families where none or few members have graduated high school or college.

English Language Learners

a. HART expects to serve English language learners from the Konawaena (13%) and Kealahou (11%) areas.

b. The flex blended learning model meets the needs of ELL students by providing opportunities for time to be used flexibly; students can spend increased concentration on language acquisition. In addition, students may take home electronic devices to practice language skills. Curriculum will have audio as well as “freeze frame” pictorial components (including examples of realia) with self-pacing opportunities for students to be able to repeat and hear words and phrases as many times as is necessary for learning. Immediate feedback will be part of students' learning. Where possible, students will be exposed to staff or volunteers who speak well their primary languages.

c. To identify students who are second language, families will be asked to state the primary language spoken at home when they complete school application packets. The school office staff will review all previous records to check for consistencies in self-report and look for any call assignments that involved ELL courses. Then, students will participate in incoming assessments which will identify language level. The teacher will meet with the student and parents (or at least talk to the parents by phone) to collect language data. These points combined will provide a full picture of the student's language.

d. Edmentum courses for English language learners as well as the Oxford Picture Dictionary will be available for ELL students. In addition, teachers will use best practices for instruction such as SDAIE strategies. All ELL students will have the opportunity to participate in regular education courses, using the Flex Blended learning Model, students may work at their own pace.

e. Quarterly reports will provide data by sub-populations to monitor progress of second language students. The teaching staff will be assigned responsibilities to review the subgroup data and devise additional strategies as needed to assist the subgroup as well as individual students in success.

f. For exiting the ELL students, HART will utilize the Common Core State Standards for English Language Arts & Literacy to determine ELL student proficiency. ELL students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. Each year, ELL students

will be evaluated against their grade level standards. Students meeting proficiency at their grade-level will be exited out of ELL through their team's recommendation.

Students Performing Below Grade Level

a. It is unknown how many students will be performing below grade level at HART.

b. The flex blended learning model meets the needs of remediation by providing opportunities for time to be used flexibly. Students who have difficulty reading (often a concern for students performing below grade level) can spend increased concentration on reading skills and activities designed appropriately for their levels. The online format allows students to work exactly where they are on each subject. In addition, students may take home electronic devices to utilize after school time efficiently to move ahead in the curriculum in attempts to catch up. Students will not have to complete all of the levels of – say elementary school math if they are behind in that subject. Rather they are assessed and then complete the prerequisite activities needed to catch up to grade level.

c. To identify students who are behind, transcripts will be evaluated as well as initial placement assessments once students arrive at HART.

d. The curriculum is designed for remediation and has lower level standards built in to “catch” when students are behind a prescribe assignments for them. And, using the Flex Blended learning Model, students may work at their own pace.

e. Quarterly reports will provide data by sub-populations to monitor progress of students are working below grade level. The teaching staff will be assigned responsibilities to review the subgroup data and devise additional strategies as needed to assist the subgroup as well as individual students in success.

f. For exiting, students meeting proficiency on their grade-level standards will be exited out of their grade.

At Risk of Not Graduating and Students Who Drop Out

a. HART will serve 20% of students who have traditionally not graduated on time (data from Superintendent's Report listed above).

b. The blended learning model curriculum and daily schedule will allow these students flexible opportunities to catch up on missed courses and units thereby preparing them to compete at their grade-level courses and make progress for on-time graduation. Immediate feedback will be part of students' learning. Where possible, students will be exposed to staff or volunteers who have come from families where dropping out was considered normal. In addition, these students will be encouraged to participate in internships where they will most apt to be exposed to college going students or adult graduates.

c. These students will be identified by a review of their high school transcripts at each semester and a review of quarterly attendance. Utilizing the transcript data, office staff will compile reports showing where students need to be in order to maintain target for graduation. The Director will work with the teaching staff to make these determinations until a counselor can be hired after the first or second year of the school.

d. The Apex Learning curriculum is designed for credit recovery as well as regular coursework. This will assist students in maintaining their progress. The practice of creating ILP's for all students means that those who are at risk of not graduating will have the added incentive of being able to study topics of high interest to them in order to meet standards. This practice is expected to help with student engagement and promote graduation rates. In addition, the school

will attempt to address barriers to success on a holistic basis, looking at home factors and attempting to offer solutions to student and family needs through community services.

e. An evaluation of why the student is behind will be conducted utilizing multiple methods of collecting evidence. Attendance and semester reports will provide updates on how students are doing in regards to being on track for on-time graduation.

f. Graduation promotion will begin at grade 9 for all students but will be of particular use for those students who are at risk of not graduating on time. HART anticipates hiring a Guidance Counselor after its first two years of operation. This position will assist students with graduation. In the interim, the Director, who has experience in this area, will function in this role.

GATE Students

a. It is unknown how many Gifted and Talented (GATE) students may attend the proposed school although in one-on-one interviews with the community, a GATE student shared her needs for a school. While this information cannot be generalize-able, it can be used to further address needs of GATE students.

b. GATE students will have opportunity to accelerate their course work through proving mastery, participating in advanced courses, and participating in Running Start courses.

c. They will be evaluated in their individual learning plans by their teams and will have ILP's.

d. The flex blended learning model will allow them to set their own pace, as quickly as they wish. In addition, they will be provided with ala cart classes in advanced subject areas. They may be paired with language learners to work as aides and asked to deliver instruction to students at the neighboring K-8 charter school. HART will provide GATE students with the same opportunities all students have in the flex blended learning model.

e. They will be monitored against their own stated learning goals in light of the graduation requirements and the Common Core Standards as well as any additional standards they elect to set for their individual learning plan.

f. GATE students will have the opportunity to graduate with honors and advanced placement credits earned at college concurrently.

Homeless Students

a. It is unknown how many homeless students HART may anticipate. However, the proposed school's director has an intimate understanding of the issues affecting students in west Hawaii which involve homelessness. One of the area's domestic violence shelters is approximately 5 miles from the desired location of the school. The shelter staff will be a resource for the Director.

b. Due to homeless students' highly transient lives, they usually do not finish any courses at school. At HART, they will be provided with concentrated opportunities to focus their favorite, needed one or two main subject areas with the goal of completing the courses in the short amount of time they will most likely be part of the campus. This will provide them with completed credits on their transcripts in short chunks of time. They will also be provided with free and reduced lunches if they qualify as well as opportunities to shop at the local thrift store on an arrangement between HART and the business.

c. To identify homeless students, HART will ask students' families to list on the application packet if the family is currently homeless or has been in the last year. Information will be provided to homeless students regarding their rights to attend our school. Teachers and other staff will be asked to stay connected with students from a holistic standpoint to ensure the school is aware of student familial concerns ongoing throughout the year.

d. Students will have the opportunity to be assessed and access targeted curriculum immediately based on the online program/curriculum thus reducing the time needed to establish a benchmark for a student who may have had a transient educational career.

e. Students who are homeless will have their coursework monitored weekly in efforts to assist them quickly with any needs.

f. Staff will work towards encouraging students in graduation by presenting clear expectations that students can take with them wherever they go if they remain transient and by building relationships and looking for peers to befriend the population.

2. HART does not anticipate any other special populations.

I. Student Recruitment, Admission and Enrollment

1. HART will achieve equal access for enrollment to all interested students and families by marketing at the following locations: bus stops on Mamalahoa Highway; area churches, including those frequented by migrant families; laundry mats, low income housing, temporary housing, shelters, foster homes, and Hawaiian Homes; distribution of fliers in affluent neighborhoods during Halloween (high traffic areas) and in front of stores such as Wal-Mart. Marketing will also occur online, in newspapers and on radio.

2. All HART returning students are automatically carried over to the following year's enrollments unless they plan to exit prior. HART will allow enrollment priorities of students in the following order: 1. Descendants' of founders, 2. Children of current staff, 3. Siblings of students already enrolled 4. Buddies, and 5. Feeder school students.

3. **See Attachment j.** Admission and Enrollment Policy.

J. Student Discipline

The student discipline policy is in DRAFT form utilizing core components of the Chapter 19, BOE's administrative rules on student discipline and will be further refined by the Board prior to the start of school (see **Attachment k**). HART will promote good discipline by setting fair penalties associated with specifically defined infractions and providing incentives for positive behavior such as raffle tickets which will go into monthly drawings for prizes that will be sponsored by HART Friends and the Parent Teacher Organization.

A list and definitions of the offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or expelled may be found in the DRAFT Student Discipline Policy, **Attachment k**.

The school will take into account the rights of students with disabilities in disciplinary actions and proceedings on a case-by-case determination, school personnel in concert with the DOE may consider any unique circumstances when determining whether change in placement is appropriate for a student with a disability who violates the school's discipline policy. Procedures for due process are delineated in the DRAFT Discipline Policy. In summary they are:

- 1.) The Director immediately notifies the HART School Board (herein noted as the Board) to initiate disciplinary proceedings by obtaining verbal authorization from the Board.
- 2.) The Director or the designee makes a good faith effort to inform the parent of: The

serious discipline incident, the opportunity to appeal, and that the disciplinary action will be implemented immediately.

3.) The Director or designee mails notice of the discipline incident with the appeal form to the parent.

4.) The Board schedules an appeal and informs the parent. Alternate educational activities are provided as appropriate for all students who are crisis removed for a period exceeding ten school days or suspended for a period exceeding ten school days. These activities may involve required virtual school where students do all of their coursework online and meet with a teacher one hour a week in the school office apart from other students.

Stakeholders will be informed of the Discipline Policy at the start of each school year. The Discipline Policy will be reviewed at the summer activities with staff prior to start of school. Staff will have time to consider the ramifications of student behavior and be proactive in offering solutions to provide an environment where all students can feel safe and can learn. The goal will be to create strategies where student “buy in” can be accomplished each year, building on the capacity of the former year’s students and staff. In the beginning of each school year during the first month of school, students and staff will participate in capacity building exercises to gain shared knowledge about the school culture and expectations. Students will complete norm-setting activities and vote as a whole school on the expectations and penalties / incentives for behavior. Students will be given opportunities for leadership on campus to regulate behavior and build school morale. During these activities, students will discover the rules and critically delve in to the real issues of rules: why they are created and who they are for. Parents will have the opportunity to participate in the building capacity activities and follow the norm setting as well as the team building activities on campus. Parents will receive a final copy upon request and be directed to the school website where they and students can verify they have read the policy.

K. Parent and Community Involvement

HART recognizes that parent support and involvement in their children’s academic life can have positive influence on the academic success on their children. However many parents, regardless of educational level, may not feel confident or qualified to assist their high school students after being away from the classroom themselves for several years. We also recognize that if school was a struggle for a parent, they either may value academics differently or not feel qualified to assist their own children. HART would like to provide opportunities for parents to also improve or refresh their education by offering workshops, access to and suggest online tutorials for the betterment of their own education, book club discussions on literature the students will also be reading, and other similar activities. HART plans to empower parents to be part of their students’ learning team which in turn may positively impact the education for HART students therefore, making a greater impact on the community.

1. The three local area charter school staff took assistive roles for the development of the proposed school by providing specific technical information relative to enrollments, community need, and school operations. In addition, one provided lists of community members interested in helping develop a new school. A local church and a local business took the role of sponsor by providing space for meetings. Community members and parents have assisted with the development by posting fliers at their businesses, collecting signatures on the “petition”, and sharing the survey link with their circles of influences online and in person.

2. To assess and build parent and community demand over 150 signatures were collected on a petition; 20 parents provided answers to a written survey; one focus group was held with 6 Marshallese students; three small groups of parents and community members were formed in “talk story” format to hear opinions and needs about school development; individual interviews were conducted with prospective students, parents, and teachers; the development team walked the crowds at two major events, talking to parents about the proposed school, listening and taking note of their feedback and ideas; 50 emails were sent to local businesses discussing the concept of a proposed charter school; over 400 fliers were distributed; signs and two large banners were posted; two ads ran in print and online; one radio campaign ran for two weeks; and 40 individuals on average logged in to the development blog or Face book page daily. The activities began in the fall of 2013 and will continue from the time that the proposed school is approved through opening and after the proposed school is opened. The assessment of the activities resulted in the addition of grade 6 to the proposed school; an increased awareness of student concerns about safety; an increased awareness about parents perceptions of school considerations regarding special education and at home / virtual learning; and an increased awareness about the geographic area of need.

3. It is anticipated that the above activities will continue to build awareness about the proposed school and assist in recruitment of students, staff, community support, and volunteers. Additional strategies for informing and engaging parents and the community about the proposed school are: Public Q & A talks in parks, libraries, churches, and service clubs; potluck dinners; pre and post opening day activities for enrolled families and interested community members with short presentation by exciting educational guest speakers and staff tables to answer questions, displays of academic programs and activities available, and games and activities to get students and their families inter-mixing. Monthly Family Nights will be offered where parents will hear about topics to reinforce their roles as learning team members. Students can be involved in different activities such as: extra support for math and language, educational/motivational speakers, speakers on college and career, etc. Based on the information that about only 20% of anticipated students’ parents have bachelor’s degrees, HART will plan monthly workshops to encourage, help, and support parents so they are motivated and better equipped to be the home mentor for their children. This will be available for all HART families – even those who use the campus based program. Friends of HART, parent organization will have membership and volunteer programs to get parents involved with the needs of the school, encourage them to take pride and ownership of HART, volunteer for special field trips, help with fundraising programs, help select topics for Parent workshops and organize these, etc. Overall, HART will encourage parents to be involved, to rekindle their own “love of learning” and increase their confidence in how to help their students.

4. Several community resources will be available to students and parents. The Aloha Performing Arts Company provides teen activities, the Community Center at Christ Church in Kealakekua will offer its site as a gathering place for students after school activities and through the recruitment phase; and Kona Pacific Public Charter School has expressed an interest in having HART upper grade level students provide support for their students in ways yet to be determined. Several specialists in their fields have offered support to students including individuals from the film and media, arts, and performing arts community. These individuals will

provide their expertise in the form of technology assistance, curriculum review, student internships, and guest instructors (**see attachment I**). In addition, the school along with the help of its parent organization will bring in local art programs and technology experts to mentor students; encourage and support students to participate in community theater programs with oversight by a credentialed HART teacher for students to receive elective credit; find partners who will allow students art to be displayed in places of business, as well as find partners who will provide internships and mentors to students.

L. Non-Profit Involvement

1. HART Friends will serve as the proposed school's associated non-profit organization. It is a Hawaii nonprofit corporation which applied for 501 c 3 status in November 2013.
2. HART Friends will assist with fundraising, developing partnerships, writing grants, and other support activities as well as hold the lease or purchase agreement of property used by the school. Currently, HART Friends is running a Rocket-hub campaign, collecting over \$6,702 in its first thirty days. HART Friends will make application to three grantors. Two (we prefer not to disclose specific names) are targeted for January 2014 and one (the Federal charter school division grant) is scheduled for June 2014. Each of these three grantors provides start-up funds for educational endeavors.
3. The non-profit has three members who are accomplished grant-writers; one individual who is experienced in school business management; one accountant experienced in Hawaii and nonprofit accounting; and four who have non-profit fundraising experience. These skills will be of particular import while the school is in start up phase. Once the school opens, and its own Board is created, some of these members will transition to the School Board and HART Friends will recruit four new members from the school community, looking for parents and business supporters with similar experiences named here.

M. Geographic Location

1. The geographic area the proposed school plans to serve is the Kona area on the west side of the Big Island between the Kealakehe and Konawaena Complex areas.
2. The research supplied in **Attachment "a"** shows Kona as the area where there are nearly 600 students on charter school waitlists, this data support the proposed location.

N. Academic Plan Capacity

1. Six individuals of the development team will continue to serve in key roles of the school's leadership team: Dana Chisholm, Karen Cochrane, Denise McAndrews, Laura Owens, LaWana Richmond, and Chris Sommer. In the Development Phase, Chris Sommer will serve as Director of Curriculum; Dana Chisholm will serve as grant writer and board developer/trainer; Karen Cochrane will serve as facilities leader along with Denise McAndrews; Laura Owens will serve as the parent and volunteer advisor and Board Secretary; and LaWana Richmond will continue to serve as the financial advisor and board Treasurer. Upon opening of the school, Denise McAndrews will serve as the Executive Director. These individuals will share responsibility for the proposed school's organizational, financial, and academic success. The leadership team has a wealth of experience for implementing the proposed academic plan.

2. a. School leadership, administration, and governance

Denise Mc Andrews has served as administrator in charge of career and technical programs for middle and high school students, including performing arts and digital media programs, credit recovery and drop-out prevention programs, and English as second language programs for high school and adult students. Christine Sommer served as a principal and teacher for over twenty-three years. She was recognized as Teacher of the Year and was honored as the Middle Grades Category Administrator of the Year in her district's county. In addition, Chris served as Director of the Advanced Learner Program; Career Technical Education Committee Chair; and District Art and Technology Mentor. Both Denise McAndrews and Chris Sommer have hired, trained, and managed school staff. And, both have regularly attended monthly school board meetings in their roles as school administrators, making annual presentations to the board. Dana Chisholm, Denise Mc Andrews, and Chris Sommer served in various governance capacities in service clubs and nonprofit businesses. Dana has a breadth of experience training new non-profit boards and holds a Master's in Organizational Leadership.

b. Dana Chisholm holds two single subject secondary California credentials in English Language Arts and Social Sciences with an Authorization to teach English Language Learners. Dana will complete her PhD in Intercultural Education in 2014. Karen Cochrane holds a Master's degree in Early Childhood Education and Child Development, and a PhD in Behavioral Health. Denise Mc Andrews developed curriculum for core and elective high school subjects including career pathway and English second language curriculum. She has taught grades K-adult; developed assessments for high school subjects; and had oversight responsibility for the California High School Exit exam. Chris Sommer has developed curriculum and assessments. Both Denise Mc Andrews and Chris Sommer have trained teachers in assessments and instruction.

c. Regarding performance management, Both Denise Mc Andrews and Chris Sommer have conducted formal school evaluations of programs. They, along with Dana Chisholm and LaWana Richmond, have experience in grants and managing school budgets within the context of performance. Chris successfully led her district's partnership in applying for and receiving, a \$1,463,156 million dollar GEAR UP grant which utilized to increase student performance as well as college readiness. Both Chris and Denise managed to increase student performance at schools in their charge. LaWana has managed performance in operations with net improvements.

d. Regarding parent and community engagement, Laura Owens, held several Parent Teacher Association positions including Vice-President and Founder of a new Parent Teacher Fellowship. In her roles leading parent and community engagement, she had oversight responsibility for all classroom volunteers and multiple school committees, supplemental student programs, and school-wide fundraisers; implemented parenting and student workshops. Laura received the distinguished award, Outstanding Volunteer for her dedicated service to the families and children of her children's school. Dana Chisholm's doctoral dissertation work is on the interaction and cross-cultural experiences in East Asia, which will help in cultural sensitivity needed to work with families from this background. Denise Mc Andrews holds a designated teaching credential in Parent Education, has worked as a Volunteer Program Leader; and served as the parent liaison in the development of the Classical Academy, a charter school she co-founded in California. Both Karen Cochrane and Denise Mc Andrews have experience working with the families of the Big Island within the context of Child Welfare Services.

3. The leadership's knowledge of the target community is based on their knowledge of similar populations by age/grade levels and special population status students and families. The community of students anticipated at HART will be similar to those the development team has most experience. Chris Sommer has experience as a middle school principal and Denise Mc Andrews has experience directing an alternative school. Both individuals led programs and schools composed of at risk middle or high school students where most came from low socio-economic status families which were either Hispanic or Native American and most were second language learners. The population of students served at the area Complex schools, where HART seeks to locate, mirrors these factors. In addition, students who enroll in HART are expected to have interests in art, performing arts, film and technology. Dana Chisholm and Laura Owens both have experience in arts/performing arts and digital media education as their sons have focused on these collective fields in high school. In addition, Denise Mc Andrews served as an administrator in charge of her school district's 500 seat performing arts theater and developed and managed digital media programs for high school students. Chris Sommer had oversight of her district's art programs. Karen Cochrane and Denise Mc Andrews have in-depth knowledge of the families on the west side of the Big Island, having worked for the department of Human Services, Child Welfare Services covering the entire area. Both are familiar with the minority population sub-group cultures as well as the middle school and high school target-age populations. Laura Brown, advisor, has lived in the Kona area for nearly three decades and is familiar with the local and State population.

4. Laura Brown with Bean Counter is committed to consulting with the school and its non-profit for accounting and taxes. The State of Hawaii Department of Education is essential to the successful implementation of the Academic plan. The DOE is committed to supporting the school in its special education needs, its mandated testing requirements through Smarter Balance assessments, and student data support through its ESIS data program.

5. HART received free use of facility space from the Christ Church in Kealahou in order for the developers to hold a community meeting in a central location. The developers are in communication with the Aloha Theatre in Kealahou as well as the Donkey Mill Art Center and may develop formal relationships with both to offer extra-curricular and elective courses in conjunction with their services so as to benefit both and not duplicate services. In addition, we will work with the State CTE department and the University for Running Start once approved.

6. Denise Mc Andrews is the planned school director and is well-qualified to lead the proposed school in achieving its mission. Denise has over fifteen years experience as a school developer, administrator, programs leader, and teacher. She is a founding development team member of the first Classical Academy Charter Elementary School in Escondido, California (CA charter 199) and co-developer and former administrator of the Valley Center Adult School and Regional Occupational (Career technical Education) Programs in Valley Center, California. One of her proudest accomplishments was successfully managing to move her school from a deficit budget to the black by leveraging resources and careful spending. Denise has spear-headed and administrated over a dozen career and technical pathways for middle school and beyond, including arts and media, as well as distance learning and English second language programs for high school and adult students. She served as "administrator in charge" of a 500 seat school community-theater; over-seeing high school students and staff in theater operations. Denise

holds clear credentials in Supervision and Coordination, High School Basic Subjects, and Parent Education as well as a preliminary Administrative Services Credential in the state of California. She completed her Master's Degree in Sociological Practice with an emphasis on alternative education from California State University San Marcos and Doctoral-level coursework in Educational Leadership at the University of California, San Diego. Denise is an experienced school money manager; effectively getting a start-up school out of the red through resource-leveraging and careful spending. She is a fruitful grant writer, receiving and managing awards totaling in excess of \$2,000,000. Denise currently works for the State Department of Human Services, Child Welfare Services helping create safer homes for children and families. She lives in the Kona District of Hawaii where she promotes her passion for educational options to students and their families (see **Attachment m**).

7. One Board member will fill the role of the Curriculum Leader initially maintaining that no more than two (2) Board Members will be employees of the school. This role will be filled by either Dana Chisholm or Chris Sommer. HART will seek to fill the roles of the school Business Manager and Technology Leader within the time frame after approval and prior to start up. The positions will be announced in local online job boards and on the school website beginning in February 2015. Applications will be received and read for an initial screening to see if the applicants meet the minimum criteria. Interviews will be scheduled. It is anticipated that the Director, with the assistance of the Board, will begin interviewing applicants for these two positions in April 2015. Two Board members, LaWana Richmond and Karen Cochrane, HART advisor, Laura Brown, and a member of the leadership team on an area local charter school will be asked to participate in the interview panel. A set of pre-planned questions will be devised as well as a scoring rubric and will be shared with the panelists. A discussion will occur about the pros and cons of the candidate. Once scores are tallied, the panel will be invited to make suggestions on the process and an evaluation of the process will occur. A candidate will be selected and references checked for candidates who are considered for hiring. If references are good the candidate will be offered the position *conditionally*. The conditional candidate will participate in background checks at the cost of the school and if cleared, he/she will officially be offered the position. Start date will occur on July 1, 2015 unless grant funds are available to start these positions sooner.

Criteria for hiring the Business Manager will be to attract a member who will be: Committed to the school as a whole; connected in the community; a good teacher – someone who can explain to others the financial workings of the school; trust-worthy and professional; skilled and thrifty; someone who takes serious the responsibility of ensuring the school operates fiscally sound on a daily basis; someone who loves to learn and help others; someone who supports the mission and vision of HART.

The criteria for hiring the Technology Leader will be attract a member who will be: Responsible for the design, development, and implementation of technology based tools, resources and services that enhance the educational and instructional experiences for all staff, parents, and students ultimately resulting in increased student achievement, staff effectiveness and on-going development. Provide leadership in developing and implementing the school plan for instructional use of technology-based tools, develop school resources to be used by teachers, parents, and students.

8. Denise Mc Andrews will work on a nearly full-time basis following approval of the

application to lead development of the proposed school. Karen Cochrane will assist with the community relationships and facilities part time; Dana Chisholm and Chris Sommer may work on a part time basis to lead the curriculum and instruction components of the school. Individuals will receive a stipend for their time which will be paid for and based on revenues collected from grants and fundraising. Otherwise, these individuals are prepared to do this work on a volunteer basis at varying levels from nearly full time to hourly.

O. Third-Party Service Providers

This applicant is not intending to contract with any third party entity as the developers have experience in education as well as developing a charter school; developing an alternative school and programs; managing schools; and managing budgets and operations.

III. Organizational Plan & Capacity

A. Governance

1. HART is governed by a Governing Board of Directors which holds the same mission and vision as the school. See **Attachment q** for a copy of the Bylaws and Policies & Procedures and **Attachment r** for the completed and signed Statement of Assurances. HART also has a non-profit organization established to launch the school, HART Friends, which will remain in operation and function as an Auxiliary after the proposed school receives its Charter. See **Attachment q** for the bylaws for HART Friends

2. See the Organizational Chart in **Attachment s** that shows the proposed school governance, management, and staffing structure in: a) Year 1; and b) all years until full capacity is reached.

3. The governance philosophy that guides the school Governing Board is that of policy setting and compliance, empowering the employees and staff in their roles providing services to students and parents. It is understood that working in the community the individual board members act as ambassadors for the school building relationships with HART Friends Members, Advisory members, parents, students, and the local business and education community, but that they may only give direction and set policy when they convene and form a quorum.

4. The Governing Board will be comprised of seven members with a diverse set of backgrounds and skills. Because the Governing Board is a policy setting board and convenes in order to address the needs of the school on regular scheduled meetings, it will establish an Executive Committee that shall be a Standing Committee to assist and give direction to the School Director and First Tier Staff on a day-to-day basis. The Governing Board is also responsible for the financial soundness of the school, and shall establish a Standing Committee to interact with HART Friends and the Parent-Teacher clubs that are created.

HART Friends currently has six board members that will transition to Governing Board membership with experts in education, leadership, non-profit and school management, curriculum design, and grants and fiscal planning and oversight. Advisory Boards will be utilized in order to access specific skills that may not be represented among the Governing Board at any given time, for example; lawyers, CPA's, computer experts, and technology leaders. A student member will be added in school year 3.

Key skills sought in compiling our Governing Board included; fiscal experience, PhD's in education, M.A.'s in Leadership and education, legal expertise and curriculum design, experts in the arts and in technology. The Governing Board will ensure training and performance measures that ensure the school's academic and operational success, regular employee reviews and training for the school director and staff, and representation of parents through the Parent-Teacher Organization and student representation as a voting member of the Governing Board. The school is based on the premise that technology is a part of us, not just a tool to be used; it has become part of the fabric of our culture. To that end, the Governing Board members will be active users of technology – even to the extent of using technology in meetings, day-to-day operations, and committee meetings and instruction and will ensure training is provided both in personal administrative and leadership as well as technology in management.

5. Proposed school board members are as follows:

Board Chair – Karen Cochran – has had a lifelong pursuit of knowledge and its application through the fields of psychology, education, human development and brain science. Karen has worked with children of all ages and abilities in various capacities assisting them maximize their potential through health and education programs over the past 35 years. Karen has a Ph.D. in Behavioral Health and a Master’s degree in Early Childhood Education and Child Development. Karen meets the needs for the Board in her cultural awareness and sensitivity to Hawaii; her understanding of how students think and behave; and her strength as a communicator. These skills are needed in order to meet students’ and parents’ needs.

Vice-Chair – Dana Chisholm; B.A. Communication Studies, M.A. Organizational Leadership, completing PhD Intercultural Education, two California Teaching Credentials (English and Social Studies) with Authorization to Teach English Language Learners, Certificate in Non-profit Management, 20 years experience in education and non-profit management and Board of Director consulting and leadership training. Dana brings Board, non-profit, and educational experience needed for HART organizational capacity as well as instructional.

Secretary – Laura Owens – brings strong organizational skills. Laura earned a B.A in Applied Arts and Sciences, Radio-Television with a minor in Journalism (advertising emphasis). She worked in production management and account management in the advertising industry. She has 19 years of involvement in school programs, holding a multitude of positions including PTA Vice-President. She has led fundraisers, social activities, and brought supplemental educational programs to schools. Laura brings a strong element of the parent and community piece to the Board as well as organizational and detail strengths.

Treasurer – LaWana Richmond has 8 years experience as a Senior Business Analyst at the University of California at San Diego (UCSD) and ten years experience in project management and operations. Her educational background includes: M.S. Information Systems; B.S. Business Administration; Information & Decision Systems and Operations Management. She is currently working on her doctorate of education in educational leadership. LaWana has worked in a variety of roles, industries, and environments with experience in marketing, project management, meeting and event planning, accounting, operations management, and non-profit organizations. LaWana brings the needed project management and finance / business analysis to maintain clean books and financial stability. She also is an excellent teacher of technical concepts which will help the Board better understand aspects of the work.

Director – Chris Sommer – served as a principal and teacher for over twenty-three years. She received a Master’s Degree in Education and currently holds clear Administrative and K-12 teaching credentials in California. She has served as a site principal and taught in grades K-12; Director of the Advanced Learner Program; Career Technical Education Committee Chair; District Art and Technology Mentor; and District In-service Trainer. She has also written and received several grants including a \$1.4 million dollar GEAR UP grant. Her life-long experience in education leadership and all aspects of the field make her invaluable to the Board.

Ex-officio Voting Director – Proposed School Executive Director, Denise McAndrews - has over fifteen years experience as a school developer, administrator, and teacher. She is a founding member of the first Classical Academy Charter School; managed an alternative high school program for credit recovery and to assist drop out students in earning their diploma; and spear-

headed and administrated over a dozen career and technical pathways for middle school and beyond, including arts and media, as well as distance learning and English second language programs for high school and adult students. She served as "administrator in charge" of a school community-theater; over-seeing high school students and staff in theater operations. Denise holds clear credentials in Supervision and Coordination, High School Basic Subjects, and Parent Education as well as a preliminary Administrative Services Credential in the state of California. She completed her Master's Degree in Sociological Practice with an emphasis on alternative Denise currently works for the State Department of Human Services, Child Welfare Services helping create safer homes for children and families. Her sociological background coupled with prior charter school experience, school and programs management, and business ownership and operation make her a useful member of the Board. See **Attachment t** for a completed and signed Board Member Information Sheet, resume, and professional biography for each proposed governing board member.

6. a. The proposed school will form a separate governing board once it receives a charter.

b. The directors on the non-profit's current board will shift to the school's Board to govern the school, replacing their positions on the nonprofit board with stakeholders from the school and the community upon charter approval. The nonprofit, HART Friends, will continue to exist as a separate entity from the school's Governing Board (GB). HART's school Governing Board is tasked with the operation of the school and HART Friends (the existing non-profit) will act as an auxiliary tasked with raising funds and providing support for the school.

Once the Charter is approved and the HART Friends Board members become the Governing Board (GB), a multi-day training is scheduled to train the GB in both function and in working as a team during the transition and orientation. This is anticipated to occur in June 2014. At that time, a GB committee will be formed to recruit new board members for HART Friends. This will occur throughout the summer of 2014 with Board seats open until they are filled with the needed expertise and leadership to include: fundraisers, grant-writers; and finance experts. It is anticipated that this board may have seats available through the first year of school with the hope of recruiting parents of the students who enroll. It will also be expected to be in operation during the start up phase, continuing with fundraising and collecting in-kind donations. Separate sets of Bylaws have been established for the HART Governing Board and HART Friends. HART Friends bylaws as well as the bylaws of the Governing Board of the proposed school stipulate the relationship in **Attachment q**.

c. The two Boards will have an ongoing relationship whereby HART Friends will support and strengthen the school's Governing Board by providing resources for start up and ongoing operations. It may also hold the lease on rented facilities. The school's Governing Board will be responsible for the operations of the school.

7. The members were selected for their expertise in budget management, school development and management, organizational, fundraising, and grant writing experience and skill. The Governing Board will meet monthly. The committee structure is defined in the proposed school's Bylaws and states there will be both Standing Committees, such as the Executive Committee, and Ad Hoc Committee's assigned as needed.

8. The Governing Board has established policies for ethical standards and procedures as outlined in the Bylaws in Sections II B. 9, 10 and 11, that adhere to Chapter 84 of the Hawaii Revised Statutes (HRS). **See Attachment q Governing Board Bylaws.**

See also **Attachment u** for the proposed school governing Board's proposed Code of Ethics and Conflict of Interest policy. There are no existing relationships that could pose actual or perceived conflicts if the application is approved. The Governing Board meets monthly to ensure all potential conflicts of interest are brought to the attention of all members and to mitigate perceived conflicts. All minutes and agenda's shall be made public, and the conflict policy shall be posted on the website and on the premises and discussed in parent newsletters and in the community so that all members and stakeholders in the school maintain a transparent decision making process and open lines of communication.

9. The Governing Board will participate in annual Board Training conferences, and in-house training sessions to increasing the capacity of the current proposed school governing board members and establish a standard and policies for future GB's. Over time, the GB will work to recruit new members from the stakeholders in the community. Currently the GB members are serving as the Board of Directors of HART Friends, the non-profit established to launch the school and remain active in fundraising after approval of the Charter. Once approved, new members will be found, and are currently being sought to sit on the Board of HART Friends and in place by the opening of the school in 2015.

The Governing Board Members serve for three (3) years with staggered terms. b) Trustees shall serve no more than two (2) consecutive three (3) year terms, unless two-thirds of the trustees then in office shall vote to elect such Trustee to an additional term. The terms will begin in 2015 upon the opening of the school with three (3) members serving an initial term of four (4) years to accomplish a staggered term system. The Student Member will serve one year (school year) and shall be the Senior Class President for each year beginning the first year the school has a Senior Class. New members will be recruited that fit the goals and objectives of the GB as outlined in the Bylaws and Hawaii State guidelines with particular attention to expertise in finance, law, leadership, education, arts, technology and as outlined in the "Creating and Sustaining High-Quality Charter School Governing Boards" report from the National Resource Center on Charter School Finance & Governance. (2008)

New members will be trained in operating procedures for the school and governance, history, and leadership training. Because terms are staggered, new members will always be teamed with members that have been serving for at least a year. Topics to be included for on-going member training as well as new member orientation may include, but will not be limited to; using the Strength Deployment Inventory (SDI) in teams and working across cultures, finance, Hawaii Charter law compliance and reporting, new technology and change, Robert's Rules, Volunteer training and recruiting, and topics as appropriate.

B. Advisory Bodies (see Attachment v.)

In addition to HART Friends functioning as an auxiliary, HART will have an Advisory Board comprised of volunteer experts in the field; law, art, finance, technology, online education, and special projects as they arise. The purpose of the Advisory Board is to consult and be a resource for the Governing Board, School Director, Staff, Parents and students in the administration of the school and the projects and products the students are creating. The great strength of the Charter School is involving the community. Hawaii is unique in that experts from

all over the world come to our Island for tourism and are excited and anxious to give of their time and talents. We have connections and “sister school” relationships with professionals in the arts looking forward to volunteering and joining our team and give back to the community we all love.

In addition, HART Friends will function as a funding source and build community relations to support the school – both financially and in identifying additional Advisory Board members. Under HART Friends, we will also encourage parents, teachers, and students to organize clubs and committees that will be a place for parents and teachers to share ideas for their students, and collaborate on arts and technology projects. While the HART Friends non-profit will focus on funding and hosting events and raising awareness of the school, the clubs and committees will be student focused (inward) and building up projects for our student body, parents, and teachers. Several individuals will serve as advisors from arts and media as well as technology.

C. Complaints Procedures

Individuals, agencies, organizations, students, and interested third parties have the right to file a complaint regarding a public education agency's alleged violation of federal and state law including allegations of unlawful discrimination in specified programs and activities that receive state or federal funding. Such complaints include allegations that the local educational agency has failed to implement a student's individual education program (IEP). Should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school, complaints must be filed in writing with the appropriate compliance officer identified in the Student Handbook or with the HART School Director. Complaints alleging discrimination must be filed not later than six months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless the time for filing is extended by the Superintendent of Public Instruction.

In accordance with adopted procedures, complaints will be investigated and a written decision sent to the complainant within sixty (60) days. If the complainant is not satisfied with the local educational agency's decision, the complainant may file within fifteen (15) days of receipt of the decision a written appeal with the State Department of Education. A copy of the local educational agency's policy and complaint procedures may be obtained through the superintendent's office.

Complainants also may pursue available civil law remedies, including, but not limited to, injunctions, restraining orders, or other orders in federal or state courts. Further information about such remedies may be available through public or private interest attorneys, the Hawaii Department of Education County Lawyer Referral Service, Legal Aid Society, a mediator, or dispute resolution service (see **Attachment w**).

D. Staff Structure

1. See **Attachment x**, a complete staffing chart for the proposed school.

2. The rationale for the staffing plan is based on the Flex Blended Learning model, projected enrollment numbers and practices of local charter schools and others that have similar structures to HART. The school will be similar to that of a large Learning Center. All core teachers will move freely about the room with instructional assistants (see Carpe Diem school discussed in Section II). The primary roles, apart from the Director, will be the Business Manager, the Technology Leader and the Curriculum Leader. The first two will be hired early in the school

year. The Curriculum Leader may be selected from the teaching staff once leadership has had a chance to evaluate their work and determine who should be given the position. In the meantime, one Developer is prepared to work in the role of Curriculum Leader. Office staff will be used to assist with the coordination of student records and data; enrollments and attendance and be technological savvy.

3. The Director will be the leader of the school with the Business Manager under the Director but both will work towards the leadership of the school. The Business Manager will oversee one clerical staff member within the business office. The Curriculum Leader (CL) will assist new teachers and help any teachers who need to be HQ as well as assist the Director in the evaluation of teachers. The Technology Leader will provide training and data to teachers and work with an office clerk. The leadership team will operate as “servant leaders” assisting where needed once management duties are complete each day. Leaders will be asked to cover the Learning Center floor at least one hour per day for teacher breaks and collaborative time. The office staff will join the entire school every morning for 10 minutes to create a family environment. The teacher-student ratio will be 1:20 and the ratio of total adults to students will be 1:14.

4. The proposed school has a strong online component and the Technology Leader, described above, will manage this along with technical support from Moodlerooms.

E. Staffing Plans, Hiring, Management, and Evaluation

1. Attachment y, personnel policies/employee manual.

2. The strategy for attracting and retaining high-performing teachers will be to market the school as a fun, healthy, collaborative place where educators can grow in their craft, be creative and supported, and treated well. We will promote the time teachers will be given to prepare and the time they will save by the school’s model where most student records will be easily accessed online with supporting data to direct instruction. We will encourage teachers to not take loads of school work home, by providing them with resources within their work do to do their jobs well. We will utilize all staff to support students so teachers do not feel as if they are the only ones doing this. Office staff will take regular rotation turns as well as tier one level management covering for teachers who need breaks and collaborative time. We will address issues that teachers bring up regarding job satisfaction through open dialog and fair practices.

3. HART will arrange to be present at the local university job fairs to attract highly qualified new teachers out of college. In addition, to attract teachers who are tech savvy, the school will market its positions through technical means – seeking to attract HQ teachers from all islands. This will begin in February 2015 with the goal of hiring teachers by July 1 for various start dates within July dependent upon the positions. The staggered hiring will be aligned with enrollments – as enrollments increase by 20, we will seek to add another teacher. First starting with the core four: English, math, science, and social studies and an art / performing art teacher. We will assist teachers who are not HQ, as necessary, if they present with the most qualified experiences needed for the schools’ curriculum and are highly motivated in becoming HQ. We will set deadlines for them to become HQ and these will be monitored by the Director.

4. The School shall follow all Federal and State laws regarding hiring and firing practices. It shall conduct criminal history checks in accordance with Sec. 846-2.7, HRS, to determine

whether a prospective employee or agent is suitable for working in close proximity to children. The Federal Bureau of Investigation for a national criminal history record check; and the Hawaii criminal justice data center for a state criminal history record check may conduct state and national criminal history record checks on the personnel for the purpose of determining suitability or fitness for a permit, license, or employment; provided that the Hawaii criminal justice data center may charge a reasonable fee for the criminal history record checks performed. The criminal history record check shall include the submission of fingerprints and information received shall include non-conviction data. Information obtained shall be used exclusively by the School for said purposes. Employment suitability forms will be used to assist with gathering this information. No official offer of employment will be made until the background check is complete and clear. All such decisions shall be subject to applicable federal laws and regulations currently or hereafter in effect. The school will utilize a local vendor to provide hiring support services related to new employee forms, payroll services, and conducting background checks. Several vendors are under review to assist with the service. For dismissing employees the school will follow all union regulations. The School may terminate the employment of any employee or deny employment to an applicant if the person has been convicted of a crime, and if the School finds by reason of the nature and circumstances of the crime that the person poses a risk to the health, safety or well-being of the students.

5. The school director will be supported, developed, and evaluated each school year by the Board or a committee of its members (see the DRAFT evaluation tool **Attachment z**). The evaluation tools will be presented and recommended to the Board prior to July 1, 2015 and align with the criteria outlined in BOE Policy 2055 and related provisions to Collective Bargaining. The Director's evaluation will reflect 50% progress on the school's essential terms and other leadership abilities and 50% on school outcomes.

6. To make teacher evaluations convenient for teachers who have been DOE staff, HART will utilize the highly-respected Charlotte Danielson Classroom Observation Framework, which is guided by more than 15 years of research and experience. The rubric-bound framework focuses on every aspect of teaching from planning lessons to keeping records. Additional measures to evaluate teacher practice will be used including effective instruction relative to ILP's based on student and parent surveys; student outcomes; and progress towards student learning objectives (see **Attachment aa**). New teachers will be supported specifically by the Curriculum Leader, a seasoned teacher who will mentor and assist new teachers and other teachers as needed. All teachers will be developed by regular, personal meetings; online trainings; and annual staff development. They will be evaluated each school year.

7. Unsatisfactory leadership on the part of the Director will be handled by the Board in the Leader's annual evaluation, or by notifying the Director of a mid-year evaluation due to concerns, or immediately if a breach in behavior seriously and negatively impacts the school. In such cases, the Board will call an emergency meeting and contact the AG or legal counsel. It will then follow the procedures outlined in policy. The Director will be responsible for teacher performance and will address it at the teacher evaluation or as soon as possible once a concern is noted by giving the teacher notice of a meeting. Teacher and leader turn-over will be addressed with new hire orientation and information about the HART way. New hires will be invited to spend time with the Director on a weekly basis to continue building understanding about the

school's culture, mission, and vision. Seasoned staff will be encouraged to mentor new hires and be offered incentives such as extra time out of teaching responsibilities in order to spend time cultivating relationships and assisting the new staff members. The Director or a substitute teacher or office personnel will be available for the new hire mentoring to take place.

8. The one deviation from the typical staffing plan will be in the start-up year. HART will ask the Curriculum Leader to start school early. This may not be a problem if the person is a 215 day employee. However, to attract a high-quality curriculum leader, the school expects to be able to negotiate a 10 month, regular teacher calendar for this individual position. In such case, HART would still want to bring in the person as soon as is possible in the first year, likely July 1. We would seek to fill the need of preparing for the first year with contracted service otherwise.

F. Professional Development

1. Schedule and Method: All teachers, HART GB and HART Friends board members, and staff will participate in a blended training program taking from best practices from the education and business leadership trainings. All trainings will also be made available to Advisory Board Members who choose to participate. Professional development will include educational leadership standards – such as policy and procedure training, Common Core and HI standards, curriculum design, school computer program training and grade entry training. We will also provide programs from the corporate and nonprofit businesses such as running a successful board meeting, the basics of non-profit management, team building exercises, and Strength Deployment Inventory Training for everyone so the campus understands the Motivational Style of coworkers and students to better communicate and facilitate conflict resolution.

In addition, staff and board members will have the opportunity to attend conferences in their subject area and be encouraged to apply and participate in national and state programs for career enrichment and technology forums such as Praxis Prep Workshop and becoming a Highly Qualified Teacher with the State.

In preparation for opening the school, teachers and staff will be hired and in place during the summer to enable adequate time for training, team building, and preparing for students. We will provide:

- a.) Three weeks of training, M-F school hours to cover
 - i. Three days of Strength Deployment Inventory and team building
 - ii. Two days of department team building and curriculum planning
 - iii. Five days of policies and procedures, state law, student reporting
 - iv. Two days of technical training and computer programs and records
 - v. Curriculum writing and data entry and planning in the shared system
- b.) One week to work in the classroom and prepare lesson plans and student prep – practice entering grades, working in teams, planning for the year.
- c.) Two Days to come back together as a group to debrief and explore areas that need additional attention and training.

Board members and advisory members will be invited to participate in sessions such as the SDI. Board members will also participate in their own training annually during a Board Retreat for training on how to behave as a policy setting board, empowering employees and staff, and vision casting each year for HART Friends. Subjects to be covered:

- a.) Board Manual – includes policy and procedures, how to conduct a meeting (Robert's Rules), managing the School Director, committees and team building, minutes and agenda's

- b.) Vision Casting – goals for the school, programs to implement, staff enrichment
- c.) Setting the budget – a two year and five year plan for HART Friends and the school
- d.) How to encourage and train volunteers/volunteer retention and coordination

2. Every staff member and board member will be given a Professional Development binder with all training materials and reference sheets for training materials and ongoing professional development.

3. Funds will be sought to underwrite the costs of ongoing professional development that meet the requirements of the Hawaii DOE Allowable Uses of Funds in Title II-A Teacher and Principal Training and Recruiting Fund, Title II-D Enhancing Education Through Technology (EETT), and Title V-A Innovative Programs. In addition, funding will be sought for our staff from the corporate community and private grant making community for Leadership Development, capacity building, technical assistance, and advancing the arts.

Professional Development and Training will take place in Four Phases:

Phase I – 2014 through May 2015 training of HART Governing Board and HART Friends Board

Phase II – Summer 2015 training of new staff, board, and teachers

Phase III – Year ONE 2015-2016, ongoing professional trainings, once a month on-site training days, annual retreat, peer-to-peer pairing and feedback, assessing needs of teachers and staff and implementing trainings as needed

Phase IV – Year TWO and beyond having worked out what level and frequency of training and conflict resolution and team building is needed, establish an ongoing calendar of events to support all teachers, staff and board members.

4. The person responsible for Phase I-III training is Dana S. Chisholm who holds multiple degrees in leadership and communication, several teaching credentials, and experience in the nonprofit sector and education. The position of Vice Chair of the Governing Board will be responsible to ensure coordinating professional development in cooperation with the School Director. It is the responsibility of the Governing Board, with the Vice Chair as the committee head, for setting policy and schedules to be kept for training and ensuring training and professional development are carried out, and for training and board retreats annually for the board. And direction will be given to the School Director to implement training and development for her staff and teachers according to the plan and guidelines determined by the GB.

5. Students have early release at 1:00PM every Thursday to allow staff time to collaborate instruction planning for 2 hours each week and for operational meetings. In addition, throughout the week, staff will be paired on their prep-time to work together for common lesson planning. There are four (4) additional, consecutive days on the calendar for staff development prior to the start of school and one (1) day each quarter. The days prior to school starting will be to plan and organize the year and be trained on any new curriculum / online programs and review any policies and procedures for smooth operations of school. The one day each quarter will be used to analyze data for students, individually, by sub-group, and the school as a whole and collaborate on strategies for improved teaching and learning. In addition, teachers will have personal learning objectives for which they will be allowed time on a calendared basis. These will come from their annual evaluations. The time out of class will be rotated so that all teachers

have personal growth time each month. The teacher work hours will not exceed Master Collective Bargaining Agreements, but will remain flexible to accommodate the needs of the students and teachers while remaining focused on the core value of students *and* teachers.

6. HART will seek grants and other resources to fund activities for teachers, the tech, and office staff to participate in targeted professional development for summer workshops and to allow technical teachers opportunities to work with professionals to maintain current technology approaches from industry which can be taken to the classroom. HART will seek to pay stipends for this internship type teacher activity. Teacher will be able to request a project and submit a proposal for what they would like to learn in industry and provide their internship site details.

G. Performance Management

1. In addition to the DOE mandated assessments, HART students will have the opportunity to take other exams to support their current and future goals. Within the online curriculum, students will regularly have the opportunity to take midterms and finals for each course as well as Common Core online assessments which will guide instruction. Once HART is established, it will make application to become an Apple certified site for HART students and staff and begin to offer Apple certifications as a way to measure student achievement and support students in career and college readiness. The Apple (AATCE) program is designed to provide unique benefits to schools that use Apple professional software solutions in their own academic curriculum. Apple Creative courses such as Intro to Final Cut Pro X, Advanced Editing, Intro to Motion 5, Logic Pro X and Logic 101 and Logic 301 may be offered. Students who complete these courses will be able to sit for the Apple Certified Exams (for a fee which may be paid by HART Friends for qualifying students) and upon mastery of these exams students receive Apple certification. HART's commitment will be to assist the technology instructor in gaining the required certifications to be an Apple certified instructor for HART students. Upon completing this goal, these courses may be made available to other area middle and high school students not enrolled at HART. Students who receive Apple certification will be career ready and able to move up the college curriculum ladder more aptly towards success should they desire a bachelor's degree in the related field. In this way, these school based assessments support the curriculum and the performance goals for the school. The SAT and the ACT will be offered via outside agencies multiple times a year and will be encouraged for all upper class high school students. These exams support college-going which is one of HART's objectives and the Common Core standards support preparation for the exams. In addition, students may be able to use their exam scores as leverage for scholarships to career and technical schools as well as traditional colleges and universities. Fees for these tests will be the responsibility of the student but may be provided by scholarships sponsored by HART Friends for qualifying students. Local DOE schools (such as Konawaena in Kealahou) host the exams and HART will assist students with registration as needed. Students will be given time in school to practice for the SAT using the three free online resources provided for the college-board exam.²⁹

2. E-SIS will be used to collect, store, retrieve, and manipulate student data for the purposes of evaluating and measuring progress by cohorts, sub-groups, and the whole school. The data entry will be audited to ensure completeness and accuracy of records. All academic data will be

²⁹ <http://sat.collegeboard.org/practice/>

provided to the Board as it becomes available throughout the school year: generally at each of the quarters and at year end. The school's performance will be assessed by multiple measures:

a.) Community feedback about students' internships, projects, and performances will reflect on individual students as well as the school as a whole. Surveys, interviews, and "score cards" will be used to collect this data from the "audiences" or internship hosts. Then, in a group or team, the students and staff will analyze and summarize the data and brainstorm effective improvement solutions for the next event or activity. This will be shared in a form of the group's choice and posted on the schools website or Learning Management System (LMS). The group may choose to write a reflection or video record one.

b.) Graduation rates by cohort will be tracked and compared to previous years with targets set by administration and staff and compared to DOE graduation rate targets for complex area schools. Graduation rates will be posted on the school's public website. Individual graduating students will be recognized for their achievements in reaching their ILP goals.

c.) College enrollment will be tracked by cohort and publicized on the school's website annually and used to evaluate practices and beliefs as well as brainstorm activities to improve college-going rates.

d.) Reducing the achievement gap between high-needs students and other students will be tracked school-wide using the demographic information in E SIS. This will regularly be discussed at staff meetings where teachers will be asked to bring the names of their lowest performing students to a monthly meeting and focus on solutions for improvement strategies. Working towards individual student success, teachers will be asked to seek out additional help from each other as well as new resources for instruction to meet students' needs.

e.) Another measure that will look at individuals is related to how the staff will address reducing chronic absenteeism for individual students. The data will be presented at monthly meetings by the attendance clerk and staff will be asked to problem-solve issues. f.) Math and language arts scores will regularly be evaluated by reviewing student online Common Core Assessment data. Math and language arts teachers will divide their students into groups where they can focus on one quarter of their students at each weekly staff meeting; sharing the needs of the learners with content area teachers and looking for solutions that support Core success.

g.) 8th and 11th grade ACT scores in English, math and science will also be evaluated and the data used to address gaps in overall learning for all students so as to fill and curricular holes. Additionally, HART will track the number of Apple Certifications awarded to students by year as well as the percentage of students who participate in the SAT exams of the total possible students who could have participated each year. HART will evaluate its progress by using the first year as a benchmark and setting goals for the numbers of exams and participants for the following and subsequent years. To ensure that these results are achieved, HART will provide students will ongoing instruction in all content areas and test readiness assistance through programs available online and through building capacity within students to become participants of the exams.

3. The Curriculum Leader will collect assessment data which will be provided by the support of the Director, clerical staff, and the school's Technology Leader. The Technology Leader will be responsible for managing the data with the help of the office clerical staff. The Curriculum Leader will be responsible for helping teachers interpret their data and ensure the Director is aware of all trending data. All teachers will have immediate access to most student level and some school-wide data and will be expected to keep abreast of their students' successes and

weaknesses daily. State assessments will be analyzed by the Director, the Curriculum Leader, and the instructors as a team.

4. With the assistance of outside contractors and online helps, the Curriculum Leader and the Technology Leader will coordinate professional development. The primary duty of the Curriculum Leader is to develop and assist teachers with the development and research of curricular resources to meet academic objectives defined by academic data and student ILP's. Being adept at academic data comprehension and manipulation will be a primary component of the job description for the Curriculum Leader. The Technology Leader's role will be to understand the technical aspects of data manipulation in order to provide necessary reports and technical resources to teachers and the Curriculum Leader. Office clerical staff will be able to provide attendance and demographic reports as well as follow up data on students' college going and careers as well as military enrollments as part of their regular job functions.

5. The Director will be responsible to the Board for student and school academic success and will be prepared to provide the Board with an analysis of the academic reports as well as plans to rectify shortcomings and celebrate successes. Data will be supplied to the Board during critical points such as when State required testing results arrive. In addition, and prior to these Data Points, the Director will ask teachers to weekly supply her with analysis of each student's outcomes for the week. This will be easily downloaded from the Apex Learning site. Finally, the Director will utilize data from the Edmentum CCSS assessment site license the school will purchase. The results will be downloaded before each Board meeting and evidence supplied to the Board for discussion on any corrective measures that may need to take place. In this way, the Board can monitor improvement and if it is not occurring, it can be addressed quickly and before the State assessments are given. The Director and the Board will be looking at the data for student level and over school wide learning gains. Analysis will include sub-groups of students to determine any targeted areas for intervention. The Director will work with the Board to determine if she, the Board, or an outside agency / consultant need to correct issues of concern.

H. Facilities

1. The ideal facility (**see attachment cc**) is a warehouse with 4,000-5,000 square feet of generally open space and smaller areas attached for break-out rooms, workshop rooms, offices, study areas, and meeting spaces. One is located in Kainaliu which is central to many of the expected students and close to the Aloha Theatre. It's at a preferred elevation so as not to require much in the way of cooling/electricity costs. Additionally, it is located on Mamalahoa Highway which allows the most ease for student transportation by Heleon or by parents who commute to work. The team will continue to pursue a variety of options to seek the best final choice. For example, we are aware of County facilities which may be available at low costs such as the warehouse at the County housing project at Ulu Wini (above Costco in Kona). In addition, we have been in communication with one landlord where the College currently exists in Kealakekua and consider this as a potential, although not ideal, choice (**see attachment cc**). It is located in Kealakekua below Kona Pacific Public Charter School which is ideal as KPPCS is an anticipated feeder school. The college site has little in the way of difficulties and is approved for school use.

2. The school will seek initial facilities that offer expansion capabilities to accommodate the additional square footage necessary for up to 300 students and 18 faculty/office staff, total. The space we currently are keeping in mind for our "Plan B" meets the needs as it will have available

space for which to expand. It should be noted that a small percentage of students will be off-campus-learners most of the week and not require space on campus regularly.

3. We are working with two agents: Fay McComas manages the space currently leased by the college most of which will be vacant in the summer of 2015; and Charles Hosley, the broker for the warehouse in Kainaliu. The development team members are in discussion stages about a County warehouse which would be ideal for the school as it is located near County housing where 300 children reside. We will continue to request the assistance of real estate professionals during the start up phase to determine best opportunities. The plan will be to consider the college space as our final option; it is already equipped with all of the necessary items and requires little or no renovations. This allows us to make a final decision more close to the time when a facility is needed for instruction. Should it be that no better options arise prior to July 20, 2013, we will move into the college space. We may also utilize other spaces as needed, such as the Queen Emma Center in Kealahou which has been offered at a greatly discounted price. HART friends will seek facility financing through private parties and utilize grants and fund-raising efforts to support the move. HART Friends has been successful in raising \$6,800 in 30 days.

4. We have a letter of commitment from the spouse of one of the Founders to use, for no cost, a portion of his office space for the purposes of enrolling students and handling start up phase work in 2014 (**see attachment dd**). This space is an upper level with stairs. If individuals need to come to the school's office before the move to a school site, which will meet all ADA, local, and Federal requirements, then we have the Queen Emma Community Center offered to us by Christ Church in Kealahou for meeting and enrolling students who cannot climb stairs. The school may also use the Queen Emma Community Center, which has been offered at a reasonable, non-profit rate, for performances and practices and or study once the school opens and possibly prior for the purposes of enrollment activities if needed.

I. Start-Up Period

See Attachment ee for a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan aligns with the Start-Up (Year 0) Budget in the Financial Plan Workbook. The plan specifies tasks, timelines, and responsible individuals for each of the following areas:

Financing for the proposed school's facility will come from grants and/or loans garnered in the start-up phase between 2014 and 2015, spring. The school may open in other available locations such as those offered by community members until a facility can be leased and prepared. These involve the use of the Community Center at Christ Church in Kealahou and the office suite offered by a developer's husband.

The start-up period will be funded by grants and fundraisers by HART Friends and volunteer work by the Director while she continues to work part-time at her existing job, and two Board members who will continue to work towards the opening of the school. There are two specific grants for community start up projects that involve building capacity and educating children and families. Both are available in the early part of 2014. The school is in the process of a RocketHub campaign which will close in the end of February and has already reached over 50% of its \$10,000 goal within the first 30 days. The team will also apply for the Federal grant for start-up charter schools. HART Friends is awaiting its 501 c 3 status from the IRS, however, gifts are tax

deductible retroactive to the date we applied. In addition, the team will continue to pursue partnerships with local government agencies for land and or facilities and other in-kind support.

The team has been successful in marketing the proposed school to the anticipated community by a snowball technique which has started with a handful of individuals who were interested in the proposed school and providing them with information, fliers, survey pages, and signature sheets to take to their friends. One such individual stood outside of the local charter school and collected signatures and handed out fliers. Development team members have already met with each of the staff at the three local charter schools and have received great support. In addition, Denise Mc Andrews met with Art Souza, DOE superintendent for the local Complex areas and has been offered support. The team will continue to work with all three local charter schools to achieve enrollment numbers from their waitlists. The development team members have met several teachers in the local DOE schools who have interest in the proposal. We will continue to market as we have done listed herein elsewhere.

The hiring of faculty, administrative staff and support staff will be completed on a staggered basis. Marketing of the positions will begin in February 2015 as well as applications for enrollments. We will seek to hire our first set of teachers (1 each of the core and electives) in May with start dates of mid-July and hire the second set by one for every 20 students who enroll past our first 100 students with the goal of achieving full staff based on enrollments of 1:20 ratio. Therefore, some teachers may not be hired until late in the spring. Office staff will be hired on a staggered basis as well with the first ones being hired for the Business office and the Technology Lead. If needed, based on enrollments these positions will be scaled back to half time positions initially. Administration seeks to provide enough staff to allow for a stable operation of the school and high-quality outcomes for students. It should be noted that in the model, a higher than 1:20 teacher to student ratio is more common and HART may address this issue if needed to accommodate other budget area needs.

The plan is in place for the existing HART Friends Board to move to the school Board to serve as the proposed school governance board. These bylaws, policies, and procedures will be adopted by the school Board at its first meeting. The founders will work to place new members on the HART Friends Board prior to that time. The Founders are equipped and skilled to be the School Board. They will train new members how to be board members as their terms end to facilitate the transition.

J. Ongoing Operations

1. Transportation will not be provided by the school except for that the school seeks to locate close to the Heleon bus route and commuter roads to assist students and families with ease of transportation. HART Friends will be asked to provide bus passes to needy students. The proposed school plans to rely on parent transportation to meet transportation needs for field trips and athletic events until it is able to purchase vans.

2. The school will hire a safety and security staff member to provide security for students, the facility, and property during school hours. Students will be expected to purchase insurance for the take home electronic devices which is anticipated to cost \$50 each. HART Friends will offer scholarships to needy student for this cost. This will ensure few valuable items are left in the school when it is closed and the insurance will cover damage to property. The school will add technology equipment if needed for security.

3. It is expected that food service will be purchased through Kona Pacific Public Charter School (KPPCS) and will cost HART \$12,000 per year to administer in addition to a percentage of a clerk's time to manage the required federal government paperwork for reimbursement. This is a necessary expense for a school that seeks to serve students in its community where the community is up to 70% free and reduced lunch. Lunches up to a maximum of 100 will be delivered to HART between 11:00 am and noon on school days where they will be stored in large coolers for a minimum amount of time. Food service operations will be provided in compliance with applicable laws and HART will ensure all compliance issues relative to the service are met on its end. See attached "Letter of Intent" from KPPCS.

K. Operations Capacity

1. The key members of the applicant's team that will play a substantial and ongoing role in the successful implementation of the Organizational Plan are Dana Chisholm, Karen Cochrane, Laura Owens, Denise Mc Andrews, LaWana Richmond, and Chris Sommer.

2. The applicant's organization team's individual and collective qualifications are:

a.) Staffing: Both Chris Sommer and Denise McAndrews have been responsible for writing job descriptions for school staff, interviewing and checking references, and hiring/training school staff; in addition, Dana Chisholm and LaWana Richmond have experience in training staff.

b.) Professional development: Chris Sommer, Denise McAndrews, LaWana Richmond, and Dana Chisholm have all provided staff development for their contingencies.

c.) Performance management: LaWana Richmond has a breadth of performance management experience as does Karen Cochrane, Chris Sommer, Dana Chisholm, and Denise McAndrews.

d.) General operations: Laura Owens has a breadth of business experience which supports general operations as do the other members per their biographies on file.

3. As has been previously expressed, applicant's team are well versed in all aspects of facilities development, acquisition and management, through previous experience in school start up, school administration, growth and development, and through experience in personal business endeavors.

4. Laura Brown owns and operates an accounting firm called, Bean Counter, on Big Island of Hawaii. She has provided advice and direction on issues related to financial accounting and non-profits.

5. Dana Chisholm will lead the development of the proposed school's Organizational Plan, her experiences in starting multiple businesses and non-profits qualify her for this role as well as her education. See her biography and resume attached.

IV. Financial Plan & Capacity

A. Financial Plan

All practices will comply with all applicable laws and applicable directives from the BOE and other relevant governing bodies to ensure the utmost transparency in financial affairs.

1. The systems, policies, and processes the proposed school will use for the following are:

Financial Planning: A committee of the Board Treasurer, the Director, and a non-board committee member such as a financial advisor or banker will be established for short and long-term financial planning. HART will retain the services of a business manager on staff who will work closely with the Director to ensure the school's financial plan, as established by the committee and approved by the Board, is operational at the school level.

The Board will develop and authorize a set of policies and procedures for financial management, and will keep a manual outlining those procedures on-site. The Board Treasurer will coordinate the Board's responsibility for the manual, including its regular review and update. The Board and the proposed school's Director will ensure compliance with the procedures in the manual. HART will structure its fiscal management plan so that fiscal information will be available to the public and State agencies in a readily accessible form.

HART will utilize ongoing financial planning and analysis to monitor operations and to produce various financial statements, including a cash flow statement, statement of activities and a statement of financial position.

Accounting:

The HART fiscal year will be July 1 through June 30, corresponding to the State of Hawaii's fiscal year. The Board will require a statement of financial position and statement of activities monthly, at a minimum and may also request assessments of finances for individual programs or activities. Monthly financial reconciliation statements and an annual financial audit will assure the accuracy and comprehensiveness of financial data. At the conclusion of each fiscal year, during the annual fiscal audit, the proposed school will perform a review of all accounts, receipts, and expenditures, checking for accuracy and completeness of documentation.

The yearly accounting cycle includes bookkeeping and accounting, generating financial statements and analyzing information from the statements, and budgeting. All activities will be conducted in accordance with generally accepted accounting principles applicable to the proposed school. QuickBooks will be used to complete this work.

Bookkeeping activities will be performed by clerical staff. Bookkeeping will be on a cash-basis system, posted using a double-entry method. Each posting will be supported by accompanying documents that are kept on file. An annual budget will be prepared by the staff showing planned revenue and expenses for the coming year. Development of the annual budget will be initiated by the Director. Each month staff will update the budget report to include actual revenue and expenses and compare budgeted revenue and expenses to actual revenue and expenses. The results of these comparisons will be made part of the periodic reports to the Board.

Purchasing: HART will adopt the following procurement procedures:

The procurement system will allow for the use of checks (two signatures required) and revolving charge accounts. All purchases greater than Two Thousand Dollars (\$2,000) will require Board approval. The Board will also be asked to consider a policy involving a Board member's signature on checks over a certain dollar amount.

All supplies, services and equipment with a total cost of less than Five Thousand Dollars (\$5,000) may be purchased by the school's purchasing agent without request for written quotations or bids.

All supplies, services and equipment with a total cost of Five Thousand Dollars (\$5,000), but less than Fifteen Thousand Dollars (\$15,000) may be purchased from the lowest quoted responsible vendor (kind, quality and material being equal), upon solicitation of firm quotations in writing, fax or e-mail from three or more firms, manufacturers, or dealers. Catalogs and circulars with firm prices shall be acceptable as firm quotations.

All supplies, services and equipment with a total cost of Fifteen Thousand Dollars (\$15,000) or more shall be purchased only after duly publicizing as hereinafter provided and only after formal written approval by the Board. The term "publicizing" whenever used in these policies shall mean a notice published at least ten days before bids or proposals are received and opened.

Bids or proposals submitted in response to the publication must be received in writing and in sealed form by the BOARD, a committee designated for this purpose, or the purchasing agent, if so designated by the BOARD. The bids or proposals will be publicly opened and read at the time and place designated in the notification and will be held for consideration and analysis for subsequent award by the school.

The school shall award the contract for the purchase of the supplies, services or equipment to the lowest responsive and responsible bidder, kind, quality and material being equal, but in all cases, the school shall reserve the right to select a single item from any bid. The school reserves the right to consider its past experiences with vendors in its determination of the term "responsible bidder".

Competitive proposals shall be awarded based on analysis of proposal responses relative to a set of evaluation criteria included in the proposal solicitation. The BOARD shall reserve the right to weigh the criteria in accordance with the BOARD's determination of school needs and priorities, in the context of the school's desired educational outcomes.

A Purchasing Agent will be designated by the BOARD for the duties and purposes hereinabove set forth. The Director or ranking member of the school's financial staff may act in such capacity if so designated by the BOARD.

*The provisions as to solicitation and notification for bids and proposals, as set forth in these Policies shall **not** apply to the following, which are reserved for specific action by the BOARD:*

Contracts involving policies of insurance or surety company bonds, contracts with Internet access companies, contracts with public utility services or telephone companies, contracts made with another political subdivision of the State of Hawai'i, the federal government and any agency of the State of Hawai'i, or any municipal authority.

Contracts involving the professional services of members of the medical or legal profession, architects, engineers, accountants, or other services involving professional expert advice

When the supplies or equipment required are for parts or components being procured as replacement parts in support of equipment specially designed by a manufacturer, where data available is not adequate to assure that the part or component is identical with the part it is to replace or where contemplated procurement is to match or complement equipment or components previously purchased.

For supplies or equipment needed at once because of emergency. The question of the existence of an emergency shall be determined by the Director of the school and the executive committee of the BOARD. A written report shall be submitted to, and approval sought from, the BOARD at its next available meeting.

When the contemplated purchase is for technical services in connection with the assembly, installation, or servicing (or the instruction of personnel therein) of equipment of a highly technical or specialized nature Contracts for education films, film strips, prepared transparencies and slides, prerecorded magnetic tapes and disc recordings, textbooks, prepared kits, models, projectiles, teacher demonstration devices, library books, and materials.

Payroll: may be completed by Ceridian under contract. The anticipated cost for this service is \$7,000 per year, including the additional bank fees for utilizing this service. Ceridian will most likely be selected although HART will review this decision with its Board using Board policies to make the selection. Ceridian has a high reputation and approval in the State. Their service will increase accuracy, by eliminating manual data entry, and ensure compliance of on-time payroll.

Internal Controls: To maintain strong controls, throughout the school year, we will:

Segregation of Duties This would include assigning the responsibility for authorizing transactions, recording transactions, and maintaining custody of assets to different staff within the organization. HART has created a plan whereby controls can be in place using a check and balance system. First, the Director will have oversight responsibility of the school. But, the Board and independent hired professionals will analyze, approve, change, correct, and observe her behavior and that of the school as a whole. Board members will have every opportunity to walk in to the school at any time and request any information or to see any documents. In the area of cash, HART will require dual signature of checks over a certain amount, management (or outside service providers) and the Board will review all bank statements and reconciliations.

Physical Controls include the physical security of assets, including adequate safeguard over access to assets and records, authorization for access to computer programs and data files, and periodic counting and comparison with amounts recorded in the accounting records.

Information Processing Controls This would include the control to check the accuracy, completeness, and authorization of individual transactions. For example: the Director will sign all requests for reimbursements which will have to be pre-approved and submitted with original receipts. These will be reviewed by the Board at each meeting (check and balance).

Performance reviews This will include comparison of actual results to budgets, forecasts, and prior period performance. The Board along with outside agencies will review performance. But prior to that, the Director will review individual areas of performance at the site.

Checks over \$500 will require two signatures and payees cannot be signatory on checks made out to them.

Funds from each type of major revenue source will be separated by being placed in separate sub-accounts to facilitate tracking income and expenditures and to avoid comingling of funds.

2. The roles and responsibilities shall be as follows:

The school's Governing Board shall be the autonomous governing body of the school and shall be responsible for the financial and academic viability of the charter school. Financial oversight of the charter school shall be the responsibility of the school's Governing Board (GB). The proposed school governing board is responsible for fiscal soundness of the school. The Board approves budgets and ensures fiscal prudence and sound practices are performed at the school level by reviewing all financial statements, purchases, dissolutions of materials and equipment, and inventories. The Board may direct the Executive Director to accomplish any number of the tasks to which they ensure are satisfactorily completed. The Board ensures the school uses Generally Accepted Accounting Principles. Board Treasurer, LaWana Richmond, will direct internal financial controls for the school's board to assist them with fiscal responsibility and transparency. The other Board members shall assist her in her role. The Board will be responsible for authorizing the yearly budget.

The Director ensures the smooth operations of all aspects of the school and is responsible to the School Board, taking direction from the board to ensure financial, academic, and organizational stability. The school's Director shall answer to the Governing Board and provide the GB with all information necessary for the Board to perform its oversight duties.

The Business Manager reports to the Director and prepares and manages budgets, trains staff on best practices related to financial responsibilities, oversees day to day financial operations of the school, assists when needed with presenting financial data to the School Board, is the financial, accounting and procurement officer for the proposed school, is responsible for maintaining accurate and complete records, conforming with appropriate laws and regulations, carrying out Board policies and directives, and assuring proper internal controls.

Specific Responsibilities, Governing Board

- Board Officer supervises receipt and deposit of all incoming funds;
- Board Officer photocopies and files all incoming funds instruments;
- Board Officer approves payment of vendor invoices;
- Executive Committee approves \$3,000 spending on any one budgeted item;
- Staff reimbursement and payroll approved by Treasurer or President;
- Board member reimbursement approved by Treasurer;
- Treasurer reviews all financial activity quarterly;

Staff Responsibilities

- Director may approve \$1,500 spending on any one budgeted item;
- Triple filing system: a. organized by vendor with check stub and original invoice; b. organized by duplicate, with copy of invoice; c. recorded in QuickBooks data file
- Petty cash, checks, and stamps secured with lock and key
- Checks utilized in sequential order
- 1 On-site data backup three times a week
- Off-site data backup nightly

HART Staff will ensure:

- Books of accounts are available at all times for inspection by any GB member, except where statute requires confidentiality
- School monies and other valuables are on deposit appropriately in the school's name
- Review school finances, budgets, accounts financial transactions and financial condition;
- Any and all reports on financial issues are prepared which are required by any agreements or loans;
- An annual external fiscal audit as specified by law is conducted each year
- That all individuals having access to the proposed school's funds or fiscal records are performing in a manner consistent with GB policy, good practices, and applicable laws.

Outside Accountant Responsibilities

- Outside accountant receives, and reviews monthly bank statements; and
- Outside accountant reconciles bank accounts monthly.

For accounting, HART will use QuickBooks Small Business software as a system to maintain accurate and secure financial records. The policy will be that books will be completely open to the BOARD officers, members of the Finance Committee and the school's independent auditor. Monthly financial statements and an annual financial audit will assure the accuracy and comprehensiveness of financial records. In addition, HART will ensure that monthly financial reports to the Board must be in a form completely understandable to **every** Board member.

3. The proposed charter school will compile and make available an annual written report and evaluation of its educational program and general operations in accordance with the approved charter and applicable state and federal laws. The annual report will include an evaluation of the

fulfillment of the charter's purposes and goals, as well as an evaluation of financial operations. These evaluations will be implemented in the form of annual program and financial audits. An independent auditor will conduct the yearly fiscal audit of the proposed school. The audit will be conducted in accordance with Generally Accepted Accounting Principles applicable to the proposed school and will verify the accuracy of the financial statements, attendance and enrollment, accounting practices, and review the internal controls.

The first duty of the Business Manager will be to conduct Requests for Proposals (RFP) for a search for an auditor. An audit firm or qualified individuals will make offers regarding auditing services. The Director, Business Manager, and a School Board Treasurer will review the proposals and make a recommendation to the Board. The School Board will select an auditor based on demonstrated competency, qualifications (such as required CPA), and a fair price. The Board will vote and a firm will be hired at the beginning of the year one. The contract with the independent auditor will include the provision that the management letter will be submitted to the President of the BOARD and the Chairman of the auditing committee at the same time that it is submitted to the Director.

HART will request the audit firm come to the school site in September to train all office staff, the Board, the Director, and Business Manager to build capacity and to gain insight on best practices. The Board will ensure Board members are trained to understand basic concepts of the audit process and outcomes. At least one member of the Board will be able to interpret the audit and assist other board members in asking appropriate questions regarding the audit. The audit company should be available to assist the Board in understanding the audit.

The Board will have the authority to conduct any investigation appropriate to fulfilling its responsibilities, and it will have direct access to the independent auditors as well as to anyone in the organization. They will have the authority to retain, at HART'S expense, special legal, accounting, or other consultants or experts it deems necessary in the performance of its duties. The Board is responsible for following up with the Director to ensure proposed corrective steps have been followed if needed. The audit will be filed within Commission by November 15 of each year after the close of the school year for which the audit was completed. It shall be made available to the Commission and stakeholders annually.

4. In addition to the annual audit the school will contract for which costs roughly \$12,200 per year, the proposed school will contract with a vendor for payroll services. HART anticipates using Ceridian for payroll services contract. The anticipated cost for this payroll service is \$7,000 per year, including the additional bank fees for utilizing this service. Ceridian will most likely be selected although HART will review this decision with its Board using Board policies to make the selection. Ceridian has a high reputation and approval in the State. Their service will increase accuracy, by eliminating manual data entry, and ensure compliance of on-time payroll.

5. See the Financial Plan Workbook as **Attachment ff**.

6. Budget Narrative - **See Attachment gg**

B. Financial Management Capacity

1. The key members of the financial team that will play a substantial and ongoing role in the successful implementation of the Financial Plan include: LaWana Richmond, Chris Sommer, and Denise Mc Andrews will continue to play substantial roles in the school's financial team as they each have background in school business. Additionally, Laura Brown who is a local accountant with experience in non-profits and Quick-Books, will continue to serve as an advisor to the Board.

2. a. Financial Management: LaWana Richmond will continue to serve on the School Board. Her experience as a Senior Business Analyst in the Business and Financial Services at the University of California, San Diego qualifies her to oversee charter school business and finance. LaWana has experience in analyzing business processes to identify opportunities and has developed financial reports for private grants and fellowship awards ranging in value from \$5,000 to \$5,000,000 in compliance with agency requirements. Her experience with business software and training staff on its use will also be an asset to the proposed school. Chris Sommer and Denise McAndrews have a wealth of experience writing and managing school budgets, including local, State, and federal grant budgets. Chris will continue to serve as a School Board member. Denise McAndrews successfully moved the Valley Center Adult School from a financial deficit to a surplus through tight budget controls and leveraging resources. In addition, she has managed the finances of a restaurant she owned and operated prior to working in education. Dana Chisholm will continue to serve as a Board Member. She has managed budgets for nonprofits, coordinating over \$300,000 in donations for one agency. In addition, Dana currently manages a nonprofit budget.

b. Laura Owens has assisted in the fundraising and development of educational programs and leading parents in the same. She will remain on the School Board as secretary.

c. Laura Brown is an accountant operating in the State of Hawaii, she serves as an advisor to the Board and its affiliated nonprofit once the School Board is in place.

d. Dana Chisholm has a wealth of experience in establishing policies and procedures for non-profits, including internal controls. She and LaWana Richmond will build capacity for the school in this area by developing the staff and overseeing the creation of materials to guide the school.

3. Laura Brown represents a Kona area accounting firm, the Bean Counter. She is assisting in the financial planning of the proposed school and the affiliated nonprofit. She will advise, review and assist with the compiling and filing of financial statements and tax forms, assist with the design of the Accounting System Provide and training for the board on non-profit financial statement usage and effective budgeting practices.

4. LaWana Richmond will lead the development of the proposed school's Financial Plan. Her experience in project and operation's management in various private and public entities qualifies her for this position. She has managed client relations, risk management, accounts payable, accounts receivable, facility safety and maintenance, vendor relations, contract management, negotiations, cash management, and labor relations. She has developed business processes to increase efficiency through technology and training.

V. Attachments & Exhibits

Attachment a. Justifying Enrollment Summary (Section I.B.)

OFFICIAL ENROLLMENT COUNT, 2012-13 SCHOOL YEAR

Complex Area	Sch	K	1	2	3	4	5	6	7	8	9	10	11	12	RTOT	K-6	7-8	9-12	SPED	GTOT	PREKS	PREKR
Hilo-Laupahoehoe-Waiakea																						
	351 DE SILVA	53	53	65	53	47	49	50	0	0	0	0	0	0	370	31	0	0	31	401	5	0
	352 HAAHEO	23	28	28	24	23	18	24	0	0	0	0	0	0	168	10	0	0	10	178	0	0
	355 HILO HI	0	0	0	0	0	0	0	0	0	334	241	253	205	1033	0	0	201	201	1234	0	0
	356 HILO INT	0	0	0	0	0	0	0	201	210	0	0	0	0	411	0	62	0	62	473	0	0
	357 HILO UNION	64	62	66	59	42	44	47	0	0	0	0	0	0	384	67	0	0	67	451	9	0
	365 KALANIANA'OLE EL & INT	32	32	36	23	38	29	23	31	25	0	0	0	0	269	25	9	0	34	303	4	1
	367 KAPOLANI	57	54	46	42	50	40	36	0	0	0	0	0	0	325	53	0	0	53	378	4	0
	369 KAUMANA	49	42	41	44	26	29	25	0	0	0	0	0	0	256	34	0	0	34	290	4	0
	372 KEAUKAHA	62	43	44	52	45	52	41	0	0	0	0	0	0	339	45	0	0	45	384	0	0
	384 WAIAKEA EL	137	129	126	134	130	147	0	0	0	0	0	0	0	803	47	0	0	47	850	8	0
	389 WAIAKEA HI	0	0	0	0	0	0	0	0	0	290	278	237	206	1011	0	0	148	148	1159	0	0
	385 WAIAKEA INT	0	0	0	0	0	0	222	262	245	0	0	0	0	729	26	89	0	115	844	0	0
	386 WAIAKEAWAENA	107	115	120	90	96	124	0	0	0	0	0	0	0	652	77	0	0	77	729	8	1
Total	Hilo-Laupahoehoe-Waiakea	584	558	572	521	497	532	468	494	480	624	519	490	411	6750	415	160	349	924	7674	42	2
Honokaa-Kealahou-Kohala-Konawaena																						
	358 HOLUALOA	115	78	75	60	82	84	0	0	0	0	0	0	0	494	29	0	0	29	523	0	0
	359 HONAUNAU	23	30	24	17	14	20	0	0	0	0	0	0	0	128	14	0	0	14	142	1	23
	361 HONOKAA EL	54	44	61	61	47	44	58	0	0	0	0	0	0	369	16	0	0	16	385	4	0
	360 HONOKAA HI & INT	0	0	0	0	0	0	0	48	33	105	113	137	99	535	0	21	108	129	664	0	0
	363 HOOKENA	27	24	16	19	12	18	0	0	0	0	0	0	0	116	19	0	0	19	135	2	0
	371 KAHAKAI	134	101	74	80	81	100	0	0	0	0	0	0	0	570	49	0	0	49	619	6	1
	378 KE KULA O EHUNUIKAIMALINO	24	14	12	19	15	14	15	10	12	7	10	1	10	163	10	2	2	14	177	0	0
	388 KEALAKEHE	207	140	167	150	163	108	0	0	0	0	0	0	0	935	96	0	0	96	1031	12	1
	392 KEALAKEHE HI	0	0	0	0	0	0	0	0	0	326	305	328	369	1328	0	0	142	142	1470	0	0
	390 KEALAKEHE INT	0	0	0	0	0	0	206	200	226	0	0	0	0	632	26	56	0	82	714	0	0
	395 KOHALA EL	64	61	65	61	46	54	0	0	0	0	0	0	0	351	54	0	0	54	405	6	1
	373 KOHALA HI	0	0	0	0	0	0	0	0	0	71	43	53	49	216	0	0	48	48	264	0	0
	366 KOHALA MID	0	0	0	0	0	0	51	42	57	0	0	0	0	150	7	23	0	30	180	0	0
	375 KONAWAENA EL	92	80	82	93	93	82	0	0	0	0	0	0	0	522	34	0	0	34	556	8	0
	374 KONAWAENA HI	0	0	0	0	0	0	0	0	0	180	174	154	125	633	0	0	74	74	707	0	0
	376 KONAWAENA MID	0	0	0	0	0	0	173	173	124	0	0	0	0	470	19	42	0	61	531	0	0
	382 PAAULO EL & INT	30	19	22	26	21	18	18	26	19	13	0	0	0	212	14	3	3	20	232	0	0
	393 WAIKOLOA	129	90	86	74	96	71	73	55	53	0	0	0	0	727	58	19	0	77	804	7	0
	387 WAIKOA EL	101	90	83	70	87	80	0	0	0	0	0	0	0	511	41	0	0	41	552	7	12
Total	Honokaa-Kealahou-Kohala-Konawaena	1000	771	767	730	757	693	594	554	524	702	645	673	652	9062	486	166	377	1029	10091	53	38

Hawaii Arts Repertoire & Tech (HART) Attachment a. Enrollment Summary Data Source

Attachment a

Hawaii Arts Repertoire & Tech (HART) Attachment a, Data Sources Enrollment Summary Section I. B.

2013-2014 Wait lists by Grade Levels All

Grade	KPPCS	Innovations	WHEA	Totals
gK	22	86		108
g1	3	73		76
g2	4	56		60
g3	6	58		64
G 4*	1	30	0	31
G 5*	2	41	0	43
G 6	31	31	51	113
G 7	2	0	26	28
G 8	0	0	1	1
G 9	0	0	43	43
G 10	0	0	9	9
G 11	0	0	2	2
G 12	0	0	0	0
Totals	71	375	132	578

2013-2014 Enrollments by Grade Levels

Grade	KPPCS	Innovations	WHEA	Totals
G K	46	19	0	65
G 1	24	25	0	49
G 2	24	25	0	49
G 3	24	25	0	49
G 4	24	25	0	49
G 5	24	25	0	49
G 6	24	25	30	79
G 7	24	32	32	88
G 8	18	23	32	73
G 9	0	0	45	45
G 10	0	0	40	40
G 11	0	0	40	40
G 12	0	0	22	22
Totals	232	224	241	697

*Innovations has rolled their waitlists. Some numbers have been estimated.

Estimated = reduced by half of the reported numbers in order to account for attrition on their wait lists

Strive HI Performance System - Goals and Annual Targets - By Complex

		Reading Proficiency						Math Proficiency						Science Proficiency						Graduation Rate					
Complex		12-13	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	17-18
Honolulu	Farrington	72%	64%	68%	72%	76%	80%	64%	57%	62%	67%	71%	76%	34%	31%	39%	47%	54%	62%	82%	84%	85%	87%	88%	90%
	Kaimuki	72%	78%	80%	83%	85%	88%	64%	68%	72%	75%	79%	82%	34%	40%	46%	53%	60%	66%	82%	84%	85%	87%	88%	90%
	Kaiser	72%	87%	88%	90%	91%	93%	64%	78%	80%	83%	85%	88%	34%	62%	66%	71%	75%	79%	82%	84%	85%	87%	88%	90%
	Kalani	72%	86%	88%	89%	91%	92%	64%	80%	82%	84%	86%	89%	34%	56%	61%	66%	71%	76%	82%	84%	85%	87%	88%	90%
	McKinley	72%	70%	74%	77%	80%	84%	64%	67%	71%	74%	78%	82%	34%	38%	45%	51%	58%	65%	82%	84%	85%	87%	88%	90%
	Roosevelt	72%	82%	84%	86%	88%	90%	64%	73%	76%	79%	82%	85%	34%	49%	54%	60%	66%	71%	82%	84%	85%	87%	88%	90%
Central	Aiea	72%	77%	80%	82%	85%	87%	64%	64%	68%	72%	76%	80%	34%	43%	49%	55%	62%	68%	82%	84%	85%	87%	88%	90%
	Moanalua	72%	84%	86%	88%	89%	91%	64%	70%	73%	76%	80%	83%	34%	43%	49%	56%	62%	68%	82%	84%	85%	87%	88%	90%
	Radford	72%	79%	81%	84%	86%	88%	64%	66%	70%	74%	77%	81%	34%	49%	55%	61%	66%	72%	82%	84%	85%	87%	88%	90%
	Leilehua	72%	75%	78%	81%	84%	86%	64%	68%	72%	75%	79%	82%	34%	43%	49%	56%	62%	68%	82%	84%	85%	87%	88%	90%
	Mililani	72%	88%	89%	91%	92%	93%	64%	77%	79%	82%	85%	87%	34%	61%	66%	70%	74%	78%	82%	84%	85%	87%	88%	90%
	Wai'alua	72%	85%	87%	88%	90%	92%	64%	77%	79%	82%	84%	87%	34%	44%	50%	56%	63%	69%	82%	84%	85%	87%	88%	90%
Leeward	Campbell	72%	77%	80%	82%	85%	87%	64%	66%	70%	74%	77%	81%	34%	37%	44%	51%	58%	65%	82%	84%	85%	87%	88%	90%
	Kapolei	72%	76%	78%	81%	84%	86%	64%	61%	65%	70%	74%	78%	34%	32%	39%	47%	54%	62%	82%	84%	85%	87%	88%	90%
	Pearl City	72%	82%	84%	86%	88%	90%	64%	72%	75%	78%	81%	85%	34%	47%	53%	59%	65%	71%	82%	84%	85%	87%	88%	90%
	Waipahu	72%	67%	71%	75%	78%	82%	64%	58%	63%	68%	72%	77%	34%	37%	44%	51%	58%	65%	82%	84%	85%	87%	88%	90%
	Nanakuli	72%	51%	57%	62%	67%	73%	64%	38%	45%	52%	59%	66%	34%	18%	27%	37%	46%	55%	82%	84%	85%	87%	88%	90%
	Wai'anae	72%	58%	63%	67%	72%	77%	64%	47%	53%	59%	65%	71%	34%	25%	34%	42%	50%	59%	82%	84%	85%	87%	88%	90%
Windward	Castle	72%	82%	84%	86%	88%	90%	64%	72%	75%	78%	81%	85%	34%	49%	55%	60%	66%	72%	82%	84%	85%	87%	88%	90%
	Kahuku	72%	77%	80%	82%	85%	87%	64%	64%	68%	72%	76%	80%	34%	33%	40%	48%	55%	63%	82%	84%	85%	87%	88%	90%
	Kailua	72%	74%	77%	80%	83%	86%	64%	67%	70%	74%	78%	82%	34%	40%	47%	53%	60%	67%	82%	84%	85%	87%	88%	90%
	Kalaheo	72%	84%	85%	87%	89%	91%	64%	69%	73%	76%	79%	83%	34%	54%	59%	64%	69%	74%	82%	84%	85%	87%	88%	90%
Hawaii	Hilo	72%	74%	77%	80%	83%	86%	64%	65%	69%	72%	76%	80%	34%	34%	42%	49%	56%	63%	82%	84%	85%	87%	88%	90%
	Waiakea	72%	76%	79%	81%	84%	87%	64%	64%	68%	72%	76%	80%	34%	45%	51%	57%	63%	69%	82%	84%	85%	87%	88%	90%
	Ka'u	72%	55%	60%	65%	70%	75%	64%	49%	55%	60%	66%	72%	34%	26%	34%	42%	51%	59%	82%	84%	85%	87%	88%	90%
	Kea'au	72%	70%	73%	77%	80%	83%	64%	65%	69%	73%	76%	80%	34%	34%	41%	49%	56%	63%	82%	84%	85%	87%	88%	90%
	Pahoa	72%	68%	72%	75%	79%	82%	64%	56%	61%	66%	70%	75%	34%	33%	40%	48%	55%	63%	82%	84%	85%	87%	88%	90%
	Honoka'a	72%	68%	72%	75%	79%	82%	64%	52%	58%	63%	68%	73%	34%	32%	39%	47%	54%	62%	82%	84%	85%	87%	88%	90%
	Kealahou	72%	72%	75%	78%	81%	84%	64%	65%	69%	73%	77%	81%	34%	43%	49%	56%	62%	68%	82%	84%	85%	87%	88%	90%
	Kohala	72%	68%	72%	75%	79%	82%	64%	56%	61%	66%	71%	76%	34%	26%	34%	42%	50%	59%	82%	84%	85%	87%	88%	90%
Maui	Konawaena	72%	69%	73%	76%	80%	83%	64%	58%	62%	67%	72%	77%	34%	33%	40%	48%	55%	63%	82%	84%	85%	87%	88%	90%
	Baldwin	72%	71%	74%	78%	81%	84%	64%	56%	61%	66%	71%	76%	34%	31%	39%	46%	54%	62%	82%	84%	85%	87%	88%	90%
	King Kekaulike	72%	77%	80%	82%	85%	87%	64%	69%	72%	76%	79%	83%	34%	48%	54%	60%	66%	71%	82%	84%	85%	87%	88%	90%
	Maui	72%	73%	76%	79%	82%	85%	64%	66%	70%	74%	77%	81%	34%	31%	39%	47%	54%	62%	82%	84%	85%	87%	88%	90%
	Hana	72%	62%	66%	70%	74%	79%	64%	56%	61%	65%	70%	75%	34%	43%	49%	55%	62%	68%	82%	84%	85%	87%	88%	90%
	Lahainaluna	72%	65%	69%	73%	77%	81%	64%	55%	60%	65%	70%	75%	34%	26%	34%	42%	51%	59%	82%	84%	85%	87%	88%	90%
	Lanai	72%	65%	69%	73%	77%	81%	64%	55%	60%	65%	70%	75%	34%	30%	38%	45%	53%	61%	82%	84%	85%	87%	88%	90%
	Moloka'i	72%	68%	72%	75%	79%	82%	64%	61%	66%	70%	74%	79%	34%	29%	37%	45%	52%	60%	82%	84%	85%	87%	88%	90%
Kauai	Kapa'a	72%	73%	76%	79%	82%	85%	64%	60%	64%	69%	73%	78%	34%	45%	51%	57%	63%	70%	82%	84%	85%	87%	88%	90%
	Kaua'i	72%	71%	75%	78%	81%	84%	64%	63%	67%	71%	76%	80%	34%	37%	44%	51%	58%	65%	82%	84%	85%	87%	88%	90%
	Waimea	72%	70%	73%	77%	80%	83%	64%	56%	61%	66%	71%	76%	34%	32%	40%	47%	55%	62%	82%	84%	85%	87%	88%	90%

Updated July 18, 2013

Note. Incremental AMO increases may not be the same each year due to rounding differences.

Performance System Data

School / Year	Reading	Math	Science	Graduate
WHEA *2011/2012	94%	58%	n/a	91%
Kealakehe 2013/2014	72%	65%	43%	84%
Konawaena 2013/2014	69%	58%	33%	84%
Kona Pacific *2011/2012	60%	32%	n/a	n/a

* NCLB Actuals found on Charter Commission website

Other data from DOE Strive HI Targetted Goals

Timestamp	Name	Email	Comments (Please tell us why you signed this petition.)
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10/10/2013 18:00:08	Richard	Tardiff	As a veteran teacher, I am a strong proponent of alternatives to conventional schooling. Grounding in the arts nurtures both mind and spirit in a holistic environment. Interdisciplinary approaches are very effective in teaching at-risk, unengaged learners.
10/10/2013 19:31:20	Denise McAndrews	denisemcandrews@gmail.com	
10/10/2013 21:29:18	Laura Owens	owensonthego@gmail.com	School Developer I support the value of charter schools as options to help provide choices for parents/families to enroll their children in schools which will best support their children's academics and unique skills. Children are different and different school programs are needed within communities. love this. I am a teacher at KPPCS. My kids, and the kids Kona, need a place to attend high school that flows well from exiting KPPCS. I hold a Master's in Art Education and a BA in Sociology. I look forward to growing as a professional with you. I look forward to teaching art someday when my kids are older! Mahalo
10/19/2013 9:37:26	carrisa glende LaWana	carrisaglende@gmail.com	I love and support arts and education. I support the concept of a charter school for kids in the South Kona area. Aloha mai Kakou, I am a meaningfully interested person in the projected Public Charter School. I love the idea of educating youth in a non traditional manner such as the state offers. I have a 4th grader who could possibly enable his learning capabilities far more than what he has at this time. Plus - location, location, location!!!! Kealakekua is central and pretty self sufficient; adding another education venue for high school kids is AWESOME!!!! See you at the meeting :) I am a meaningfully interested parent. My 5th grade student currently attends a charter school, and I would like for her to have that option for high
10/19/2013 17:40:05	Richmond	Lawana.Richmond@gmail.com	
10/20/2013 12:47:10	Lori Sceales	mamalahoa@hawaii.rr.com	
10/20/2013 17:31:44	MARY CAMARA	MARY.CAMARA@ROCKETMAIL.COM	
10/24/2013 13:14:29	Leah Vines	leahv@kppcs.org	

10/25/2013 12:22:47 Mia L Ichishita michiash@gmail.com

10/27/2013 13:50:41 Heather Wickersham heatherwickersham@ymail.com

10/29/2013 15:57:48 Abby Garrison dreadmama26@gmail.com

11/3/2013 15:49:31 Shannyn Davis peacefullmiss@yahoo.com

11/3/2013 16:04:28 Dexter A. Tellio Sr. Type2bus@live.com

11/4/2013 16:53:08 Stephanie Downing-Cornwell Stephmd23@Hotmail.com

11/4/2013 16:53:30 Stephanie Downing-Cornwell Stephmd23@Hotmail.com

school as well. I believe that a strong arts and technology curriculum would suit her strengths. Thank you for all of your hard work in bringing this dream into reality!

I need a better choice for my daughter who will be attending High School in 2015

I am a "meaningfully interested person." My daughter is on the dance team at Dancing Tree studio and we will be flying to Las Vegas with her dance team this year in order to compete. We usually enroll her in the Donkey Mill Summer program and other Donkey Mill art programs during school breaks. We like the idea of continuing her exposure to the arts by enrolling her in a performing arts high school. We also feel strongly about preparing our daughter to be career and college ready, so we also want to make sure the curriculum at the school is rigorous which is why we like the idea of including technology in the curriculum. Our daughter is in 3rd grade this year, and will be in 5th grade in fall 2015.

My children are grades 4, 3, and 1 at Kona Pacific Public Charter School.

I have close friends living in the area who's children will be affected.

Very interested in seeing a new public charter high school.

I know Denise McAndrews on a professional level, I support her educational philosophy, and I know she always has the students bests interest in mind. I also love to support the arts and enjoyed my time teaching at Arcata Elementary School of the Arts and hope that other children might experience that type of education.

I know Denise McAndrews on a professional level, I support her educational philosophy, and I know she always has the students bests interest in mind. I also love to support the arts and enjoyed my time teaching at Arcata Elementary School of the Arts and hope that other children might

11/30/2013 16:01:03	Dina Bybee	vahine@gmail.com
12/8/2013 10:06:09	Janette Gillespie	janettechiron@gmail.com
12/8/2013 17:09:04	Angie hobbeheydar	Sunnyinkona@aol.com
12/10/2013 15:33:41	April Reid	Aprilmreid5@aol.com
12/10/2013 15:40:59	Julie Aponte	jfatts@yahoo.com
12/10/2013 16:18:12	Katherine Arrayan SUEANNE	daintydoughnuts@gmail.com
12/10/2013 16:51:15	ACKERMAN	CAGROWN50@AOL.COM
12/10/2013 17:59:01	Britney Barry	Britney8507@gmail.com
12/10/2013 18:41:23	Megan Stropus Ken Mc	signes4@hotmail.com
12/10/2013 19:04:27	Andrews debra	mcandrews.ken@gmail.com
12/10/2013 19:09:13	mcandrews Suzanne	debraway88@yahoo.co
12/10/2013 20:58:34	Hinrichs	SuzyH2610@aol.com
12/11/2013 9:36:35	Laura Brown	beancounter35@gmail.com
12/11/2013 10:04:47	Nieves correa	Ncorrea110@aol.com

experience that type of education.

I'm a meaningfully interested perdon even though my k8ds are only in 1st grade and preK as if today.

My daughter is in 1st grade at Kealakehe. I'm interested in having public school opportunitites that provide holistic experiences and which give students access to science and art in a creative environment.

Aloha I would like to see more options for our school system currently I have twins in the first grade

Thankyou

Hawaii needs Charter schools to promote a great love of learning in the hearts of the young keiki.

We need more great things like this!

I believe in charter schools and what they mean for Hawaiis future. I also think there needs to be real and appropriate alternatives to the public high schools in Kona.

I signed to support education.

I think it's important to have more schools to choose from.

I am a friend to a meaningfully interested person!!

would be great for the state of Hawaii.

What a great opportunity for the children of Hawai.i.

Because I believe in Charter Schools.

Learning in ways that are engaging and that involve critical thinking are needed in education. How to think and reason, plan and explain ideas and question the world around us is important to expanding the thought process. Children are naturally inquisitive and equipped to learn, and by seeking answers to their own questions, they will naturally remember feel usefully challenged.

Toddler/preschool

12/11/2013 11:20:11	Kacey Godknecht DANIELLE	Luckykacey@gmail.com	I love charter schools!
12/11/2013 14:49:54	BORDEN	dborden86@yahoo.com	I support charter schools I would love for my 3 children to go here! I have a 6, 4, and 2 year old. Preschool and 1st grade as of 2013. I'm a very interested parent and my daughter 6 years old. I feel that there is a need for this type of school in the area. Great person. Inspirational person! I have a child in the 3rd grade; a 2 year old and a newborn My children are not yet school aged, but that being said I think that Hawaii needs more quality family interactive programs for our keikis. We need to send our children the message that education is an important part of Hawaii's community not just society. Private education is great if you can afford it but in Hawaii this can be difficult and if we can collaborate to make a great program that is low cost or free than my family supports that! Mahalo for your hard work. Best of luck, we will help in any way possible. We have just switched over to the common core curriculum in California and I don't like what I've seen so far. I'm also very discouraged in the way they push "test scores" and not quality of education. They teachers and public school push medication for add children instead of figuring ways to help the student. I hope your charter school is a success and children can benefit from what you provide. I live in kona and I have a 7 year old son in 1st grade and a 4 year old son on a waiting list for preschool. I hope this new school happens. :) Yes I live on big island my children are currently in k and 2nd grade.
12/11/2013 20:08:45	Tiffany Harrigan	s777mommy@aol.com	
12/12/2013 0:01:36	Jamaica canas	Jamaica.canas@gmail.com	
12/12/2013 5:54:27	Sherry Reid	Runreid@aol.com	
12/12/2013 7:40:45	Jessica Boyce	Jboyce84@gmail.com	
12/12/2013 7:41:45	Jessica Hansen	Jbhansen27@gmail.com	
12/12/2013 7:50:09	Marbella Alford	Mistkona@gmail.com	
12/12/2013 8:13:28	Alison L Hamar	alisonlhamar@gmail.com	
12/12/2013 9:27:46	Megan Salazar	Meg.nicole25@gmail.com	
12/12/2013 12:09:25	melissa ream	melissamigliore@gmail.com	
12/12/2013 22:50:32	Cassie Lovell	Lovellcassie02@gmail.com	

12/14/2013 14:41:55	Ben Reid	benjamintreid@aol.com	<p>Live on the big island and support the opening of a new Charter School. Mahalo!</p> <p>Sounds like a great opportunity for the kids! My own children attended a Public Charter School during their elementary school years. I fully support this school.</p> <p>8 5 & 2</p> <p>I live on the Big Island of Hawaii and am a meaningfully interested person as I have a 1st grader enrolled in a public charter school. I would like more options for High School for my child than the available public high schools.</p> <p>Awesome</p>
12/14/2013 18:15:34	Sara Clevers	Sara.clevers@gmail.com	
12/15/2013 1:50:58	Karen Kawamoto	kduty@hawaii.rr.com	
12/15/2013 9:42:03	Joshua Aponte	jfatts16@gmail.com	
12/24/2013 12:27:57	Megan O'Hanlon	meganlovestotravel@hotmail.com	
12/25/2013 8:56:20	Matthew Borden	cutthroatfab@gmail.com	

New School Interest Survey

Design Survey Collect Responses Analyze Results

CURRENT VIEW

+ FILTER + COMPARE + SHOW

No rules applied

Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. [Learn more »](#)

SAVED VIEWS (1)

 Original View (No rules applied)

→ Save as...

EXPORTS

RESPONDENTS: 17 of 17

Export All

 Question Summaries

 Data Trends

 Individual Responses

PAGE 1

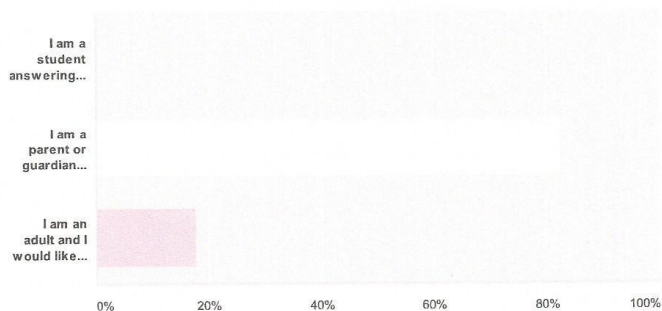
Q1

Customize

Export

This survey will help in the planning of a new charter school. If you would like to participate in a student or parent focus group interview session or in other ways, please email us at NewHawaiiCharterSchool@gmail.com or follow us at HawaiiCharterSchool.blogspot.com Please start by selecting who you are.

Answered: 17 Skipped: 0



Answer Choices	Responses
I am a student answering this survey about me.	0% 0
I am a parent or guardian answering this survey about a student.	82.35% 14
I am an adult and I would like to be contacted. (please state your contact information)	17.65% 3
Total	17

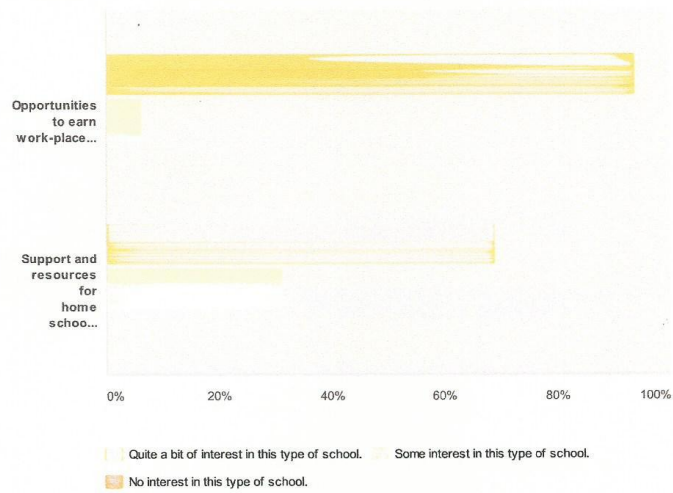
Q2

Customize

Export

How interested would you be in attending a free public charter high school that will offer:

Answered: 16 Skipped: 1



	Quite a bit of interest in this type of school.	Some interest in this type of school.	No interest in this type of school.	Total
A campus in Kealakekua where students may not be required to be present every day but may if they wish.	62.50% 10	25% 4	12.50% 2	16
Flexibility to learn using online classes where and when students want.	62.50% 10	31.25% 5	6.25% 1	16
A campus where students can get one-on-one help and work with other students in small groups.	87.50% 14	12.50% 2	0% 0	16
A small campus of about 200 students where people know and support each other.	93.75% 15	6.25% 1	0% 0	16
Opportunities to learn based on individual needs, styles, and goals.	93.75% 15	6.25% 1	0% 0	16
The ability for students to move ahead on subjects they understand and get help on ones they don't.	100% 16	0% 0	0% 0	16
Opportunities to learn from experts and highly qualified, credentialed teachers.	100% 16	0% 0	0% 0	16
Opportunities to create videos, plays, commercials,	87.50% 14	12.50% 2	0% 0	16

ads, scripts, books, and other real things.				
Opportunities to perform in song, dance, music, and speaking roles.	87.50% 14	12.50% 2	0% 0	16
Opportunities to earn work-place certificates and complete an internship.	93.75% 15	6.25% 1	0% 0	16
Support and resources for home school families.	68.75% 11	31.25% 5	0% 0	16

Comments (4)

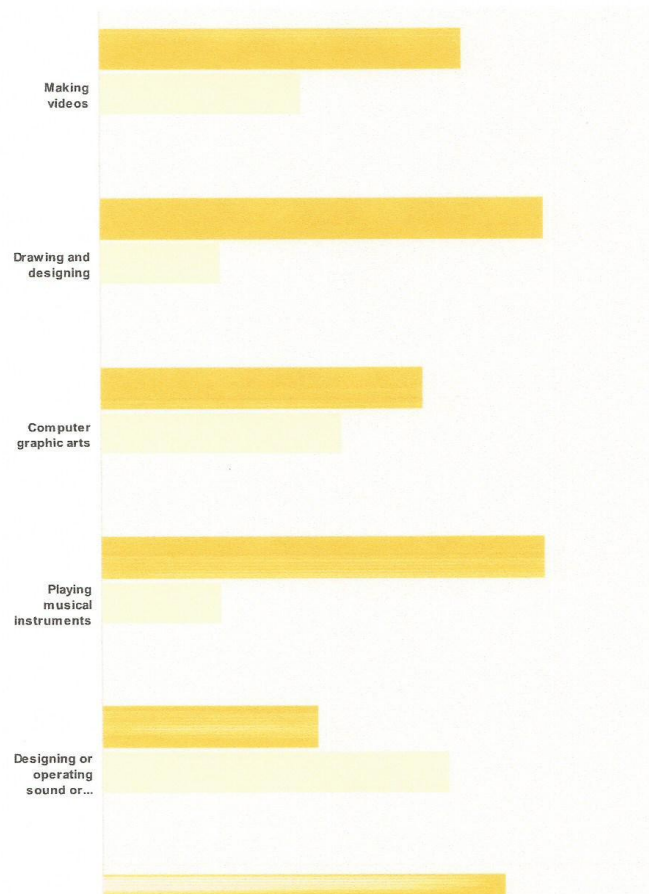
Q3

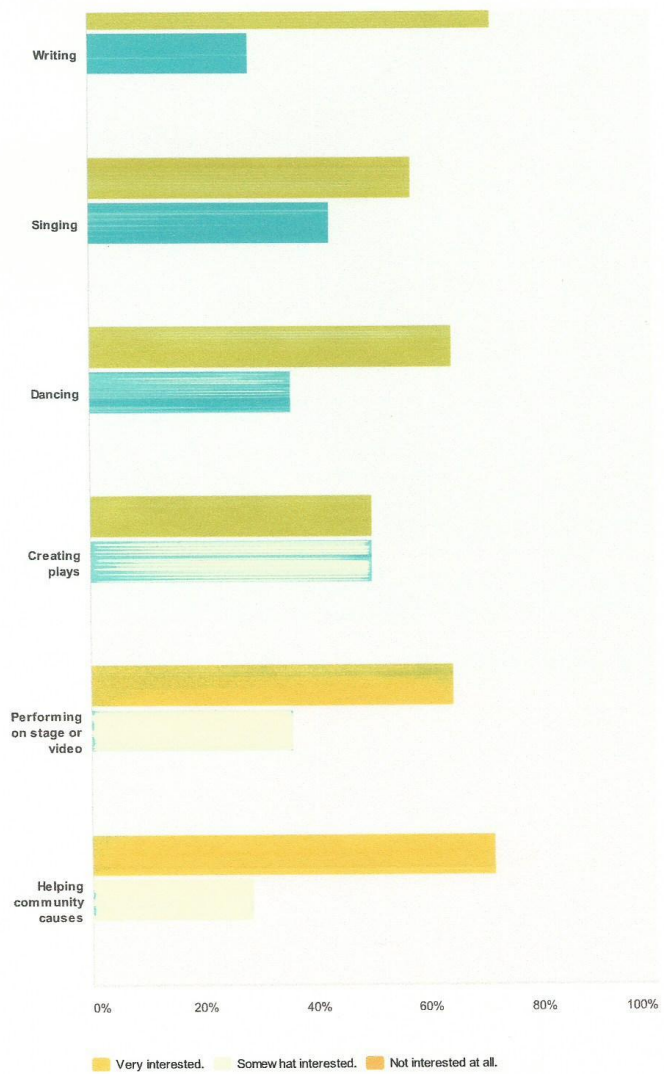
Customize

Export

How interested are you in learning about these topics?

Answered: 14 Skipped: 3





	Very interested.	Somewhat interested.	Not interested at all.	Total
Making videos	64.29% 9	35.71% 5	0% 0	14
Drawing and designing	78.57% 11	21.43% 3	0% 0	14
Computer graphic arts	57.14% 8	42.86% 6	0% 0	14
Playing musical instruments	78.57% 11	21.43% 3	0% 0	14
Designing or operating sound or lighting effects	38.46% 5	61.54% 8	0% 0	13
Writing	71.43% 10	28.57% 4	0% 0	14
Singing	57.14%	42.86%	0%	

Promotional and Research Activities

In addition to online surveys (see summary sheet), online petitions (see signatures), a Facebook campaign, a blogspot, large banners, and several signs posted in and around the areas of both Kealakehe and Konawaena schools, the following activities occurred:

October 2013

Interviews

The Role of Parents in Education

Interviews: Laura Owens conducted two interviews, one of an older man who was raised on Oahu and another of a woman who “home schools” her children on Maui.

Laura states: I spoke to a retired gentleman born and raised on Oahu. He spoke about his perception of the low level of education in Hawaii. He said that as a kid, he was lucky that his mother "forced" him to read and stressed education, while that was not the case for many local kids. He said that if the school can also address the education of the parents, it would be beneficial to the community. He talked about the educational obstacles for the many locals of Hawaii. He stated that many locals graduate high school with an educational level of 11th grade. He believes, these parents either didn't value education, and do not see the importance now for their children either, or they lack self-esteem and out-of-shame may not confidently know how to encourage their own children to achieve a higher level of education. Similarly, a mom on Maui said this was the case for her husband. She was raised in Orange County, CA but moved to Maui and married a local Filipino boy who had a low level high school education. She said that he struggled with his own reading and felt embarrassed around his own young children, but she has been supportive in helping him to read more with their children.

October 23, 2013

Meeting

Jamba Juice

5:00 pm

Kona, HI

Summary: Met with two parents who home school their children. Both interested in HART.

October 30, 2013

Community Forum Community Room at Christ's Church

7:00 pm

Kealakekua, HI

Summary: Marketed via radio, West Hawaii Today, Big Island Weekly, fliers, posters, and blog. Turnout was low due to completing area events for Halloween. However, we gathered valuable information as we listened to the attendees. Mother of two boys, grades 7 and 8 needs an option. She is currently home schooling but prefers to have her sons enrolled in a school like HART. The church is supportive of this endeavor and donated the use of their community room for the meeting (value 3 hours x \$50 = \$150). A supporter donated the buffet of refreshments, fruit, cookies, cakes, drinks, paper goods for 75 people (\$100).

December 7, 2013

Distribution of fliers Festival of Lights

5:00-7:00 pm

Holualoa, HI

Summary: 50 fliers were distributed. We spoke to individuals representing 10+ students who said they already knew about the school proposal and are anxious to enroll after their children exit their current charter school. Most were students at KPPCS.

December 12, 2013

Focus Group

McDonalds

3:00-4:00 pm

Students

Kealahou, HI

Summary: Spoke to 5 boys and one girl (girl wouldn't talk) ranging in grades from 9-12 about the school proposal and asked their thoughts and their needs. I bought 5 ice creams (\$5.00+). Safety was their number one concern. One student even mentioned a metal detector although he had to describe what he meant and his friends said the word. All 5 of the boys had good comprehension of the English language but they interpreted (Marshallese) what I was saying as quickly as I was talking when a word came that one of them needed help understanding. They also said they didn't want to go to a school that is "outside." They appeared to focus a lot on the facility aspect. One student mentioned WHEA. I told them not all charter schools are the same but if they wanted to do something with robotics they should consider WHEA. If they like art and technology, which one said he did, they should consider HART. They were all excited about the idea of the school. They were respectful and talkative. The one who is a senior was sad that the proposed school won't be open in time for him. The girl was quiet except for to say she was going to be out of school by then. It wasn't clear if she is in grade 11 or 12. They were all waving to me as I left them waiting for the south bound Helelani bus.

December 14, 2013

Distribution of fliers

Kona Christmas Parade

5:00-7:00 pm

Petitions signed

Kailua-Kona, HI

Summary: 100 fliers were distributed and more than 30 signatures were gathered. Two individuals agreed to take petitions to their friends. Three individuals volunteered to help in other ways, one person wants to volunteer water safety instruction for students.

December 15, 2013

Focus Group Parents

Solid Rock Church

1:00-2:00 pm

Kailua-Kona, HI

Summary: Met with 3 mothers who currently use Myron B. Thompson for 5 students and would prefer to use HART for its combined virtual (at home option) and school based opportunities. All have students who will be in middle and high school in 2015.

Attachment a – Continued Online Survey Answers



to my home. 7 9 0 16

Comments (1)

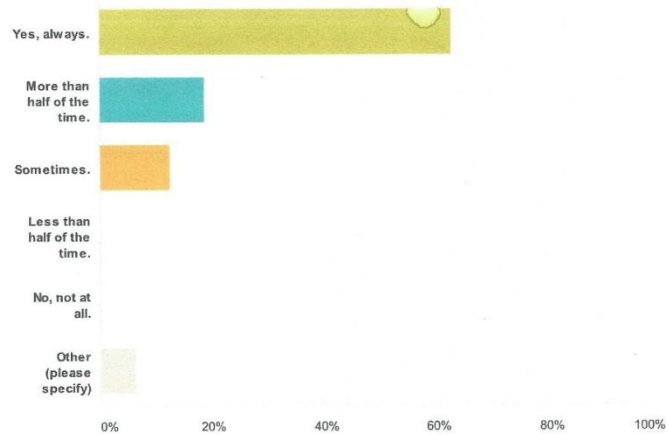
Q5

Customize

Export

**Do you have a reliable Internet connection
at home or close by where you can study
online?**

Answered: 16 Skipped: 1



Answer Choices	Responses	
Yes, always.	62.50%	10
More than half of the time.	18.75%	3
Sometimes.	12.50%	2
Less than half of the time.	0%	0
No, not at all.	0%	0
Other (please specify)	6.25%	1
Total		16

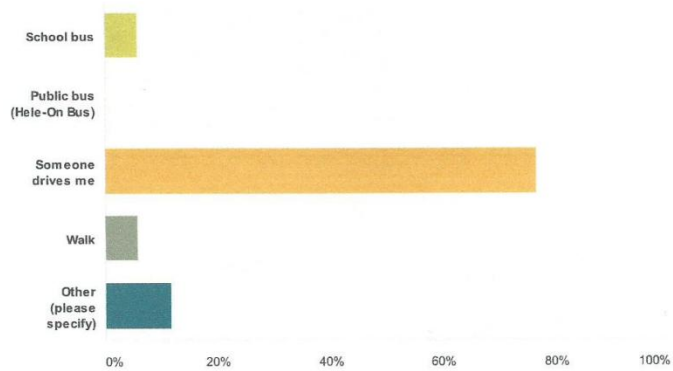
Q6

Customize

Export

**What transportation do you currently use to
get to school?**

Answered: 17 Skipped: 0



Answer Choices	Responses	
School bus	5.88%	1
Public bus (Hele-On Bus)	0%	0
Someone drives me	76.47%	13
Walk	5.88%	1
Other (please specify)	11.76%	2
Total Respondents: 17		

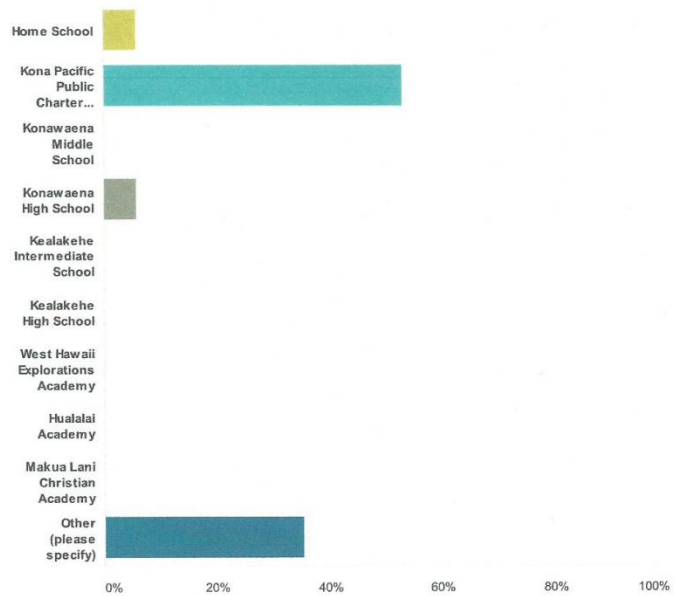
Q7

Customize

Export

What school do you attend? If you are a parent or guardian answering this survey for children, select all that apply.

Answered: 17 Skipped: 0



Answer Choices	Responses	
Home School	5.88%	1
Kona Pacific Public Charter School	52.94%	9
Konawaena Middle School	0%	0
Konawaena High School	5.88%	1
Kealakehe Intermediate School	0%	0
Kealakehe High School	0%	0
West Hawaii Explorations Academy	0%	0
Hualalai Academy	0%	0
Makua Lani Christian Academy	0%	0
Other (please specify)	Responses 35.29%	6
Total Respondents: 17		

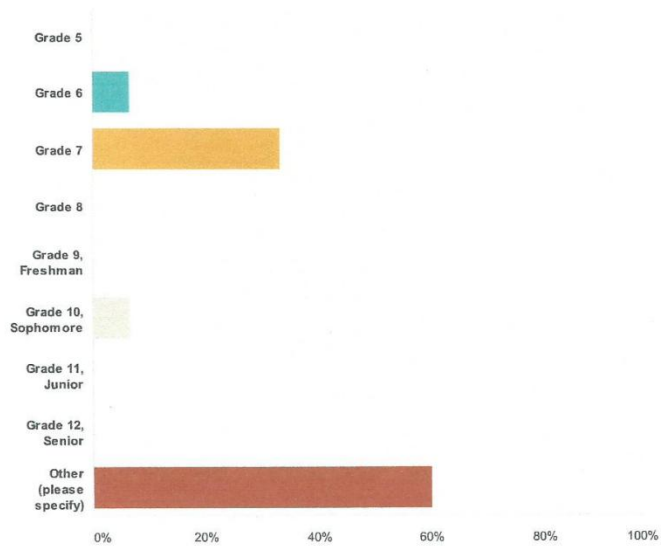
Q8

Customize

Export

What grade are you currently in? If you are a parent completing this survey for more than 1 child, please select all that apply.

Answered: 15 Skipped: 2



Answer Choices	Responses	
Grade 5	0%	0
Grade 6	6.67%	1
Grade 7	33.33%	5
Grade 8	0%	0
Grade 9, Freshman	0%	0
Grade 10, Sophomore	6.67%	1
Grade 11, Junior	0%	0
Grade 12, Senior	0%	0
Other (please specify)	60%	9
Total Respondents: 15		

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School Safety

Grade 8
L612

This survey will help in the planning of a new charter school named Hawaii Arts Reproductive & Tech (HART). Charter schools are free public schools which fill unmet community need and provide innovation in public education. HART seeks to serve upper grade students in the Kona area of West Hawaii. If it is approved by the Charter Commission in spring 2014, the school will open August 2015. Mahalo in advance for your answers!

Please sign our petition at <http://go.oi/TRAbma>
Follow us at HawaiiChartsSchool.blogspot.com
Email us at NewHawaiiChartsSchool@gmail.com
A version of this survey can also be completed online at
<http://www.surveymonkey.com/s/P381KME>

1. Please start by selecting who is filling out this form.

If you are a parent completing this form, please do so from the perspective of the student.

- ☒ Current student answering this survey about me
- ☐ Parent or guardian answering this survey about one or more students
- ☐ Other:

2. How interested would you be in attending a free public charter school that will provide:

Quite a bit of interest in this type of school.	Some interest in this type of school.	No interest in this type of school.
---	---------------------------------------	-------------------------------------

A campus in
Kēalahēkua.

for ref

A campus where students may not be required to be present every day

rather be @
School the whole time
Days to the
little sketch

but may if they wish.

Flexibility to learn
using online classes
where and when
students want.

A campus where students can get one-on-one help and work with other

likes it depends on what

A campus of about 200 students where people know and support each other.

not an issue if
not that hard for
me to make friends
might get sick

Opportunities to learn based on individual needs, styles, and goals.

The ability to move ahead on subjects you understand and get help on the ones you don't.

Opportunities to
learn from experts
and highly-qualified,
credentialed
teachers

Opportunities to

①

②

create videos, plays, commercials, ads, scripts, books, and other real things.

Opportunities to perform in song, dance, music, and speaking roles.

Opportunities to earn work-place certificates and complete and internship.

Support and resources for home school families.

3. How interested are you about learning these topics?

	Very interested	Somewhat interested	Not interested at all
Making videos	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Drawing and designing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Computer graphic arts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Playing musical instruments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Designing and / or operating sound and lighting effects	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.

Writing

Singing

Dancing

Creating plays

Performing on stage or video

Helping community causes

Other (please state)

4. How important is it that your school have these things?

	Extremely important	Somewhat important	Not important at all
Sports teams	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lots of students, way over 200	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lots of my friends	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least one of my friends	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lots of different types of programs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
A location close to my home	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.

5. Do you have a reliable internet connection at home or close by where you can study online?

- ☒ Yes, almost always
☐ More than half the time
☐ Sometimes
☐ Less than half of the time
☐ Not at all
☐ Other:

6. What transportation do you currently use to get to school?

- ☐ School bus
☐ Public bus (Hele-On bus)
☒ Someone drives me *mom*
☐ Walk
☐ Other:

7. What school do you attend?

- ☐ Home School
☐ Kona Pacific Public Charter School
☒ ~~Kona Pacific Middle~~
☐ ~~Kona Pacific High~~
☒ ~~Kealahou Intermediate~~
☐ Kealahou High
☐ West Hawaii Explorations Academy (WHEA)
☐ Hualalai Academy
☐ Makua Lani Christian Academy
☐ Other:

8. What grade are you currently in?

(5)

- ☐ 5
☐ 6
☐ 7
☒ 8

- ☐ 9
☐ 10
☐ 11
☐ 12
☐ Other:

9. What area do you live in or nearest to?

- ☐ North Kohala
☐ South Kohala
☐ Kamuela / Waimea
☐ Waikoloa
☒ Palisades
☐ Kailua-Kona
☐ Holualoa / Keauhou
☐ Honolo / Kailua
☐ Kealahou
☐ Captain Cook
☐ Honaunau
☐ Hookena
☐ Miloli
☐ Ocean View
☐ Nalehu
☐ Other:

10. Please select all that apply.

All charter schools must ensure that a free and appropriate public education (FAPE) can be provided for all enrolled students with disabilities. Your answer will help the school plan to serve and create avenues of success for all students. Your survey is anonymous and will not

(6)

affect your potential to be enrolled in the school. Enrollment will be completed by lottery should the school be over capacity.

- ☐ None of these apply to me (or my children)
- ☐ I am selecting what applies to one of my children.
- ☐ I am selecting what applies to 2 of my children.
- ☐ I am selecting what applies to 3 or more of my children.
- ☐ English Language Learner (ELL)
- ☐ Have an Individualized Education Plan (IEP)
- ☐ Have a 504 plan
- ☐ Require occupational or physical therapy
- ☐ Require orientation and mobility training
- ☐ Require assistive technology
- ☐ Performing below grade level
- ☒ Have been identified as intellectually gifted
- ☐ Homeless
- ☐ Other:

Charlotte
Danielson
Effective
Practices
Teaching

For more information about the development of the school, please leave your name and email or address here.

yes

If you are an adult and are meaningfully interested in HART as a school option for one or more of your students, please sign our petition. We hope to have 100 signatures of meaningfully interested parents.

Sign the petition at <http://goo.gl/TRAhna> and please share with your friends. Mahalo!

Submit

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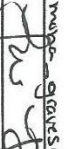

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talk about college career readiness
⑦

Petition to Support HART; a Proposed Charter High School for West Hawaii

Petition summary and background	This petition seeks to quantify community support for Hawaii Arts Repertoire & Tech (HART); a proposed new free public charter high school for West Hawaii. This petition will show support from the community at large as well as from families meaningfully interested in having their children attend HART. Should the school be approved by the State Commission, it will open in the fall of 2015 for grades 9-12.		
Action petitioned for	We, the undersigned, are meaningfully interested families and / or community members in support of HART; a proposed new free public charter high school.		

Printed Name Please use 2 lines	Signature (first line) Email (second line)	Address Please use 2 lines	On the first line, state if you are a Community Member or Parent. On the second line, list the grades of your children if you would be meaningfully interested in future enrollment.	Date
1. Rose Keith	 rosekeith@gmail.com	77-6461 Marlin Rd	Parent	10-30-13
2. Curtis Munda	 CurtisMunda@gmail.com	P.O. Box 1250 Capt Cook	Parent	10/30/13
3. Lucaine Tereva	 lucaine@icloud.com	P.O. Box 2028 Kealahou	Community member	10-6-13
4. Rhonda Happy	 rhondahappy@gmail.com	P.O. Box 5281 Kona	Parent	12-6-13
5. Mona Graves	 mona.graves@yahoo.com	P.O. Box 397 Kona HI	Community member	12-6-13
6. LOUIE DIAZ	 louie28@yahoo.com	73-1304 AWAHEA ST. KONA HI	COMMUNITY MEMBER	12-6-13
7. Donna Lynn Trauger	 donna@att.net	P.O. Box 2061	N	12-6-13
Totals		Kamuela, HI 96743		

Petition to Support HART; a Proposed Charter School for West Hawaii

Petition summary and background	This petition seeks to quantify community support for Hawaii Arts Repertoire & Tech (HART); a proposed new free public charter school for students in grades 6-12 in the Kona area of West Hawaii. This petition will show support from the community at large as well as from families meaningfully interested in having their children attend HART. Should the school be approved by the State Commission, it will open in the fall of 2015 for grades 6-10, adding grades 11 and 12 in years 2 and 3.
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1. MIRANDA SIMPSON	Amanda Simpson brosuivce@hotmail.com		Parent K & 4	12-14-13
2. MIRANDA SIMPSON	Miranda Simpson	76-479 KEEA DR ST	K	12/14/13
3. Michelle Gibson	Michelle Gibson	75-282 Aloha Kona Dr	KK, HI 96740	12/14/13
4. CON GIBSON	Con Gibson	Kailua-Kona	parent KK HI 96740	12/14/13
5. Mira Ronik	Mira Ronik	73-4357 Waipaho St	Parent	12/14/13
6. Jessica Martinez	Jessica Martinez	411 Lani X103	Parent	12.14.13
7. Sharmaine Allen	Sharmaine Allen	13452 Pakiaue St Kailua-Kona	Parent	12/14/13

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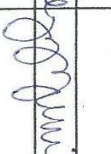
Printed Name Please use 2 lines	Signature (first line) Email (second line)	Address Please use 2 lines	On the first line, state if you are a Community Member or Parent. On the second line, list the grades of your children if you would be meaningfully interested in future enrollment.	Date
1. Gail Dupont	gail.dupont@gmail.com	766200 Honolulu	Parent	12-14-13
2. Heidi Sordine	heidi.sordine@gmail.com	KK HI 96740 Apt 1 (watersport/fishing)	Parent	12-14-13
3. Marie Dupont	marie.dupont@gmail.com		Community Member	12-17-13
4. Mary Lynn Dedafene	maryllynn.dedafene@gmail.com	73-1091 Kuleicula Cir	Parent	
5. Jennifer Connerly	jennifer.connerly@gmail.com	K-L HI 96740	13 yrs old	12/14/13
6. Bds Gledar	Bds Gledar	P.O. Box 1468 Kealahoua	Parent 10yr	12/14/13
7. Jennifer Pogensee	Jennifer.Pogensee@gmail.com	77-163 Holoheua Ct. Kailua-Kona HI 96740	Teacher and Parent	12/14/13

Petition to Support HART; a Proposed Charter School for West Hawaii

Petition summary and background	This petition seeks to quantify community support for Hawaii Arts Repertoire & Tech (HART); a proposed new free public charter school for students in grades 6-12 in the Kona area of West Hawaii. This petition will show support from the community at large as well as from families meaningfully interested in having their children attend HART. Should the school be approved by the State Commission, it will open in the fall of 2015 for grades 6-10, adding grades 11 and 12 in years 2 and 3.
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Printed Name Please use 2 lines	Signature (first line) Email (second line)	Address Please use 2 lines	On the first line, state if you are a Community Member or Parent. On the second line, list the grades of your children if you would be meaningfully interested in future enrollment.	Date
1. Karen Cochrane	<i>[Signature]</i> krischne@gmail.com	73-1427 Kakaia Rd. 96740	community member / grandparent	12/14/13
2. Teri A. Matsimura	terim@mac.com	P.O. Box 1635 Kalaheka, HI 96750	parent starting 9th gr. in fall 2014	12/14/13
3. Michelle Eggers	<i>[Signature]</i> Michelleeggers@hotmail.com	73-4411 Kalaheka St. #7202 96740	parent 6th	12/14/13
4. Curtis Eggers	<i>[Signature]</i>	73-4411 Kalaheka St. #7202 Kona 96740	parent 11 & 2	12-14-13
5. Hale Hamada 1		82-6148 HOOKIPU C.L.		
6. Patsy HAMAHA	<i>[Signature]</i>	82-6148 Hookipa Pl, CC	grandparent	12/14/13
7. WINTER HAMADA	Winter C. Hamada hamadaw@hawaii.rr.com	92-636 WELCH ST. KAPOLEI, HI 96767	COMMUNITY MEMBER	12/14/13

Petition to Support HART; a Proposed Charter School for West Hawaii

Petition summary and background	<p>This petition seeks to quantify community support for Hawaii Arts Repertoire & Tech (HART); a proposed new free public charter school for students in grades 6-12 in the Kona area of West Hawaii.</p> <p>This petition will show support from the community at large as well as from families meaningfully interested in having their children attend HART. Should the school be approved by the State Commission, it will open in the fall of 2015 for grades 6-10, adding grades 11 and 12 in years 2 and 3.</p>			
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1. Patrick Lauther	 pat360@gmail.com	78-688 Mamalahoe Hwy Holualoa HI 96725	Parent Head start, 2nd grade	8/11/13
2. Shaville <small>Lawson</small>		Kailua Kona	Kahakai kind.	
3. Barney Bryan <small>Wesley</small>	 bryanwesley@yahoo.com	345002 Alapaia St #75 Kailua Kona	Kailua Kona, HI 96745	11/26/2013
4. Teresa Silva	 Teresa.Silva@hawaii.edu	73-4435 Paiaha St.	Kailua-Kona, HI 96740	12/14/13
5. Preston Crowl	 preston.crowl@gmail.com	73-4387 Halemau St.	Parent 8th & 9th	
6.		Kailua-Kona, HI		12/14/13
7. Barney Bryan <small>Wesley</small>	 bryanwesley@yahoo.com	345002 Alapaia St #75 Kailua Kona	Kailua Kona, HI 96745	11/26/2013

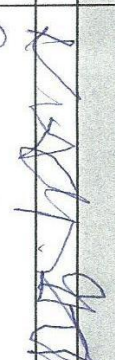




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1. Liana Carranza	 liana.carranza@gmail.com	776498 Kilaheo St. Kailua-Kona, HI	Parent	12/14/13
2. Randy Niles	 rnils@hawaii.edu		Parent	12/14/13
3. Jenni Mann	 jennimann@gmail.com	444 H.	Parent	12/14/13
4. Dody Linderwood	 dodylinderwood@gmail.com	74-949 Lani Pl.	Parent	12/14/13

Petition to Support HART; a Proposed Charter School for West Hawaii


Petition summary and background	This petition seeks to quantify community support for Hawaii Arts Repertoire & Tech (HART); a proposed new free public charter school for students in grades 6-12 in the Kona area of West Hawaii. This petition will show support from the community at large as well as from families meaningfully interested in having their children attend HART. Should the school be approved by the State Commission, it will open in the fall of 2015 for grades 6-10, adding grades 11 and 12 in years 2 and 3.		
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1. Susan Golden		Kailua-Kona	Community member	12/14/13
2. Serena Lynn		101335 Kailua-Kona HI 96745	Teacher/Administrator	12/14/13
3. Rachel Parker		Panaloa Place	Child age 2	
4. Sadie Ann		75-5414 Alii Dr Kona	Parent	12/14/13
5. Madelyn McKnight		75-55725 Laniakolea St Kona	parent	12/14/13

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1. Nalini Mauke	Nalini Mauke mauke.nalini@gmail.com	P.O. Box 484 Captain Cook 96704	Parent 8th	12/14/13
2. Karen Hend	Karen Hend karenhend@gmail.com	731093 Oluolu KC- 96740	Parent 9th	12/14/13
3. Alexandra Ventura	Alexandra Ventura hilekexandor.com	P.O. Box 775 Kailua-Kona HI 96750	Parent	12/14/13
4. Wendy Terada	Wendy Terada wterada@yahoo.com	81-917 Maunaloa St Kailua-Kona HI 96750	Parent 10	12/14/13
5. Liane Schultz	Liane Schultz liane@schultz.com	77-6406 Kapaolu Pl. Kailua-Kona HI 96750	Parent	12/14/13
6. Kenneth Sugiyama	Kenneth S. Sugiyama ksugiyama@gmail.com	P.O. Box 848 Kailua-Kona HI 96750	Parent	12/14/13
7. Adele Harrington	Adele Harrington adele.harrington@gmail.com	P.O. Box 485 Kailua-Kona HI 96750	Parent	12/14/13
8. Gordon Ogata	Gordon Ogata gordon.ogata@gmail.com	P.O. Box 232 Kailua-Kona HI 96750	Parent	12/14/13

Printed Name use 2 lines	Signature Email	Address use 2 lines	Community header Parent what grade interested in?	Date
9. Shari Ann Og Tavara	gogi2hawaii, rr.com -tavara.s.coideye gmail.com	P.O. Box 832 Kealahou, HI PO Box 230 Honolulu, HI	Parent Parent	12/14/13
11. Jody Jennings	 gmail.com	81-1051 Capt Cook Cpt Cook	Parent	12/14/13
12. Jaden Gonsalves	j.kaiw808@ gmail.com	PO Box 230 Honolulu, HI	Community Member	12/14/13
13. JoAnn Graham-Kaneshiro	joannkhi@gmail.com	P.O. Box 3399 Kailua-Kona, HI 96745	Community Member	12/16/13
14. Christina Gillman	cgillman@hawaii, n.com	14-308 Nani Pl. KK, HI 96740	Parent	12/19/13
15. Joe Smith Tasaygn Kanakale	sdrch@hawaii.com tasaygnk2@gmail.com	70-710 Hualani RD KK HI PO Box 2284	Parent	12/19/13
16. Cindy Davis	cmm	PO Box 994 Capt. Cook HI 96709	Community Member	12/19/13
17. Cindy Smith	CSmith	75610 Hualani St. Kailua-Kona, HI 96740	Community member	12/19/13

Petition to Support HART; a Proposed Charter School for West Hawaii

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1. Heather Baraka	H. Baraka heatherb@kpps.org	P.O. Box 1086 Kealahou, HI 96750	parent 5th	12/13/12
2. Leah Vines	Leah K. Vines leah@kpps.org	P.O. Box 900 Kealahou, HI 96750	parent currently 5th	12/19/13
3. Darby Palmer	WallyPalmer wally@bibleisgreat.com	P.O. Box 1600 Kealahou, HI 96750	parent - 5th	12/19/13
4. Melana Wren	Melana Wren sanderew@yale.com	P.O. Box 1125 Kealahou, HI 96750	parent 5th	12/19/13
5. Lizalde Aprate	Lizalde Aprate	73-1142 Oluaia St. Kailua Kona HI 96740	parent	10-8-13
6. Erin Welsh	Erin Welsh	73-1142 Oluaia St. Kailua Kona HI 96740	community member	12-5-15
7. Amy Fathorisi	Amy Fathorisi	73-114 Oluaia St. Kailua Kona HI 96740	community member	12-3-11

Petition to Support HART; a Proposed Charter School for West Hawaii

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1. Natalia Harrington	N. Harrington	88-170 Kapa Ave Capet. Cox 967 04-884	Parent	12/19/13
2. Nela Kapa		P.O. Box 965 C.C. HI, 96704		12/19/13
3. Vanea M.		87-3590 Waimakala Hwy Funksulaqui@hawaii.net	Parent	12/19/13
4. Paul		84-5612 Kula Okae Capt. Cook, HI 96704	Parent	12/19/13
5. Danielle		82-1003 Kalamalama Rd C.C. HI 96701	Parent	12-19-13
6. Tami		82-5978 Napaona Rd C.C. HI 96704	Parent	12-19-13
7. Sandra Cordero		P.O. Box 15 Hilo 96720	Parent	12/19/13

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Printed Name Please use 2 lines	Signature (first line) Email (second line)	Address Please use 2 lines	On the first line, state if you are a Community Member or Parent. On the second line, list the grades of your children if you would be meaningfully interested in future enrollment.	D
1. Cindy Maddy	Cindy Maddy	74-5618 Palani Rd, Kona, HI 96742	parent K & 2	
2. Vicki A. Dwyer	Vicki A. Dwyer	P.O. Box 2111 Kona, HI 96758	5th	
3. Matt Heller	Matt Heller	77-6671 Palua, HI 96740	Community Member	12

**Attachment b. Curriculum Description and Instructional Materials Chart
(RFA Exhibit 1) (Section II.B.2.a)**

Instructional Materials Chart

Content Area	Developer/Publisher	Rationale for Selection or Development
Grade Level: 6th		
ELA	Edmentum / Plato	CSS aligned; provides a strong foundation in grammar and the writing process; real-world writing situations that will enable students to improve their written communication skills quickly.
Math	Edmentum / Plato	Understanding and mastery of objectives preparing students for algebra; aligned to CCSS; based on best practices in the teaching of mathematics; engaging; and easy for teachers to customize and manage.
Science	Edmentum / Plato	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Social Studies	Edmentum / Plato	Supports CCSS.
Other (specify) CTE; Arts & Communications Career Pathway	Curriculum developed by HART staff and provided online as well as face-to-face.	Wheel will be available for this grade level allowing access to 4 courses including P.E., Intro to Computers, Theatre Arts, & Intro to Music.
ESL and Special Needs Learners	Edmentum ESL ReadingSmart	High quality, online ELL materials for grades 4-12 will cover the range for HART students. Self paced with all modalities. Audi and visual. Accessibility; Section 508 compliance; language and cognitive accommodations; proven user interface design standards; individualized, self-paced, multimedia nature
Common Core & Curriculum Support	Learn Zillion: http://learnzillion.com	This program provides support for the 6th grade curriculum that supports the Common Core standards.

Content Area	Developer/Publisher	Rationale for Selection or Development
Grade Level: 7th		
ELA	Edmentum	CCSS aligned; integrates the study of writing and literature; provides practice in narrative and expository writing; and lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.
Math	Edmentum	CCSS aligned; builds on material learned in earlier grades, including fractions, decimals, and percentages which are often the most difficult foundational areas for students.
Science	Edmentum	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Social Studies	Edmentum	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Other (specify) CTE; Arts & Communications Career Pathway	Curriculum developed by HART staff and provided online as well as face-to-face.	Wheel will be available for this grade level allowing access to 4 courses including P.E., Computers, Music & Drama.
ESL and Special Needs Learners	Edmentum ESL ReadingSmart	High quality, online ELL materials for grades 4-12 will cover the range for HART students. Self paced with all modalities. Audi and visual. Accessibility; Section 508 compliance; language and cognitive accommodations; proven user interface design standards; individualized, self-paced, multimedia nature
Common Core & Curriculum Support	Learn Zillion	This program provides support for the 7th grade curriculum that supports the Common Core standards.

Content Area	Developer/Publisher	Rationale for Selection or Development
Grade Level: 8th		
ELA	Edmentum	Extends the skills developed in English 7; students acquire study skills such as time management and improved test-taking strategies; meets CCSS; and has effective use of reference materials and proofreading.
Math	Edmentum	Offers both Pre-Algebra and Algebra I required to meet CCSS; provides multiple opportunities for practice and review.
Science	Edmentum	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Social Studies	Edmentum	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Other (specify) CTE; Arts & Communications Career Pathway	Curriculum developed by HART staff and provided online as well as face-to-face.	Students will choose 2 semester courses. (see Curriculum Template)
ESL and Special Needs Learners	Edmentum ESL ReadingSmart	High quality, online ELL materials for grades 4-12 will cover the range for HART students. Self paced with all modalities. Audi and visual. Accessibility; Section 508 compliance; language and cognitive accommodations; proven user interface design standards; individualized, self-paced, multimedia nature
Common Core & Curriculum Support	Learn Zillion	This program provides support for the 8th grade curriculum that supports the Common Core standards.

Content Area	Developer/Publisher	Rationale for Selection or Development
Grade Level: 9th		
ELA	Apex Learning	Digital Curriculum Developed for Common Core English language arts, including rigorous instruction, active learning experiences, and meaningful assessment; opt-in scaffolding and supports; active learning experiences: integrated formative, summative, and diagnostic assessments throughout each course; learning outcomes reports; unit-level diagnostic assessments generate individualized study plans; students directed to appropriate instructional content based on their strengths and weaknesses.
Math	Apex Learning	Same as above for Math.
Science	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Social Studies	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Other (specify) CTE; Arts & Communications Career Pathway	Curriculum developed by HART staff and provided online as well as face-to-face.	Students will have access to content in Visual & Performing Arts; Media & Technology sectors. See Curriculum Template of course offerings available at this grade level.
ESL and Special Needs Learners	Edmentum ESL ReadingSmart	High quality, online ELL materials for grades 4-12 will cover the range for HART students. Self paced with all modalities. Audi and visual. Accessibility; Section 508 compliance; language and cognitive accommodations; proven user interface design standards; individualized, self-paced, multimedia nature
Common Core & Curriculum Support	Learn Zillion	This program provides support for the 9th grade curriculum that supports the Common Core standards.

Content Area	Developer/Publisher	Rationale for Selection or Development
Grade Level: 10th		
ELA	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Math	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Science	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Social Studies	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Other (specify) CTE; Arts & Communications Career Pathway	Curriculum developed by HART staff and provided online as well as face-to-face.	Students will have access to content in Visual & Performing Arts; Media & Technology sectors. See Curriculum template for course offerings at this grade level.
ESL and Special Needs Learners	Edmentum ESL ReadingSmart	High quality, online ELL materials for grades 4-12 will cover the range for HART students. Self paced with all modalities. Audi and visual. Accessibility; Section 508 compliance; language and cognitive accommodations; proven user interface design standards; individualized, self-paced, multimedia nature
Common Core & Curriculum Support	Learn Zillion	This program provides support for the 10th grade curriculum that supports the Common Core standards.

Content Area	Developer/Publisher	Rationale for Selection or Development
Grade Level: 11th		
ELA	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Math	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Science	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instrution.
Social Studies	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Other (specify) CTE; Arts & Communications Career Pathway	Curriculum developed by HART staff and provided online as well as face-to-face.	Students will have access to content in Visual & Performing Arts; Media & Technology sectors. See Template of Curriculum for courses offerings at this grade level. This Grade level will be added Year 2.
ESL and Special Needs Learners	Edmentum ESL ReadingSmart	High quality, online ELL materials for grades 4-12 will cover the range for HART students. Self-paced with all modalities. Audi and visual. Other: Accessibility; Section 508 compliance; language and cognitive accommodations; proven user interface design standards; individualized, self-paced, multimedia nature
Common Core & Curriculum Support	Learn Zillion	This program provides support for the 11th grade curriculum that supports the Common Core standards.

Content Area	Developer/Publisher	Rationale for Selection or Development
Grade Level: 12th		
ELA	Apex Learning	These publishers have developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Math	Apex Learning	These publishers have developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Science	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Social Studies	Apex Learning	This publisher has developed curriculum that supports the Common Core standards and is approved by the State of Hawaii for online instruction.
Other (specify) CTE; Arts & Communications Career Pathway	Curriculum developed by HART staff and provided online as well as face-to-face.	Students will have access to content in Visual & Performing Arts; Media & Technology sectors. (See Template with projected Curriculum for 6-12 for the next 5 years.) This Grade level will be added Year 3.
ESL and Special Needs Learners	Edmentum ESL ReadingSmart	High quality, online ELL materials for grades 4-12 will cover the range for HART students. Self-paced with all modalities. Audi and visual. Other: Accessibility; Section 508 compliance; language and cognitive accommodations; proven user interface design standards; individualized, self-paced, multimedia nature
Common Core & Curriculum Support	Learn Zillion: http://learnzillion.com	This program provides support for the 12th grade curriculum that supports the Common Core standards.

Attachment c is Not Applicable as the curriculum has already been developed.

Attachment d is not applicable as it has already been described in Section II B that HART will use the Common Core State Standards for Grades 6-12.

Attachment e, Standards for students to graduate Middle and High School.

Middle School Exit Standards

In addition to showing mastery of all previous standards, students exiting middle school must:

Conventions of Standard English

- [CCSS.ELA-Literacy.L.8.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.8.1a](#) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- [CCSS.ELA-Literacy.L.8.1b](#) Form and use verbs in the active and passive voice.
- [CCSS.ELA-Literacy.L.8.1c](#) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- [CCSS.ELA-Literacy.L.8.1d](#) Recognize and correct inappropriate shifts in verb voice and mood.*
- [CCSS.ELA-Literacy.L.8.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.8.2a](#) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- [CCSS.ELA-Literacy.L.8.2b](#) Use an ellipsis to indicate an omission.
- [CCSS.ELA-Literacy.L.8.2c](#) Spell correctly.

Knowledge of Language

- [CCSS.ELA-Literacy.L.8.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [CCSS.ELA-Literacy.L.8.3a](#) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

- [CCSS.ELA-Literacy.L.8.4](#) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.8.4a](#) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- [CCSS.ELA-Literacy.L.8.4b](#) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- [CCSS.ELA-Literacy.L.8.4c](#) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- [CCSS.ELA-Literacy.L.8.4d](#) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- [CCSS.ELA-Literacy.L.8.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.8.5a](#) Interpret figures of speech (e.g. verbal irony, puns) in context.
- [CCSS.ELA-Literacy.L.8.5b](#) Use the relationship between particular words to better understand each of the words.
- [CCSS.ELA-Literacy.L.8.5c](#) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- [CCSS.ELA-Literacy.L.8.6](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Key Ideas and Details

- [CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RH.6-8.3](#) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- [CCSS.ELA-Literacy.RH.6-8.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- [CCSS.ELA-Literacy.RH.6-8.5](#) Describe how a text presents information (e.g., sequentially, comparatively, causally).
- [CCSS.ELA-Literacy.RH.6-8.6](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- [CCSS.ELA-Literacy.RH.6-8.8](#) Distinguish among fact, opinion, and reasoned judgment in a text.
- [CCSS.ELA-Literacy.RH.6-8.9](#) Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RH.6-8.10](#) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
-

Key Ideas and Details

- [CCSS.ELA-Literacy.RST.6-8.1](#) Cite specific textual evidence to support analysis of science and technical texts.
- [CCSS.ELA-Literacy.RST.6-8.2](#) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RST.6-8.3](#) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

- [CCSS.ELA-Literacy.RST.6-8.4](#) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
- [CCSS.ELA-Literacy.RST.6-8.5](#) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- [CCSS.ELA-Literacy.RST.6-8.6](#) Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RST.6-8.7](#) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- [CCSS.ELA-Literacy.RST.6-8.8](#) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- [CCSS.ELA-Literacy.RST.6-8.9](#) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RST.6-8.10](#) By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

In addition to showing mastery in all prior math standards, HART students must show mastery in the following standards to exit middle school:

- **Ratios and Proportional Relationships**

- Understand ratio concepts and use ratio reasoning to solve problems.

- **The Number System**

- Know that there are numbers that are not rational, and approximate them by rational numbers.

- **Expressions and Equations**

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

- **Functions**

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

- **Geometry**

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

- **Statistics and Probability**

- Investigate patterns of association in bivariate data.

- **Mathematical Practices**

1. 1. Make sense of problems and persevere in solving them.
2. 2. Reason abstractly and quantitatively.
3. 3. Construct viable arguments and critique the reasoning of others.
4. 4. Model with mathematics.
5. 5. Use appropriate tools strategically.
6. 6. Attend to precision.
7. 7. Look for and make use of structure.
8. 8. Look for and express regularity in repeated reasoning.

High School Exit Standards

In addition to having mastery of all prior language arts standards, HART students must have mastery of the following standards to exit high school:

Conventions of Standard English

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.1a](#) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- [CCSS.ELA-Literacy.L.11-12.1b](#) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.2a](#) Observe hyphenation conventions.
- [CCSS.ELA-Literacy.L.11-12.2b](#) Spell correctly.

Knowledge of Language

- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- [CCSS.ELA-Literacy.L.11-12.3a](#) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- [CCSS.ELA-Literacy.L.11-12.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- [CCSS.ELA-Literacy.L.11-12.4c](#) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- [CCSS.ELA-Literacy.L.11-12.4d](#) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.5a](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- [CCSS.ELA-Literacy.L.11-12.5b](#) Analyze nuances in the meaning of words with similar denotations.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Key Ideas and Details

- [CCSS.ELA-Literacy.RH.11-12.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- [CCSS.ELA-Literacy.RH.11-12.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- [CCSS.ELA-Literacy.RH.11-12.3](#) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

- [CCSS.ELA-Literacy.RH.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- [CCSS.ELA-Literacy.RH.11-12.5](#) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- [CCSS.ELA-Literacy.RH.11-12.6](#) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RH.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
 - [CCSS.ELA-Literacy.RH.11-12.8](#) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
 - [CCSS.ELA-Literacy.RH.11-12.9](#) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RH.11-12.10](#) By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Key Ideas and Details

- [CCSS.ELA-Literacy.RST.11-12.1](#) Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- [CCSS.ELA-Literacy.RST.11-12.2](#) Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- [CCSS.ELA-Literacy.RST.11-12.3](#) Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

- [CCSS.ELA-Literacy.RST.11-12.4](#) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
- [CCSS.ELA-Literacy.RST.11-12.5](#) Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- [CCSS.ELA-Literacy.RST.11-12.6](#) Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RST.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RST.11-12.8](#) Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- [CCSS.ELA-Literacy.RST.11-12.9](#) Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RST.11-12.10](#) By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

High School Math Standards –

In addition to mastery of all previous math standards, HART students must have mastery of Algebra and Geometry to exit high school.

- **Seeing Structure in Expressions**

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

- **Arithmetic with Polynomials and Rational Functions**

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational functions

- **Creating Equations**

- Create equations that describe numbers or relationships

- **Reasoning with Equations and Inequalities**

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

- **Mathematical Practices**

1. 1. Make sense of problems and persevere in solving them.
2. 2. Reason abstractly and quantitatively.
3. 3. Construct viable arguments and critique the reasoning of others.
4. 4. Model with mathematics.
5. 5. Use appropriate tools strategically.
6. 6. Attend to precision.
7. 7. Look for and make use of structure.
8. 8. Look for and express regularity in repeated reasoning.

Geometry Overview

- **Congruence**

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions

- Prove geometric theorems
- Make geometric constructions

- **Similarity, Right Triangles, and Trigonometry**

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

- **Circles**

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

- **Expressing Geometric Properties with Equations**

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

- **Geometric Measurement and Dimension**

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

- **Modeling with Geometry**

- Apply geometric concepts in modeling situations

- **Mathematical Practices**

1. 1. Make sense of problems and persevere in solving them.
2. 2. Reason abstractly and quantitatively.
3. 3. Construct viable arguments and critique the reasoning of others.
4. 4. Model with mathematics.
5. 5. Use appropriate tools strategically.
6. 6. Attend to precision.
7. 7. Look for and make use of structure.
8. 8. Look for and express regularity in repeated reasoning.

HART Division Exit Standards are aligned with <http://standardstoolkit.k12.hi.us/common-core/>

Attachment f. School calendar (Section II.E.1)

Hawaii Arts Repertoire & Tech - HART											
2015-2016 SCHOOL CALENDAR											
Week	Student	Teacher	2015-July							No School	
	Days	Days	S	M	T	W	T	F	S	Teacher Work Days / No Students	
1	0	4	19	20	21	22	23	24	25	July 28 - First day for teachers	
2	5	9	26	27	28	29	30	31	1	Aug 3 - First day for new students	
3	10	14	2	3	4	5	6	7	8	Aug 4 - First day for returning students	
4	14	18	9	10	11	12	13	14	15	Aug 21 - Statehood Day	
5	19	23	16	17	18	19	20	21	22		
6	24	28	23	24	25	26	27	28	29		
7	28	32	30	31	1	2	3	4	5		
8	33	37	6	7	8	9	10	11	12	Sep 7 - Labor Day	
9	38	42	13	14	15	16	17	18	19		
10	43	47	20	21	22	23	24	25	26		
11	43	47	27	28	29	30	1	2	3	Oct 2 - 1st Quarter Ends (43 Student Days)	
12	47	52	4	5	6	7	8	9	10	Oct 5 - 9 - Fall Break	
13	52	57	11	12	13	14	15	16	17	Oct 12 - Teacher Work Day (no students)	
14	57	62	18	19	20	21	22	23	24	Oct 13 - 2nd Quarter Begins	
15	62	67	25	26	27	28	29	30	31	Oct 26 - Parent/Teacher Conferences	
16	66	71	1	2	3	4	5	6	7		
17	71	76	8	9	10	11	12	13	14	Nov 11 - Veterans Day	
18	74	79	15	16	17	18	19	20	21		
19	79	84	22	23	24	25	26	27	28	Nov 26 - Thanksgiving Holiday	
20	84	89	29	30	1	2	3	4	5	Nov 27 - School Holiday	
21	89	94	6	7	8	9	10	11	12	Dec 18 - 1st Semester / 2nd Quarter ends	
22	89	94	13	14	15	16	17	18	19	(45 Student Days)	
23	89	94	20	21	22	23	24	25	26	Dec 21 - Jan 1 - Winter Break	
24	93	99	27	28	29	30	31	1	2	Jan 4 - Teacher work day (no students)	
25	98	104	3	4	5	6	7	8	9	Jan 5 - Students return to school	
26	102	108	10	11	12	13	14	15	16	Begin 3rd Quarter	
27	106	113	17	18	19	20	21	22	23	Jan 18 - Martin Luther King Jr. Day	
28	111	118	24	25	26	27	28	29	30	^At risk - Parent/Teacher conferences	
29	115	123	31	1	2	3	4	5	6		
30	119	127	7	8	9	10	11	12	13	Feb 12 - Teacher work day (no students)	
31	124	132	14	15	16	17	18	19	20	Feb 15 - Presidents' Day	
32	129	137	21	22	23	24	25	26	27		
33	134	142	28	29	1	2	3	4	5	March 11 - 3rd Quarter ends	
34	134	142	6	7	8	9	10	11	12	(46 Students Days)	
35	138	146	13	14	15	16	17	18	19	March 14 - 18 - Spring Break	
36	143	151	20	21	22	23	24	25	26	Prince Kuhio Day celebrated / Good Friday	
37	148	156	27	28	29	30	31	1	2	Mar 21 - Teacher work day (no students)	
38	151	159	3	4	5	6	7	8	9	April 4 - Parent/Teacher Conferences	
39	156	164	10	11	12	13	14	15	16		
40	161	169	17	18	19	20	21	22	23		
41	166	174	24	25	26	27	28	29	30		
42	171	179	1	2	3	4	5	6	7		
43	176	184	8	9	10	11	12	13	14	May 21 - Senior Graduation	
44	180	189	15	16	17	18	19	20	21	May 26 - Last day for students	
^^/^^^+4			22	23	24	25	26	27	28	4th Quarter / 2nd Semester Ends	
			29	30	31	1	2	3	4	May 27 - Last day for teachers	
193			5	6	7	8	9	10	11	(46 Student Days)	
			June								
Final calendar is subject to State budget and teacher contract negotiations. The earliest date for commencement is "the first weekend preceding the last day of school for											
Independence Day			July 3, 2015			New Year's Day			January 1, 2016		
Statehood Day			August 21, 2015			Dr. Martin Luther King Jr. Day			January 18, 2016		
Labor Day			September 7, 2015			Presidents' Day			February 15, 2016		
Veterans Day			November 11, 2015			Good Friday			March 25, 2016		
Thanksgiving Day			November 26, 2015			Prince Kuhio Day (3/26)			March 25, 2016		
Christmas Day			December 25, 2015			Memorial Day			May 30, 2016		
						King Kamehameha I Day			June 10, 2016		

Attachment g. Daily and weekly schedule (Section II.E.2)

High School Division Daily / Weekly (except for Thurs) Schedule

Student's Plan	Hours	Time	Category	Morning / Afternoon
	.25	8:00 – 8:15 am	Talk Time	3.50 HRS
	1.50	8:15-9:45 am	Block 1	
	.25	9:45 – 10:00 am	Break	
	1.50	10:00 – 11:30 am	Block 2	
	.50	11:30 – 12:00 pm	Lunch	.50 HRS
	1.50	12:00 – 1:30 pm	Block 3	3.00 HRS
	.25	1:30 – 1:45 pm	Break	
	1.25	1:45 – 3:00 pm	Block 4	
		7.0		

Thursday: Early release day at 1:00 pm.

Middle School Division – Daily / Weekly (except for Thurs) Schedule

Student's Plan	Hours	Time	Category	Morning / Afternoon
	0.25	8:00 – 8:15 am	All Campus	3.00 HRS
	1.25	8:15-9:30 am	Block 1	
	.25	9:30 – 9:45 am	Break	
	1.25	9:45 – 11:00 am	Block 2	
	.50	11:00 – 11:30 pm	Lunch	.50 HRS
	1.50	11:30 – 1:00 pm	Block 3	3.50 HRS
	.25	1:00 – 1:15 pm	Break	
	1.75	1:15 – 3:00 pm	Block 4	
	7.0			

Thursday: Early release day at 1:00 pm.

Attachment h: Typical Day for a Student (Section II.F.4).....

A typical day for a student at HART will be to arrive at campus at the prescribed time for the individual. This is spelled out in the student's individual learning plan (ILP). Since students may be on campus from 8:00 am to 3:00 pm, each student, in concert with her primary teacher and parent, has a work schedule that matches the student's needs. Our student Janie is in the tenth grade and starting HART for the first time. Janie will need to take the public transit (Heleon) bus home which departs the local stop at 2:55 pm. Janie's ILP will reflect her school day as set from 8:00 am to 2:40 pm Monday through Friday. Janie will study at least 20 minutes while on the bus ride home.

8:00-8:15 am, Morning meeting - all school body, a time for sharing either through open mic or the "chalk talk wall"

8:15-9:30 am First study block – On this day its math. Janie heads over to her work space and logs in to her electronic device. Math activities include online, individual and group. Advancement is based on mastery. Her math teacher has dropped a Khan Academy video on some math concepts she missed on yesterday's math quiz into the "resource section" of her course.

9:30-9:45 am Morning Break – Janie gets a snack and heads outside to socialize.

9:45-11:00 am Second study block - Scheduled group time in the camera room to film another interview on the topic of stray cats in Hawaii. They need to get their last raw footage done and give it to the video editor of their team by the end of the day. They want to keep on their timeline as they promised the Humane Society a final finished piece by the end of the week.

11:00 - 11:30 am Janie takes the standard 30 minute lunch break outside and enjoys hearing some students play ukulele.

11:30 am-1:00pm Third learning block. Janie studies her Language Arts for 40 minutes, completing some online activities, and viewing a couple of scenes of a Shakespeare play. She fills the rest of the time reading a library book about interviewing.

1:00-1:15 pm Afternoon Break

1:15-3:00pm Fourth learning block. Social Studies: Today, a group of 9th and 10th students will Facetime with students in a 10th grade classroom in Romania. They each have microphones and headsets but can also type their conversations to each other and the students in Romania. They talk about the current political situation in each country sometimes and other times they talk about social issues. Today, they are discussing water and trash. Each student had to provide one fact about each from research done prior to the Facetime meeting. The students who didn't study prior to the Facetime meeting must listen and learn and later provide a summary to the class. .

At 2:40 pm, Janie shuts down her device, says goodbye to her primary teacher, and heads off to catch the bus. Later that night the cat infomercial team all log in from home to see the edited product. It looks great!

Attachment i: Typical Day for a Teacher.....Section II.....

A typical day for a HART teacher will be to arrive at school by 8:00 am and depart at 3:00 pm. Teachers, along with all staff and students, meet and greet each day in the Learning Center.

8:00-8:15am, When he arrives to school, Mr. K. carries his Kona coffee over to the Learning Center. He greets a few people and stops at the “chalk talk wall” to jot down a few words he has on his mind and reads words others have written. He hears the first student eagerly promoting the upcoming performance called “It’s Empathy Man!” There are others waiting for their one minute to share something important to them. Mr. K thinks about getting in line to say he just got highly-qualified. He’s shy as teachers go and being on stage isn’t comfortable for him. He loves the technology aspect of the school a lot. But, one of the reasons he wanted to teach at HART was to be more social and still share his tech experience with kids. He decides to take a chance and gets in line. He mentions he wrote on the talk chalk something wonderful that he accomplished recently. Everyone in the room is excited so he shares his good news.

8:15- 9:30am, He checks in with four of his primary students to see how they are doing with their overall pacing of work. He repeats this each of 5 days to cover all 20 of his primary students once a week and schedules additional time for any student who needs it.

9:30-9:45am, He takes a 10 minute break outside.

9:45-11:00am, He sits at a near-by work station and checks electronic messages from his media students. He reads a few scripts, making electronic comments. Then, receives a message back from a student who read his comment but she is unclear what he meant. He sends her a note saying he will stop by her station at 10:50 am to discuss it. He puts it on both their electronic calendars making sure first that her calendar is clear for that time slot. At 10:00 am he meets with several students to review edits of video assignments. They had all sent him a calendared invite last week saying they would be ready for his review at this time. He listens as students give each other feedback and then adds his thoughts. At 10:50 am he meets up with a student to provide more insight on her team’s script.

11:00-11:30 is lunch.

11:30am-1:00 pm He facilitates a lesson in the media room for the beginning class collaboratively with advanced students. He won’t do this tomorrow because he will spend his one afternoon a week in the field checking on the internship students during this time.

1:00-1:15 pm He takes a short break outside listening to ukulele and watching students practice hula.

1:15-3:00 pm He checks in via Skype with some of his students who learn at home virtually and then works in the teacher back office and reviews student data, makes adjustments to his teaching plans, and touches base with the performing arts teacher about a shared project.

Attachment j. Admission and Enrollment Policy (Section II.I.3)

Admission and Enrollment Policy

HART will accept applications for each upcoming school year beginning on the first business day of February at 7:30 am and ending on the last business day of March at 4:30 pm.

Applications will be available on the school's website and at the school's office during this time. Prospective applicants may request one be mailed to them. Mailed applications must be return-postmarked within the application window. The school will receive and process applications by first checking to see what, if any, priority status the applicant may have marked on the application. The priority status will be verified and those students will be accepted for available seats in the following priority order: 1.) Descendents of founders, 2.) Children of current staff, 3.) Siblings of students already enrolled 4.) Buddy, and 5.) Grade 9 feeder school students. Once students have their seats in the school they continue to have seats until they exit the school. The last two of the priorities are specific to grade levels.

The "Buddy" priority allows for applicants to state the name of a buddy on their application they wish to attend school with them. The "Buddy" priority is designed for grade levels which are anticipated as being under-subscribed (below targeted enrollments). This is expected to help alleviate the social fear of not having a friend at the new school which often precludes students from enrolling particularly at specific points in their education. Students may feel more at ease enrolling in a new school prior to an exit point of their old school if they know they have a reasonable chance of attending the new school with a friend. The Buddy priority will support a student in their transition and potentially encourage enrollments in grade levels which may not be a high entry point such as grades eight (8) and ten (10) in the school's first year. HART will market the "Buddy" priority for its first year to encourage an increase in enrollments for these grade levels. For "Buddy" applicants (where a lottery is required for that grade level,) both "buddies" must have applications submitted. The applications will be entered as one. If drawn, both applicants will be offered seats at that grade level. Each fall, the Administration will present to the Board which levels, if any, qualify for this priority for the upcoming school year. With the exception of year one, which will automatically allow the Buddy priority for grades 8 and 10, the Board will vote on the "Buddy" priority before applications are released for the following year. Information about the "Buddy" priority will be posted on the school's website.

Priorities for grade nine feeder schools at HART will be reserved for those students exiting grade eight at either of the two neighboring charter K-8 schools existing at this time of application. Therefore, a student who exits Kona Pacific Public Charter School or Innovations Public Charter School after the completion of grade 8 will have enrollment priority for available seats at HART for grade 9 provided the student has attended the feeder charter school for at least one year and made application to HART before the close of the priority application window in the winter of the student's eighth grade year. For the purposes of this enrollment priority, the student must complete their entire eighth grade at one of the feeder schools named here."

A lottery will be held if there are more applications than the school can accommodate by grade level. The lottery will take place at the school office on the third business day after enrollment closes. Applicants need not be present. Each completed application will be drawn in random

order to fill the available open slots. Once the openings are filled, the rest of the applications will continue to be drawn in random order and will be assigned a wait list number. Students whose names are drawn in the lottery, prior to the space being filled, will be offered enrollment via a phone call within 3 business days after the lottery is complete. If a family cannot be reached by phone and the letter is returned without forwarding information, the school will go to the next applicant on the list to offer enrollment. Applicants placed on the waitlist will be notified by mail within two weeks after the lottery. They will remain on the wait list until the next application cycle and then purged. Students who withdraw may re-enter the school unless otherwise prohibited by the school discipline policy. However, there is no priority re-enrollment for students who have been withdrawn except that by petition to the Director which may be accepted under special or extreme circumstances. Transferring students should give the school as much notice as is possible, making request for high school transcripts in writing and allowing three business days for processing.

Student recruitment will begin in October 2014 and continue until all available seats are filled for the 2015-2016 school year. During this time period, various activities will occur to increase awareness about the new school such as: distribution of print and media ads, signs, posters and fliers; presentations to the community at service clubs, churches, and social service organizations. Enrollment will occur once student applications are officially accepted and the lottery is complete. During the enrollment process, required student medical and educational data will be collected; school supply and electronic device insurance fees will be collected; and students will begin take-home activities to determine learning styles and interests. Prior to admission, students and parents will participate an event to introduce them to the HART way, an informative time to learn about the flex blended learning model expectations, benefits, and procedures as well as to get acquainted with staff.

Special Needs Applicants: The Department of Education has developed a policy regarding the enrollment of Special Education students in charter schools. The purpose of this policy is to ensure that students and their families are aware of the services available at the charter school. Students who have been identified as needing Special Education Services, have an IEP, and are selected in the lottery are offered enrollment after it is determined that the staff at Innovations can provide the services needed for that child. Parents will meet with the home school and IPCS teams to determine what services are needed for their child and what services IPCS can provide. SPED students at Innovations receive services from a Special Education teacher using an inclusion model (students are not pulled out of their classroom for servicing; rather they receive services in the classroom in their regular setting.) If SPED services are required that IPCS cannot provide, the child's placement will be at his/her home school where services can be provided.

Attachment k. Student Discipline Policy (Section II.J.1)

Student Discipline Policy DRAFT

To promote good discipline, HART will above all attempt to be fair will all students.

Upon receiving a class A or class B offense report, the Director or designee shall conduct an investigation to determine the allegations and whether the behavior requires a direct call to the police or whether the behavior can be handled through school disciplinary procedures. The Director or designee shall call the police whenever there is perceived danger and the behavior cannot be handled by the school staff. **Penalties may involve suspension and will be assigned based on the Class of the offense. Students will be provided with incentives based on their individual needs. Incentives may involve raffle tickets for prizes sponsored by HART Friends.**

HART utilizes the BOE §8-19-6Administrative Rules on student discipline list. Class “A,” “B,” and “C” offenses are outlined below. Students guilty of Class “A” offenses will be suspended or expelled from school. Class “B” and “C” Offenses may result in suspension or expulsion determined by committee dependent upon the nature of the offense. All offenses apply to all students on HART’s campus(s), other educational premises, on school transportation, or during a school sponsored activity or event on or off school property.

Per Hawaii administrative rules for students with disabilities, on a case-by-case determination, school personnel in concert with the DOE may consider any unique circumstances when determining whether change in placement is appropriate for a student with a disability who violates the school’s discipline policy. The student may be removed from the student’s placement to an appropriate interim alternative educational setting, or another setting, or suspended for not more that 10 cumulative school days. HART will work with the DOE to provide access to alternative **educational activities and other assistance when special education students are found to be in violation of a HART disciplinary policy. The DOE will** ensure that alternate educational activities or active participation of the public or private agencies are provided as appropriate for all students who are crisis removed for a period exceeding ten school days or suspended for a period exceeding ten school days. For all students who are suspended for one to ten school days, the principal or designee may consider providing alternate educational activities based on student’s need. Immediately after making a crisis removal or whenever the principal or designee has reason to believe that a student has engaged in an activity warranting the imposition of a suspension, the principal or designee shall initiate a thorough investigation.

Due process for suspensions exceeding ten days, disciplinary transfers, and dismissal: (a) If, based upon the investigation, the Director or designee believes that a student engaged in an activity which constitutes a violation of this chapter, and if the Director or designee recommends that serious discipline other than crisis removal be imposed, the Director or designee shall

immediately notify the HART School Board (herein noted as the Board) to initiate disciplinary proceedings by obtaining verbal authorization from the Board.

(b) Upon obtaining verbal authorization from the Board, the Director or the designee will make a good faith effort to inform the parent of: (1) The serious discipline incident, (2) The opportunity to appeal, and (3) That the disciplinary action will be implemented immediately.

(c) Within three school days of the verbal authorization from the Board, the Director or designee shall mail a written notice of the serious discipline incident with the appeal form to the parent. A facsimile signature of or an electronic approval confirmation of the Board on the serious discipline incident form is sufficient. The written notice of serious discipline shall contain the following statements:

(1) Allegations of the specific acts committed by the student that form the basis of the serious discipline; (2) The allegations of the specific acts that were substantiated; (3) A statement of the disciplinary action(s); and (4) A statement that the parent has a right to an appeal to the Board at which time the parent may present evidence, call and cross-examine witnesses, and be represented by legal counsel and to the extent the parent provides a written notice of legal representation at least ten calendar days prior to the appeal. (5) If the student or parent would like to file an appeal, the appeal must be submitted in writing and received by the Board by the close of business of the seventh school day from the date of the issued serious discipline notice. Upon discretion of the Director the student may or may not continue attending school, including school activities, during an appeal.

(d) Upon receipt of a written request for an appeal, the Board shall, within ten school days, schedule an appeal and shall inform the parent of the date, time, and place. Written notice of the appeal shall be mailed to the parent and Director or designee at least fifteen calendar days before the appeal. The appeal shall be conducted by the Board or by an impartial department of education person, or an impartial designee, who may be an official of the department, designated by the Board. The appeal shall be conducted as follows:

- (1) The appeal shall be closed unless the student or parent requests that it be public;
- (2) Parent and Director or Director's designee have the right to present evidence, cross-examine witnesses, and submit rebuttal testimony;
- (3) Parent and Director or Director's designee may be represented by legal counsel;
- (4) The Board or the designee need not follow the formal rules of evidence;
- (5) The Board or the designee shall impartially weigh the evidence presented;
- (6) A parent, at the parent's own expense, may record or obtain a copy of the department's tape recording, or transcript of the department's tape recording of the proceedings only if requested for purposes of court review. The Board or the designee shall record a transcript or tape recording of the proceedings;
- (7) The Board shall no later than seven school days from the close of the appeal render a decision in writing stating clearly the action(s) to be taken and the bases for such actions. The written decision shall be mailed or personally delivered to the parent, the student's attorney of record, and a copy to the school. If the disciplinary action is upheld, the Board shall indicate the total number of suspension days and within the suspension beginning and ending dates take into consideration the number of suspension days the student may have already served. If the disciplinary action could not be imposed as result of the appeal process, the disciplinary action

may be carried over to the next school year at any public school and does not include summer school. If the acts, which resulted in disciplinary action, was committed within twenty days from the last instructional day for students in the school year the disciplinary action may be carried over to the next school year at any public school and does not include summer school.

This section shall not apply to firearm violations. Disciplinary action for firearm violations is a mandatory not less than one calendar year.

§8-19-11 Alternate educational activities and other assistance when students are found to be in violation of this chapter. (a) The Board shall ensure that alternate educational activities or active participation of the public or private agencies are provided as appropriate for all students who are crisis removed for a period exceeding ten school days or suspended for a period exceeding ten school days. These activities may involve required virtual school. (b) For all students who are suspended for one to ten school days, the Director or designee may consider providing alternate educational activities based on student's need. (c) The Hawaii administrative rules for students with disabilities shall apply for students eligible under this chapter.

e. Stakeholders will be informed of the Discipline Policy at the start of each school year. The Discipline Policy will be reviewed at the summer activities with staff prior to start of school. Staff will have time to consider the ramifications of student behavior and be proactive in offering solutions to provide an environment where all students can feel safe and can learn. The goal will be to create strategies where student "buy in" can be accomplished each year, building on the capacity of the former year's students and staff. In the beginning of each school year during the first month of school, students and staff will participate in capacity building exercises to gain shared knowledge about the school culture and expectations. Students will complete norm-setting activities and vote as a whole school on the expectations and penalties / incentives for behavior. Students will be given opportunities for leadership on campus to regulate behavior and build school morale. During these activities, students will discover the rules and critically delve in to the real issues of rules: why they are created and who they are for. Parents will have the opportunity to participate in the building capacity activities and follow the norm setting as well as the team building activities on campus. Parents will receive a final written copy upon request and be directed to the school website where they and students can verify they have read the policy.

Class "A" Offenses

"Assault" means intentionally, knowingly, recklessly, or negligently causing serious bodily injury or bodily injury to another person with or without a dangerous instrument.

"Burglary" means entering or remaining without school authorization in a building that is either owned or operated by the department of education with intent to commit an offense against a person, or against school property or other property located at the school.

"Dangerous instrument or 'substance'" means any explosive device, instrument, material, or chemical, whether animate or inanimate, which in the manner it is used or is intended to be used is known to be capable of producing death or bodily injury. Examples of such items include but

are not limited to knives, pipe bomb devices, fireworks, pepper spray, mace, martial arts devices such as sticks and throwing stars; and inanimate objects such as pipes, sticks, or baseball bats swung at a person in a menacing manner so as to cause or threaten bodily injury.

“Dangerous weapon” means an instrument whose sole design and purpose is to inflict bodily injury or death. Examples of such instruments include but are not limited to a dirk, dagger, butterfly knife, switchblade knife, blackjack, slug shot, billy, metal knuckles, or other weapons that inflict bodily injury or death.

“Drug paraphernalia” means any equipment, products, or materials of any kind, or combination thereof which is used, intended for use, or designed for use, in planting, harvesting, producing, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance in violation of this chapter. It includes, but is not limited to:

- (1) Kits, devices, equipment, separation gins, balance scales, blenders, bowls, containers, spoons, capsules, balloons, envelopes, other objects used, intended for use, or designed for use in preparing, processing, mixing, storing, or concealing controlled substances;
- (2) Hypodermic syringes, needles, and other objects used, intended for use, or designed for use by injecting the controlled substances into the human body;
- (3) Objects used, intended for use, or designed for use in ingesting, inhaling, or otherwise introducing marijuana, cocaine, hashish, or hashish oil, or forms of methamphetamine, or anabolic steroids into the human body, such as:
 - (A) Metal, wooden, glass, acrylic, stone, plastic, or ceramic pipes, water pipes, smoking and carburetion masks, roach clips; meaning objects used to hold burning materials such as marijuana cigarettes, that have become too small or too short to be held in the hand;
 - (B) Miniature cocaine spoons, and cocaine vials, bongs, ice pipes, or chillers; and
 - (C) Any and all other drug paraphernalia as described and defined pursuant to section 329-1, Hawaii Revised Statutes.

“Extortion” means an act committed by a person who:

- (1) Obtains, or exerts control over, the property or services of another with intent to deprive that person of the property or services by threatening by word or conduct to:
 - (A) Cause bodily injury in the future to the person threatened or to any other person;
 - (B) Cause damage to property;
 - (C) Subject the person threatened or any other person to physical confinement or restraint;
 - (D) Expose a secret or publicize an asserted fact, whether true or false, tending to subject some person to hatred, contempt, or ridicule, or to impair the person’s credit or business repute;
 - (E) Reveal any information sought to be concealed by the person threatened or any other person;
 - (F) Testify provide information, or withhold testimony or information with respect to another’s legal claim or defense;
 - (G) Take or withhold action as a public servant, or cause a public servant to take or withhold such action;
 - (H) Bring about or continue a strike, boycott, or other similar collective action, to obtain property which is not demanded or received for the benefit of the group which the student purports to represent; or

(I) Do any other act which would not in itself substantially benefit the person committing the act but which is calculated to substantially harm some person with respect to that person's health, safety, education, business, calling, career, financial condition, reputation, or personal relationship;

(2) Compels or induces another person to engage in conduct from which that person has a legal right to abstain or to abstain from conduct in which that person has a legal right to engage by threatening by word or conduct to do any of the actions set forth in paragraph (A) through (I) of this definition; or

(3) Makes or finances any extension of credit, or collects any extension of credit by extortionate means.

"Fighting" means instigating or provoking physical contact involving anger or hostility. Fighting includes but is not limited to:

(1) Engaging in mutual physical contact involving anger or hostility;

(2) Teasing, harassing, threatening, or intimidating others resulting in physical contact involving anger or hostility;

(3) Retaliating physically for teasing, harassing, threatening, or intimidating behavior; verbally inciting; or

(4) Physically supporting a fight by one's presence and encouragement.

"Firearm" means:

(1) Any weapon including but is not limited to a starter gun, shotgun, air guns which includes BB guns, pellet guns, paintball guns, or cross bow or any other instrument which will or is designed to or may readily be converted to expel a projectile;

(2) The frame or receiver of any such weapon;

(3) Any firearm muffler or firearm silencer; or

(4) Any destructive device. The term "destructive device" means:

(A) Any explosive, incendiary, or poison gas:

(i) Bomb;

(ii) Grenade;

(iii) Rocket having a propellant charge;

(iv) Missile having an explosive or incendiary charge;

(v) Mine; or

(vi) Device similar to any of the devices described in the preceding clause;

(B) Any type of weapon which will, or which may be readily converted to expel a projectile, including but is not limited to a weapon that expels a projectile by action of an explosive or other propellant; or

(C) Any combination or parts either designed or intended for use in converting any device described above, and from which a destructive device may be readily assembled.

"Homicide" means causing the death of another person.

"Illicit drugs" means substances, the possession, distribution, ingestion, manufacture, use, sale, or delivery, of which are prohibited under chapter 329, Hawaii Revised Statutes and chapter 712, part IV, Hawaii Revised Statutes.

“Intoxicating substance use” means the use of any substance, which causes disturbance of the normal physical or mental functioning including but is not limited to alcohol.

“Property damage” or “vandalism” means:

- (1) Damaging the property of the school or another person;
- (2) Destroying or defacing school property or facility; or
- (3) Destroying or defacing school materials, such as but is not limited to planners, identification nametags, or meal cards.

“Robbery” means, in the course of committing a theft, or hijacking, a student:

- (1) Attempts to kill another person, or inflicts or attempts to inflict serious bodily injury upon another person; or
- (2) With or without a dangerous instrument:
 - (A) Uses force against the person with the intent to overcome the owner’s physical resistance or physical power of resistance;
 - (B) Threatens the imminent use of force against the person of anyone who is present with intent to compel acquiescence to the taking of or escaping with the property; or
 - (C) Inflicts serious bodily injury upon another person.

“Sexual offense” or “sexual assault” means unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in intercourse, oral sex, or other sexual contact, engaging in intercourse, oral sex, or other sexual contact despite the other person’s clearly expressed refusal or mental or physical inability to consent.

“Terroristic threatening” means:

- (1) A threat, by word or conduct, to cause bodily injury to another person or serious damage to property of another person;
- (2) With the intent to cause, or in reckless disregard of the risk of causing evacuation of a building, place of assembly, or facility of public transportation; or
- (3) Displaying a “look-alike” gun or weapon.

Class “B” Offenses

“Bullying” means any written, verbal, graphic, or physical act that a student or group of students exhibit toward other particular student(s) and the behavior causes mental or physical harm to the other student(s); and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

“Cyberbullying” means electronically transmitted acts, i.e., Internet, cell phone, personal digital assistance (PDA), or wireless hand-held device that a student has exhibited toward another student or employee of the department which causes mental or physical harm to the other student(s) or school personnel and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening, or abusive educational environment:

- (1) On campus, or other school premises, on school transportation, or during a school sponsored activity or event on or off school property;
- (2) Through a school data system without school authorized communication; or
- (3) Through an off campus computer network that is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student or school personnel, or both.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions, taken, whether the conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred. Electronic transmissions include but are not limited to the use of data, computer software that is accessed through a computer, a computer network system, other computerized systems, cellular phones or other similar electronic devices that display e-mail, text messaging, blogs, photos, drawings, video clips, on-line community websites, or faxes, or a combination of the foregoing.

“Disorderly conduct” means the following actions or activities on campus or other school premises, on school transportation, or during a school sponsored activity or event on or off school property:

- (1) Engaging in fighting or threatening, or in violent or tumultuous behavior such as yelling or screaming, or both;
- (2) Making unreasonable noise as to cause disruption of normal school operations;
- (3) Making any offensively coarse utterance, gesture, or display, or addressing abusive language to any person present, which is likely to provoke a violent response;
- (4) Creating a hazardous or physically offensive condition by any act which is not performed under any authorized license or permit;
- (5) Impeding or obstructing any person in a public school for the purpose of begging or soliciting alms or other forms of aid; or
- (6) Inappropriate physical contact including but is not limited to consensual sex or consensual touching of body parts, or both.

False Alarm

“Forgery” means:

- (1) A student signing a name other than the student’s own name on a document or;
- (2) The illegal production or reproduction of materials such as fundraising or sports event tickets.

“Gambling” means staking or risking something of value upon the outcome of a contest of chance or a future contingent event not under the person’s control or influence, upon an agreement or understanding that the person or someone else will receive something of value in the event of a certain outcome. Gambling does not include bona fide business transactions valid under the law of contracts, including but is not limited to contracts for the purchase or sale at a future date of securities or commodities, and agreements to compensate for loss caused by the happening of chance, including but is not limited to contracts of indemnity or guaranty and life, health, or accident insurance.

“Harassment” means a student who is harassing, bullying, including cyber-bullying, annoying, or alarming another person by engaging in the following conduct that includes but is not limited to:

- (1) Striking, shoving, kicking, or otherwise touching a person in an offensive manner or subjecting such person to offensive physical contact;
- (2) Insulting, taunting, or challenging another person in a manner likely to provoke a violent response;
- (3) Making verbal or non-verbal expressions that causes others to feel uncomfortable, pressured, threatened, or in danger because of reasons that include but are not limited to the person’s race, color, national origin, ancestry, sex, including gender identity and expression, religion, disability, or sexual orientation that creates an intimidating, hostile, or offensive educational environment, or interferes with the education of a student, or otherwise adversely affects the educational opportunity of a student or students;
- (4) Name calling, making rude gestures, insulting, or teasing another person who feels humiliated, intimidated, threatened, or embarrassed;
- (5) Making a telephone call without purpose of legitimate communication;
- (6) Making repeated communications anonymously, or at extremely inconvenient hours, or in offensively coarse language on campus or, other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property;
- (7) Causing fear as to prevent others from gaining legitimate access to or use of school buildings, facilities, services, or grounds such as, but is not limited to, restroom facilities; or
- (8) Physically harming, physically restraining, threatening, or stalking, or a combination of the foregoing.

“Hazing” means any conduct or method of initiation into any student organization or activity, whether on campus or other school premises, on school transportation, or during a school sponsored activity or event on or off school property, which willfully or recklessly endangers the physical or mental health of any student. Such conduct shall include, but is not limited to whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, indecent exposure, or any other treatment or forced physical activity which is likely to adversely affect the physical or mental health, or both, or safety of any student, or which subjects any student to extreme mental stress, including deprivation of sleep or rest, extended isolation, or personal humiliation.

“Inappropriate or questionable uses, or both, of internet materials and equipment” means when a student is in violation of the Tech Policy. Examples of inappropriate or questionable uses of the school’s computer and network resources include but are not limited to disabling or bypassing the filters, gambling software, or sexually explicit photographs and pictures that do not support the school’s mission and purpose. Copies of these policies are available on the school website or may be obtained from school office.

"Theft" means:

- (1) Obtaining, or exerting control over, the property of another and depriving that person of the property;

- (2) Obtaining, or exerting control over, the property of another by deceiving and depriving the person of the property;
- (3) Obtaining, or exerting control over, the property of another which the person knows to have been lost or mislaid, or to have been delivered under a mistake as to the nature or amount of the property, the identity of the recipient, or other facts, and with the intent to deprive the owner of the property, the person fails to take reasonable measures to discover and notify the owner;
- (4) Obtaining services, known by the person to be available only for compensation, by deception, false token, or other means to avoid payment for the services;
- (5) Having control over the disposition of services of another to which the person is not entitled and diverts those services to the person's own benefit or to the benefit of a person not entitled
- (6) Failing to make required disposition of funds by:
 - (A) Obtaining property from anyone upon an agreement, or subject to a known legal obligation, to make specified payment or other disposition, whether from the property or its proceeds or from the person's own property reserved in equivalent amount, and dealing with the property as the person's own and failing to make the required payment or disposition; or
 - (B) Obtaining personal services from an employee upon agreement or subject to a known legal obligation to make a payment or other disposition of funds to a third person on account of the employment, and intentionally failing to make the payment or disposition at the proper time;
- (7) Receiving, retaining, or disposing of the property of another, knowing that it has been stolen, with intent to deprive the owner of the property; or
- (8) Shoplifting:
 - (A) Concealing or taking possession of the goods or merchandise of any department of education store or department of education retail establishment, with intent to defraud;
 - (B) Altering the price tag or other price marking on goods or merchandise of any item for sale at school with intent to defraud; or
 - (C) Transferring the goods or merchandise from one container to another, with intent to defraud.

"Trespass" means entering or remaining in or upon the premises of the school or its used premises after reasonable warning or request to leave by school authorities or police officer.

Class "C" Offenses

"Abusive language" means verbal messages that use words in an inappropriate way and may include but is not limited to swearing, name-calling, or profanity.

"Class cutting" means an unauthorized absence of a student from class.

"Insubordination" means disregard or refusal to obey an order which a teacher, officer, or other employee of the school is entitled to give.

"Laser pen/pointer" means a device that emits a bright laser light that appears as a dot on any surface at which it is aimed and is without authorized purpose and use. Unless authorized, the possession or use is prohibited on campus, or other school premises, on school transportation, or during a school sponsored activity or event on or off school property.

"Leaving campus without consent" means leaving the premises of a school or program without first obtaining permission from school officials

“Smoking” or “use of tobacco” means possession, use, sale or distribution of tobacco products on campus, or other school premises, on school transportation, or during a school sponsored activity or event on or off school property.

"Truancy" means a student is absent from campus without proper authorization.

Any student who possesses a firearm shall be dismissed from school for not less than one calendar year period. The possession or use of a firearm is prohibited on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property except for participation in athletic teams, clubs and/or Junior Reserve Officer Training Corp (JROTC) shooting sports programs and marksmanship training, education, and competitions. The superintendent or designee, on a case-by-case basis, may modify the dismissal of a student found to be in possession of a firearm. If a student is dismissed from school, that student shall be provided alternate educational activities or other appropriate assistance as provided in section 8-19-11.

(c) Any student who possesses, sells, or uses a dangerous weapon, switchblade knife or any improperly used knife, intoxicating substance(s), or illicit drug(s) while attending school may be excluded from attending school for up to ninety-two school days. Any student who reasonably appears to be under the influence of, have consumed or used intoxicating substance(s) or illicit drug(s) prior to attending school or attending department-supervised activities held on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property may be excluded from attending school for up to ninety-two school days and the school shall administer a substance use screening tool to determine whether there is a need for the student to be referred for a substance abuse assessment pursuant to section 302A-1134.6(f), Hawaii Revised Statutes. The school administrator shall comply with the provisions of this chapter by conducting an investigation of the reported incident and inform the parent of the disciplinary action. In addition, the school administrator shall arrange for the student to be screened by a trained screener. The designated screener will summarize the results with the student, and inform the school administrator of the results. The school administrator shall then inform the family of the screening results, the early return provisions of the law, and provide a contact list of medical insurance agencies that conduct substance abuse assessments. During the screening the student will be asked a series of questions to determine if the student is at low, high or very-high risk for a substance use problem. If the screening interview indicates high or very-high results, the student will be referred for a formal substance abuse assessment. A formal substance abuse assessment serves to provide expert clinical opinion to determine if a substance abuse problem exists, and if so, offer treatment recommendations. If referred for a substance abuse assessment, students with medical health insurance shall be asked to contact their medical health carrier to schedule an appointment. Professionals who can provide substance abuse assessments include certified substance abuse counselors (CSAC), psychiatrists, advanced practice registered nurses (APRN), psychologists, and licensed clinical social workers. The principal or designee can approve suspensions of one to ten school days. The complex area superintendent shall approve suspensions exceeding ten school days. In exercising this discretion and determining disciplinary actions, the principal or designee shall consider, the nature and severity of the offense, the impact of the offense on others, the age of the offender, and if the offender is a repeat offender. If the

student is excluded from attending school, the principal or designee shall ensure that alternate educational activities or other appropriate student support assistance shall be provided, and that the student is referred for appropriate intervention or treatment services, or both, as determined by the principal or designee in consultation with the appropriate school staff or in accordance with the Hawaii administrative rules for students with disabilities, if applicable. §8-19-6

(d) Disciplinary action shall be taken for all class offenses in grades kindergarten through twelve in accordance with procedures established under this chapter and within the following options as determined by the authorities designated in section 8-19-5. Interventions to teach students appropriate behaviors must be instituted when disciplinary actions are imposed. Disciplinary action options may include the following:

- (1) Correction and conference with student;
- (2) Detention;
- (3) Crisis removal;
- (4) Individualized instruction related to student's problem behaviors;
- (5) In-school suspension;
- (6) Interim alternate education setting;
- (7) Loss of privileges;
- (8) Parent conferences;
- (9) Time in office;
- (10) Suspension of one to ten school days;
- (11) Suspension of eleven or more school days;
- (12) Saturday school;
- (13) Disciplinary transfer;
- (14) Referral to alternative education programs;
- (15) Dismissal; or
- (16) Restitution.

(e) Students shall be counseled in addition to any disciplinary action taken under subsections (c) and (d).

(f) No action amounting to serious discipline shall be imposed on students for committing class D offenses.

(g) No suspension or serious discipline shall be imposed on any student because of class cutting or truancy.

(h) The disciplinary action options of subsections (c) and (d) shall be construed as disciplinary actions within a school year.

(i) Disciplinary actions may be carried over to the following school year if the offense is committed within twenty school days from the last instructional day for students in that school year. [Eff 9/1/82; am and ren §8-19-5, 5/23/86; am and comp 7/19/93; am and comp 5/19/97, am and comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1112, 302A-1134, 302A-1134.5)

§8-19-7 Crisis removal.

(a) A principal or designee, in an emergency, may crisis remove a student immediately based upon preliminary inquiry and findings that the student's conduct presents a clear immediate threat to the physical safety of self or others or is so extremely disruptive as to make the

student's immediate removal necessary to preserve the right of other students to pursue an education free from undue disruption.

(b) Upon imposition of a crisis removal, schools shall make a good faith effort to inform the parent immediately by telephone.

(c) A follow-up written notice of the crisis removal shall be personally delivered or mailed to the parent. The notice of the crisis removal shall contain the following written statements:

(1) Allegations of the specific acts committed by the student that form the basis of the crisis removal;

(2) The allegations of the specific acts that were substantiated;

(3) A statement of the disciplinary action(s); and

(4) A statement of a conference date, time, and place offered by the school administration to meet with the parent.

Attachment I. Community Partner evidence of support (Section II.K.4)

See Attachment “a” for signatures of Community Members in support of the school.



January 3, 2014

Letter of Intent Between Kona Pacific Public Charter School and Hawaii Arts Repertoire & Tech

This agreement sets forth understanding of the responsibilities of Hawaii Arts Repertoire & Tech (HART) and Kona Pacific Public Charter School (Kona Pacific). This agreement does not provide for payment or exchange of money.

HART agrees to:

1. After reviewing contract and ascertaining that it benefits the students of HART, enter into a contract with Kona Pacific for meal preparation and delivery service.

Kona Pacific agrees to:

1. Provide HART a contract for meal preparation and delivery service for the period of the 2015-2016 HART school year, at least 30 days prior to the start of the 2015-2016 school year.
2. Comply with all USDA requirements per Agriculture Chapter II - Food and Nutrition Service, Department of Agriculture Part 226.
3. Provide up to a maximum of 100 lunch meals per school day. Cost of meals including milk will not exceed \$5.00. (Daily count to be phoned in each day by 9:30 AM).
4. Meals to be delivered daily between 11 AM – 12 PM.

This agreement will be in effect upon signature and will continue until December 31, 2015, and may be amended in writing, at any time, by mutual consent. This agreement may also be terminated by either party with 30 days advance notice.

A handwritten signature in blue ink, appearing to read "Chris Hecht", is written over a horizontal line.

By: Chris Hecht
Title: Executive Director
Kona Pacific Public Charter School

Date: 1/3/14

By: Denise Mc Andrews
Development Team Director
HART

Date: 1/3/14

Attachment m. School director's qualifications, resume, biography, references

Denise Mc Andrews

P.O Box 3059
Kailua-Kona, HI 96745

(760) 715-2370
denisemcandrews@gmail.com

EXPERIENCED SCHOOL ADMINISTRATOR
...dedicated to enhancing programs and inspiring systemic growth

- 15 years educational services experience, including school development
- Master's Degree, teaching and administrative credentials

HIGHLIGHTED PROFESSIONAL EXPERIENCE

Social Worker

Hawaii Department of Human Services, Child Welfare Services
333 S. Twin Oaks Valley Road, San Marcos, CA 92096
November 2012-Current

- Investigate child abuse and neglect
- Serve as an expert witness before Family Court
- Write court reports recommending services and case direction
- Work with families on the big Island of Hawaii to assist them with creating safe homes for children.

Career & Technical Education Coordinator

Riverside County Office of Education
3939 13th St, Riverside, CA 92501
October 2011-May 2012

- Facilitate the Start-up of a new school
- Develop policies and procedures, programs, and facilities

Adjunct Faculty

California State University San Marcos
333 S. Twin Oaks Valley Road, San Marcos, CA 92096
January 2011-May 2011

- Professor of Sociology
- Instruct Youth & Society course in the Department of Sociology
- Blended learning instruction; utilizing Moodle for teaching online
- Assign grades, advise students

Adult School Administrator / Coordinator

Escondido Union High School District
302 N. Midway Drive, Escondido, CA 92027
July 2008-June 2009

- Coordinate all aspects of Valley Center Adult School as described below (on contract)
- Design and implement fee based courses and programs
- Recruit, hire, observe, train, and supervise certificated staff
- Plan and implement staff development activities
- Track and interpret student data

Administrator / Coordinator in Charge of School

Valley Center Adult School and Regional Occupational Programs
28751 Cole Grade Road, Valley Center, CA 92082
Nov. 1999 – June 2008

- Assist with the start-up and development of new school and programs
- Develop curriculum
- Oversee formal school evaluation
- Coordinate and oversee school site and off-site educational programs
- Lead the design, implementation, certification, and review of current and new programs and courses
- Apply for, write, receive, and manage SB-70 grant award of \$450,000 to assist with resources to initiate a high-wage, high-tech career pathway of Geographic Information Systems (GIS)
- Develop and maintain contracts, advisories, and articulations between and across entities school, colleges and universities, neighboring districts and programs, Native American Tribes; and community based organizations
- Ensure compliance with State, Federal, and District regulations
- Recruit, observe, coach, supervise, and annually evaluate certificated and classified staff
- Evaluate staff development needs; coordinate and conduct appropriate staff development activities
- Review expense reports, time sheets, mileage, approve purchases of program materials, prepare school and program budgets, monitor expenditures, and propose changes in expenditure levels
- Provide leadership in meetings with stakeholders; attend committee meetings; present information to District Board of Trustees, councils and committees
- Analyze enrollments and determine qualifications; monitor student registration and attendance
- Track and interpret student data
- Oversee CAHSEE administration

Charter School Developer / Site Director

First Classical Academy Charter School, Escondido, CA

1480 View Point Avenue, Escondido, CA 92027

Aug. 1998 – Sept. 1999

- Co-develop the first Classical Academy Charter School (K-8)
- Assist with creating the school design and writing the state charter
- Evaluate and assess school sites
- Design and implement marketing strategies
- Work with prospective parents and students to create partnerships for education
- Collaborate with community leaders *to gain support for new school*

Volunteer Program Leader, Felicta School

Escondido Elementary School District, Escondido, CA

2310 Aldergrove, Escondido, CA 92029

Aug. 1997 – Dec. 1998

- Managed school volunteer program
- Coordinated community resources for school
- Trained parents on school equipment and policies and procedures
- Trained volunteers in the use of the Rolling Reader program

CREDENTIALS

California Clear Designated Subjects Teaching and Supervision and Coordination Credentials

California Preliminary Administrative Credential

EDUCATION

M.A. Sociological Practice, California State University San Marcos, San Marcos, CA

B.A. Sociology, California State University San Marcos, San Marcos, CA

PROFESSIONAL DEVELOPMENT & ACTIVITIES

Grant Reader, California Department of Education, Charter Schools Division

Leadership Development Institute, 2002-2003, classroom and field-work in leadership topics

Presenter: California Association for Career Technical Education, Region V Conference, '07

Volunteer instructor Native American student financial planning class '10, '11

TECHNICAL PROFICIENCIES

Microsoft Word, Excel, PowerPoint, Access, Outlook, PeopleSoft, Moodle, Mediacite,

ASSOCIATIONS & OTHER

Association of California School Administrators, 2002-2008

Valley Center Rotary, 2002-2008, President 2007-2008, Vocational Chair, 2004-2006

President's Circle, California State University San Marcos, 2002-2006

Former restaurant, book store owner and operator, AVID Tutor and home school parent

Denise Mc Andrews

Professional Biography

Denise has over fifteen years experience as a school developer, administrator, and teacher. She is a founding development team member of the first Classical Academy Charter Elementary School in Escondido, California (CA charter 199) and co-developer and former administrator of the Valley Center Adult School and Regional Occupational Programs in Valley Center, California. Denise has spear-headed and administrated over a dozen career and technical pathways for middle school and beyond, including arts and media, as well as distance learning and English second language programs for high school and adult students. She served as "administrator in charge" of a 500 seat school community-theater; over-seeing high school students and staff in theater operations. Denise holds clear credentials in Supervision and Coordination, High School Basic Subjects, and Parent Education as well as a preliminary Administrative Services Credential in the state of California. She completed her Master's Degree in Sociological Practice with an emphasis on alternative education from California State University San Marcos and Doctoral-level coursework in Educational Leadership at the University of California, San Diego. Denise is an experienced school money manager; effectively getting a start-up school out of the red through resource-leveraging and careful spending. She is a fruitful grant writer, receiving and managing awards totaling in excess of \$2,000,000. Denise currently works for the State Department of Human Services, Child Welfare Services helping create safer homes for children and families. She lives in the Kona District of Hawaii where she promotes her passion for educational options to students and their families.

References follow

Karen Jobe
2457 Summit Drive Escondido, CA 92025

July 15, 2011

Dear Recipient,

Re: **Recommendation for Denise McAndrews**

It has come to my attention that you may be searching to fill a position for which Denise McAndrews has experience and expertise. It is a pleasure to provide her a recommendation.

I worked closely with Denise when we set up the Regional Occupational and Adult Education programs in the newly-unified Valley Center-Pauma Unified School District in 2000. She reliably handled the bulk of the planning details and the oversight once the programs began. Her reports to me and the school board were always accurate and informative, and she never failed to keep me informed about issues and ideas she was interested in trying.

Denise is highly ethical and values doing the job well. I highly recommend her for any positions you may need to staff with a diligent, hard-working, and organized leader. Please allow her your serious consideration as you search to fill your vacancy.

Karen Jobe

Superintendent, Retired

Tel 760 743-4399

Email karenejobe@aol.com

ESCONDIDO ADULT SCHOOL & REGIONAL OCCUPATIONAL PROGRAM



Letter of Reference for Denise McAndrews July 20, 2011

I have known Denise McAndrews since 2001 when she first began to administer the newly formed Valley Center Adult School and also the Regional Occupational Program (ROP) for the Valley Center Pauma Unified School District (VCPUSD). I witnessed her professionalism and collaborative leadership style when she worked with her colleagues in the North San Diego County region.

In the fall of 2007, the VCPUSD approached me to discuss whether the Escondido Union High School District (EUHSD) would consider operating the Valley Center Adult School. This initial conversation resulted in the development of a Memorandum of Understanding (MOU) between both districts whereby the EUHSD agreed to provide administrative oversight for the Valley Center Adult School on a fee for service basis. This MOU coincided with another one the EUHSD had entered into with the Escondido School District (ESD) to operate its Community-Based English Tutoring (CBET) Program. These two events created a need for a new adult school coordinator position, and Denise was selected to fill that role.

Denise was hired by the EUHSD in July 2008 and she was given the responsibility of administering the adult school in Valley Center, Overseeing the CBET program for the ESD, the community education program for the Escondido Adult School and often assisted with issues related to the district's ROP program. These programs have unique needs and challenges, and Denise addressed them with poise and competence. After working as the sole administrator of the Valley Center Adult School, she quickly became an effective member of the Escondido Adult School management team offering and providing many creative and collaborative ideas that garnered the respect of both certificated and classified staff.

In 2006, Denise was a lead facilitator when VCPUSD along with Fallbrook Unified School District and Palomar Community College applied for one of the first SB 70 grants and received \$450,000 to create a program of study in Geographic Information Systems. Denise was instrumental in the curriculum development, establishment of industry partners and the marketing of the program. As a result of its MOU with VCPUSD, Escondido Adult School and ROP was able to be included in this grant, and thanks to Denise's efforts an ROP GIS course and a community education GIS course are now available to students in Escondido as well.

220 West Crest St., Escondido CA 92025 • 760.739.7300




FAX 760.747.2017 • <http://escondidoadultschool-rop.org>

Pg. 2

Denise is a tireless worker and a strong advocate for students. She is detail-oriented and consistently demonstrates effective follow through with tasks and responsibilities while maintaining a positive attitude. In essence, she is extremely dependable and capable and can function with minimal supervision. Her separation from EUHSD is certainly not a reflection of her ability but purely the result of the current economic situation in the state that has resulted in the nonrenewal of both MOUs the EUHSD entered into with VCPUSD and ESD.

Should you require any additional information, please do not hesitate to contact me at (760)739-7307

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Dom Gagliardi". The signature is fluid and cursive, with a large initial "D" and a stylized "G".

Dom Gagliardi, Principal
Adult and Career Technical Education

BOARD OF EDUCATION
Marc Davis
Todd Gutschow
Andrew Patapow
Penny Ranftle
Linda Vanderveen
SUPERINTENDENT
John P. Collins, Ed.D.



CAREER, TECHNICAL and ADULT EDUCATION
13626 Twin Peaks Road
Poway, CA 92064-3034

Kathleen Porter, Executive Director
kporter@powayusd.com

858-668-4024
FAX 858-513-0548

POWAY UNIFIED SCHOOL DISTRICT

July 19, 2011

Dear Selection Committee Members:

It is a pleasure for me to write this letter of recommendation for Ms. Denise McAndrews. I have had the pleasure of knowing and working with Ms. McAndrews over the past ten years, while the two of us held similar roles in neighboring school districts. I have been an administrator overseeing adult education and career-technical education programs in the Poway Unified School District while Denise has worked in both the Valley Center-Pauma and Escondido School Districts.

Denise and I have served together on different county-wide committees and action teams, and we have worked together on collaborative grant opportunities. In all of my interactions with Ms. McAndrews, I have observed her to consistently exhibit the characteristics of effective and innovative leadership. She has the ability to conduct business of even the most serious nature in a way that is friendly and student-focused. She is both intelligent and well informed, and she shares her knowledge and information freely. She is open-minded, encourages new ideas and is committed to continuous improvement.

Denise's abilities to relate well to people of diverse backgrounds, her thorough understanding of career-technical and adult education policy issues from the State to local level, and her expertise in developing and implementing new programs are among her greatest strengths. Her commitment is also noteworthy; she can be counted on to do whatever it takes to get the job done. Her down-to-earth approach to people and problems and her clever sense of humor have helped her to quickly earn the respect and affection of co-workers and colleagues on many projects.

In closing, I can without reservation give Ms. Denise McAndrews my wholehearted recommendation. Others may apply for leadership positions with you, but I believe that Denise offers an unparalleled combination of professionalism and dedication. I hope you will give her interest in your organization due consideration. If you would find it helpful, I would be pleased to speak with you further about her qualities; I can be reached at (858) 668-4016.

Sincerely,

Kathleen Porter
Executive Director

DISTRICT OFFICE: 15250 Avenue of Science, San Diego, CA 92128-3406 • (858) 521-2800 • www.powayusd.com

Attachment n. Ideal school director’s job description, timeline, criteria, recruiting and selection process (Section II.N.6) is **Not Applicable** as the proposed school has a Director.

Attachment o. School Leadership Resumes and Qualifications (Section II.N.7) **Not Applicable** as the proposed school does not currently have these positions filled.

Attachment p. Not applicable. There is no Service Provider (Section II.S.7)

**Attachment q. Governing Board bylaws, governing policies, HART Friends bylaws
(Section III.A.1)**

Governing Board By-laws

Article 1. School Information

The name of the school is Hawaii Arts Repertoire & Tech Public Charter School, abbreviated here as HART. The HART office is located at the 79-7266 Mamalahoa Hwy, Suite 8, Kealahou, HI 96750. The office phone is 760-715-2370. Email address is NewHawaiiCharterSchool@gmail.com and website is HawaiiCharterSchool.blogspot.com. HART utilizes additional Learning Locations.

A. Purpose

The purpose of HART is to provide leading-edge learning opportunities that will engage the students of Hawaii in the highest form of cognitive development through the use of art and technology with an emphasis on creation of intellectual properties that improve communities and the world.

B. Vision

HART's vision is to empower students in the ownership of their education in an ever-changing world.

C. Mission

HART's mission is to facilitate delight-driven learning for students of Hawaii by engaging them creatively through art and technology to change their communities and the world.

D. Core Values:

We Aspire to Creativity

When a student is able to create an entirely new product from prior knowledge that student has exhibited the highest form of cognitive development.

Technology is a Tool

Technology allows us to support students individually. It allows students to take ownership of their education. It is a modern-day creative tool to be used to engage students. It is ever changing, requiring constant reflection on policies and practices

Students are Active Participants. Teachers are Facilitators.

Students deserve the opportunity to make choices about their learning. Learning should be delight-driven. Teachers recognize that their success is when students own their learning.

Mastery

Mastery (rather than a system of credits earned by time spent in class) determines completion. The emphasis is on what students know and are able to do.

Teaching and Learning

Students are assessed by multiple forms of evidence, ranging from ongoing observation to completion of specific projects, and are afforded opportunities to show their expertise before their community. Students are provided with timely support to meet standards.

Trust, Respect, and Empathy

Trust, respect, and true empathy are held in high regard on campus.

Commitment

All staff perceives their roles as helpers of all students.

Democracy and Equity

The school values diversity and builds on strength and challenges injustices.

Article 2. Local School Board**A. Powers**

The governing body of Hawaii Arts Repertoire & Tech Public Charter School will be known as the HART Governing Board (GB). The GB shall:

- 1) Be as outlined but not limited to those duties and powers in *Section 302B* of the Hawaii Revised Statutes.
- 2) The Governing Board has adopted the NAIS Principles of Best Practices as our guiding principles. The GB shall be the autonomous governing body of its charter school and shall have oversight over and be responsible for the financial 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. The GB shall have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees.

3) The GB shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Charter School, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Charter School. The GB may, by general resolution, delegate to committees of its own number or officers of the Charter School such powers as it may see fit for specified periods of time.

4) Ratify the school vision/mission/beliefs goals etc. and approve future modifications to these.

5) Hear final appeals from any group or individual alleging any violation of the provisions of the Charter School Act, the school charter itself, or any other provisions relating to the management or operation of the Charter School.

6) Approve hiring or dismissal of first and second tier Administration personnel. The first tier is the director and the second tier includes any member of the executive administrative team. Decisions that are urgent and /or subject to time constraints may be made in an Emergency Meeting of the GB. Solicit applications when first or second tier administrative positions are vacant.

7) Oversee election, appointment and removal of GB members.

8) Borrow money, incur debt, and execute and deliver promissory notes, bonds, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities. Accept conditional or unconditional promissory notes, whether interest or non-interest bearing, secured or unsecured.

B. Structure, Organization and Meetings

1) *Structure.* Board membership shall comply with statutory requirements. Membership on the board may be reviewed at the Annual Meeting. At the most, thirty per cent of the members shall be employees of HART or relatives of employees of HART under the jurisdiction of the governing board provided that the head(s) of HART may serve as an ex officio, non-voting member of the governing board. Members shall be persons who:

- a. Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of HART students and the surrounding community;
- b. Demonstrate an understanding of best practices of non-profit governance; and c. Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.

2) *Organization, Appointment and Election.* All nominations for Trustees shall be presented to the Board of Trustees. Any person whose views and/or actions are found inconsistent with the mission/vision/purpose of the school will not be considered. Any GB candidate with a grievance or intent to file a grievance against HART shall not be eligible for Board membership.

3) *Meetings*

- a) Regular Meetings. The GB shall meet regularly at least four times a year and shall make available the notices and agenda of these public meetings not less than six calendar days prior to the meeting.
- b) Working Meetings. A Working Meeting will be a non-business meeting and will be performed and conducted by GB members only.
- c) Emergency Meetings. In the case of urgent issues that require GB consideration or approval, the GB President or Vice President may call an Emergency Meeting. Every possible attempt must be made to contact GB members and notify them of the meeting location and time. Among members present, majority must be reached in order to make a decision. Discussion and minutes of Emergency Meetings shall be reported in full at the next regular scheduled GB meeting.
- d) Executive Session. An Executive Session shall be called when it is necessary to discuss confidential or sensitive issues. Minutes of the Executive Sessions will be held in confidential meeting files held by the GB Secretary.

4) *Annual Retreat.* An annual GB retreat may be held to organize the selection and appointment of new members, to address new/old business and for board development.

5) *Reasonable Notice.* Sufficient notice of meetings shall be provided at least 24 hours prior; notification shall be by written notice, telephone, or other electronic

means. Public notice of meetings shall be available at the HART office, as well as the HART website, and the authorizer's website not less than six calendar days prior to the meeting.

6) *Quorum*. A simple majority of the full number of members shall constitute a quorum of the board for the transaction of business. When a quorum is present, a majority of the members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, or by these By-laws. Every act of a majority of the members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Trustees.

7) *Terms of Office*

- a) Trustees serve for three (3) years with staggered terms.
- b) Trustees shall serve no more than two (2) consecutive three (3) year terms, unless two-thirds of the trustees then in office shall vote to elect such Trustee to an additional term.

8) *Voting*

- a) Parliamentary procedures shall be followed to introduce and approve motions, as outlined in Robert's Rules of Order.
- b) Voting may take place only when a quorum of (50% plus one voting member) has been established.
- c) Consensus shall be sought, however in the case of disagreements; decisions shall be made by a two-thirds majority vote of those members in attendance.

9) *Resignation and Removal*

- a) Any GB member may resign by providing written notice to the President.
- b) Any GB member who fails to complete their duties (as outlined in Article 3) may be considered for removal from the GB.
- c) GB members are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any member after such member's three unexcused, consecutive absences to ascertain the member's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board.

- d) Any GB member whose views and/or actions are found inconsistent with the mission/vision/purpose of the school may be considered for removal.
- e) Any GB candidate with a grievance or intent to file a grievance against HART shall be removed from the Board.
- f) Any GB member who is being considered for removal shall be provided reasonable notice and shall be given sufficient opportunity to be heard by the GB.
- g) GB members may be removed only by a two-thirds vote of other members not currently being considered for removal.
- h) Any person terminated from HART shall not serve on the Board.

10) Conflicts of Interest Whenever a GB member feels that s/he may have a conflict of interest, such conflict shall be disclosed in a meeting where decisions may be made that may give rise to that conflict. If a majority of the GB agrees that a conflict of interest may exist, the affected member shall refrain from any discussion beyond answering questions regarding the potential conflict, and will not be permitted to vote on the issues giving rise to the conflict.

11) Code of Ethics. The GB shall abide by ethics provision subject to 302B of the Hawai'i Revised Status. The GB is guided by the Principles of Best Practice adopted by the National Association of Independent Schools and is guided by its philosophy of cultural values and practices through aloha.

12) No Personal Liability. The GB and its members shall not be personally liable for any debt, liability of obligation of the Charter School. Section 26-35.5 HRS provides legal protection for the boards of Hawaii Public Charter Schools.

13) Confidentiality. Every GB member has a duty to maintain the confidentiality of all GB 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.

Article 3. Officers of the Governing Board

A. Terms of Officers

Elections of officers shall be every two years. The four officers shall be: President, Vice-President, Secretary and Treasurer. No employee of a charter school or relative of an employee of a charter school may serve as the chair of the governing board of that charter

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 charter school.

B. President

- 1) Chair all board meetings.
- 2) Oversee compliance, By-laws, and policies.
- 3) Select and supervise committee chairs, and ensure that all committees function appropriately.
- 4) Work closely with the Director on issues affecting the school and make recommendations to the board regarding these issues.
- 5) Work with other GB members and staff leaders to recruit new volunteers to the GB and its committees.
- 6) Ensure that individual GB members receive adequate training, performance monitoring and evaluation.
- 7) Makes representative statements for the board with board consensus, whenever possible.
- 8) Serve as signatory for financial transactions and official documents.

C. Vice-President

- 1) Perform all the duties of the President in the case of the President's absence, and when so acting, will assume the President's powers and be subject to the same restrictions.
- 2) The Vice-President shall have other powers and perform other duties as prescribed by the GB.

D. Secretary

- 1) Keep (or cause to be kept) minutes of the meetings of GB committees, including time, place and persons in attendance, as well as whether it was a Regular, Annual or Emergency (and if Emergency, how called), followed by a detailed account of the proceedings of each meeting.
- 2) Keep (or cause to be kept) a copy of the GB Bylaws, with amendments; to be available for reference at each meeting.
- 3) Give notice of upcoming GB meetings, as required by the Bylaws.
- 4) Have other powers and perform other duties as prescribed by the GB.

5) Be responsible for the management and safe keeping of GB archives and all previously recorded agendaed meetings.

E. Treasurer

- 1) Along with the GB President, serve as a signatory for financial transactions.
- 2) Oversee fiscal matters along with the Business Manager and report current budget information at monthly meetings, or upon request by GB members.
- 3) Be responsible for procuring auditors and assembling and implementing the annual self-audit team.

Article 4. GB Committees

The Board Members may appoint standing and/ or ad hoc committees as it thinks necessary for the effective governing of the school to include but not limited to Governance, Academic and Financial Committees. Each standing committee shall have a charge specific to its permitted activities; committees shall be populated by a majority of board members but also include those from outside the board who can bring expertise and knowledge to the task at hand. Committees shall not have authority to take legislative or administrative actions nor to adopt policies for the school.

A. Standing Committees

- 1) *Governance Committee*: Ratify personnel policies including but not limited to: codes of conduct for staff and students, evaluation and dismissal procedures, authorizing collective negotiations.
- 2) *Financial Committee*: Oversee any management, operational or service contracts over \$15,000.00 which is not specifically included as a line item in the budget. The GB shall enter into contracts, leases or other agreements which are necessary and/or desirable for promoting the interests of the school. Generate funds separate of supplemental grants and allotted funds to expend at the discretion of the GB
- 3) *Academic Committee*: Review student achievement data, benchmarks, standard and other multiple assessments of student progress

Article 5. Additional Issues

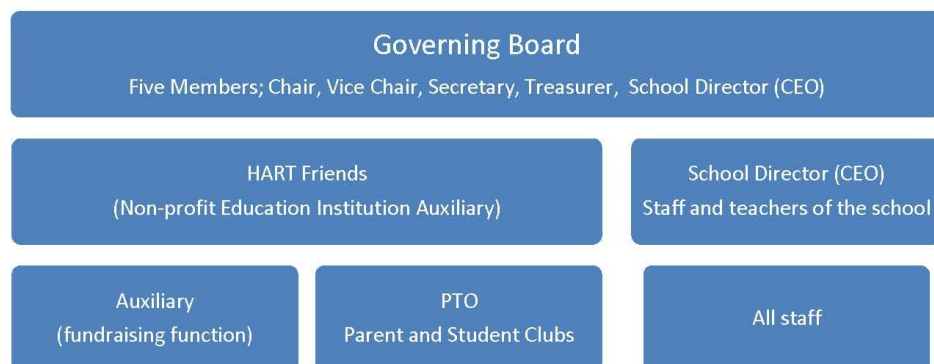
A. School Administrative Duties

- 1) The School Director (first administrative tier) shall:
 - a) Execute all established HART policies, reflecting the intent of the GB.

- b) Provide leadership in the development and implementation of curriculum.
- c) Direct and monitor staff, and the division of staff responsibilities.
- d) Enforce (or cause to be enforced) codes of conduct among students and staff.
- e) Responsible for hiring/dismissal decisions.
- f) Collaborate with Business Manager in determining staffing needs and establishing qualification criteria.
- g) Appoint and oversee various school leadership teams. Oversee student assessment and accountability.
- h) Prepare all reports to the GB and the authorizer
- i) Oversee student recruitment and admissions procedures.
- j) Serve as liaison between the GB, the school community and the authorizer.

B. Amendments

By-laws may only be amended by a two-thirds vote of GB members.



Governing Board Roster – SEVEN Members (only one-third can be staff)
Upon Charter Approval

Chair Karen Cochrane	Vice Chair Dana S. Chisholm	Committees for HART Governing Board Governance Committee: Financial Committee: Academic Committee:
Secretary Laura Owens	Treasurer LaWana Richmond	
Member Christine Sommer	School Director (CEO) – Ex Officio Voting Member Denise McAndrews	
Student (in 3yrs)		

HART Friends Roster (three to seven members – no members can be paid)

“Member” used here will refer to “Director” referred to in the bylaws

Pre-Charter Approval/Founding

2014-2015

Post-Charter Approval

2015 and beyond

Chair Karen Cochrane	Member Dana S. Chisholm	Chair Community Member	Member Community Member	Committees for Friends Executive Cmte: <u>Standing Cmtes</u> – Finance Cmte: Audit Cmte: Nominating/Governance:
Chief Executive Officer Denise McAndrews	Member Laura Brown (moves to advisory brd)	School Director (CEO) Ex Officio Denise McAndrews	GB Chair Ex Officio Karen Cochrane	
Treasurer LaWana Richmond	Member Christine Sommer	Treasurer Community Member	Member Community Member	
Secretary Laura Owens		Secretary		

HART Friends
Auxiliary of Hawaii Arts Repertoire & Tech (HART) Charter School

BYLAWS
A Hawaii Nonprofit Public Benefit Corporation

ARTICLE 1: OFFICES

Section 1.1 *Principal Office.* The principal office of HART Friends for the transaction of the Corporation's business shall be fixed and located in the County of Hawaii, State of Hawaii, at such place as the Board of Directors (herein referred to as the "Board") shall determine. The Board is granted full power to change said principal office from one location to another, subject to the foregoing limitations.

Section 1.2 *Other Offices.* Branch or subordinate offices may be established at any time by the Board at any place or places within the State of Hawaii.

ARTICLE 2: PURPOSE

Section 2 *Purpose.* The Corporation is organized exclusively for charitable and educational purposes, including, for such purposes the making of distributions to the Hawaii Arts Repertoire & Tech charter school, its programs and benefit of students that qualify as exempt under section 501(c) (3) of the Internal Revenue Code or any future tax code.

ARTICLE 3: MEMBERS

Section 3.1 *Members.* The Corporation shall have no members. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise vest in the members shall vest in the Board.

Section 3.2 *Associates.* Nothing in this Article 3 shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone a member within the meaning of the laws governing nonprofit Corporations.

ARTICLE 4: BOARD OF DIRECTORS

Section 4.1 *Powers.* The activities and affairs of the Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board, in accordance with the rules governing nonprofit Corporations except as limited by the provisions of the Articles of Incorporation or these Bylaws. The Board may delegate the management of the activities of the Corporation to any person or persons, a management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

(a) To select and remove all Officers, agents, and employees of the Corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles or these Bylaws, fix their compensation and require from them such security, if any, for faithful service as the Board may deem appropriate.

(b) To conduct, manage and control the affairs and activities of the Corporation, and to make such rules and regulations therefore not inconsistent with law, entities this Corporation supports, the Articles, or these Bylaws, as the Board may deem appropriate.

(c) To adopt, make, and use a corporate seal and to alter the form of such seal from time to time as the Board may deem appropriate.

(d) To borrow money and incur indebtedness for the purposes of the Corporation and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities therefore in accordance with the related financing policy subject to policies related to organizations this Corporation supports.

Section 4.2 *Number of Directors.* The authorized number of Directors shall be three (3) to seven (7) until changed by amendment of these Bylaws. The exact number of Directors shall be fixed, within the limits specified, by resolution duly adopted by the Board. The initial number of Directors shall be four (4). In addition to the foregoing Directors, the Board shall also include the President of the Governing Board (or her/his designee) and the Executive Director of the School (CEO) of HART charter school as *ex officio* Directors afforded the same rights as other members, including debate, making formal motions, and voting.

Section 4.3 *Nomination.* Only persons who have been nominated for election by one or more members of the Board and whose nomination has been approved in writing by the President of the Governing Board (Governing Board) of the HART charter school may be elected as Directors. Until such

time that this Corporation supports an educational entity, the School Director (CEO) of this corporation shall approve nominations by one or more members of the Board. A Director need not be a resident of the State of Hawaii.

Section 4.4 *Selection and Term of Office.* The Directors shall serve two-year terms; not serve more than three (3) consecutive terms without leaving the Board for at least one (1) year; the term of office shall be staggered. At each annual meeting of the Board, the Board shall elect a number of Directors who have been nominated as provided for in Section 4.3 equal to the number of Directors whose terms shall have expired at the time of such meeting, unless the authorized number of Directors has been changed by amendment or resolution pursuant to Section 4.2. The Initial Directors shall serve until the establishment of the Governing Board HART or for two years. At such time, half of the available seats shall be elected for one (1) year terms and half shall be elected for two (2) year terms. In the case of an odd number of vacant seats, the odd numbered seat shall be elected for a two (2) year term.

Section 4.5 *Financially Interested Directors.* No person serving on the Board may, at any time, be financially interested in any contract or other transaction entered into by the Corporation, except as provided in this Section 4.5.

(a) Any contract or other transaction of the Corporation in which any of its Directors have a financial interest may be entered into, consummated or ratified only if:

(1) The fact of such financial interest is disclosed or known to the Board and noted in the minutes, and the Board thereafter authorizes, approves or ratifies the contract or transaction in good faith by a vote of a majority of the Directors then in office without counting the vote of the interested Director or Directors with interest in the transaction and with knowledge of the material facts concerning the transaction and the Directors interest in the transaction; and

(2) The contract or transaction is just and reasonable as to the Corporation at the time it is authorized or approved. Prior to authorizing or approving the transaction the Board considered and in good faith determined after reasonable investigation under the circumstances that the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances or the Corporation in fact could not have obtained a more advantageous arrangement under the circumstances.

(b) No individual Director who is also an employee or other agent of the Corporation and receives compensation in the form of salary or stipend for serving the Corporation as an agent or employee, shall be eligible during any period in which he or she is receiving such compensation to serve in the following positions: Treasurer; sole Director on the Audit committee; sole Director on the Finance and Investment committee; or co-signer of checks in which that individual receives remuneration for services.

Section 4.6 *Resignation and Vacancies.*

(a) Any Director may resign effective upon giving written notice unless the notice specifies a later time for the effectiveness of such resignation. Written notice should be given to the Chairman of this Board or the President of the Governing Board of HART. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective, assuming the nomination has been approved in writing as stipulated in Section 4.3.

(b) A vacancy on the Board shall be deemed to exist in case of the death, resignation or removal of any Director or an increase in the authorized number of Directors. Vacancies on the Board shall be filled in the same manner as the Director whose office is vacant was selected, provided that any vacancy to be filled by election by Directors may be filled by a majority of the remaining Directors, although less than a quorum, or by a sole remaining Director at any regular or special meeting of the Board, assuming the nomination has been approved in writing as stipulated in Section 4.3. Each Director so selected shall hold office until the expiration of the term of the replaced Director and until a successor has been selected and qualified.

Section 4.7 *Removal.* Any Director or Directors may be removed from office without cause if such removal is approved by a majority of the Directors then in office, assuming the removal has been approved in writing by the Chairman of this Board or the President of the Governing Board of HART. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final court or judgment of any court to have breached any duty arising under laws pertaining to nonprofit Corporations. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.8 *Rights of Inspection.* Every Director shall have the absolute right at any reasonable time to inspect and copy all Corporation books, records and documents of every kind and to inspect the physical properties of the Corporation.

Section 4.9 *Committees.*

(a) The board of directors may create one or more committees of the board and appoint members of the board to serve on them. Each committee shall have two or more directors, who serve at the pleasure of the board.

(b) The creation of a committee and appointment of members to it must be approved by the greater of:

(1) A majority of all the directors in office when the action is taken; or

(2) The number of directors required by the articles or bylaws to take action under HRS section 414D-147.

(c) Sections 414D-143 to 414D-147, which govern meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board, shall apply to committees of the board and their members as well.

(d) To the extent specified by the board of directors or in the articles or bylaws, each committee of the board may exercise the board's authority under section 414D-131.

(e) A committee of the board may not, however:

(1) Authorize distributions;

(2) Approve or recommend to members dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the corporation's assets;

(3) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or

(4) Adopt, amend, or repeal the articles or bylaws.

(f) The creation of, delegation of authority to, or action by a committee does not alone constitute compliance by a director with the standards of conduct.

Section 4.10 *Executive Committee.* The Corporation shall have an Executive Committee which shall be composed of the Chair, School Director (CEO), Treasurer, and President of the Governing Board of HART. The Executive Committee shall, except when the Board is in session, manage the activities of the Corporation. A majority of the members of the Executive Committee constitutes a quorum. Members of the Executive Committee shall serve in this capacity for the time they hold the office of Chair, CEO, TREASURER and President of the Governing Board. The Executive Committee may authorize the seal of the Foundation to be affixed to all papers which may require it.

Section 4.11 *Standing or Special Committees.*

(a) The term standing committee shall mean any committee appointed by the Board which is authorized by specific delegation, without further Board action, to make and implement decisions on behalf of the Board, or to implement, with some degree of discretion, decisions of the Board pursuant to guidelines established by the Board. The standing committees of the Board shall be: Finance and Investment Committee, Audit Committee, and the Nominating and Governance Committee.

(1) Finance and Investment Committee. The Corporation shall have a Finance and Investment Committee that shall oversee the financial affairs of the Corporation, recommend and monitor Corporation operating budget, monitor the investment policy statement, and review the performance of investments and related assets. It will be composed of two or more Directors, the Treasurer of HART Friends, and no more than two associates determined by the Directors. A majority of the members of the Finance and Investment Committee constitutes a quorum.

(2) **Audit Committee.** The Corporation shall have an Audit Committee comprised of 2 or more Directors selected by a majority vote of the Directors in office. The Audit Committee shall make recommendations to the Board of Directors with respect to the engagement or discharge of independent auditors, direct and supervise investigation into matters relating to audit functions, and review with independent auditors the plans and scope of annual audits. This committee will provide supplemental instructions to the Corporation's independent auditors as necessary to comply with Corporation standards and legal requirements. This committee will oversee the annual audit of the Corporation. A majority of the members of the Audit Committee constitutes a quorum. It is preferred that members on the Audit Committee have a background in accounting or financial management. The Vice Chair of the Finance and Investment Committee may not also serve as the Vice Chair of the Audit Committee.

(3) **Nominating and Governance Committee.** The Corporation shall have a Nominating and Governance Committee, which shall nominate qualified candidates for the Board. It shall be composed of the Chair of the Board, no less than one member of the Board, and the Executive Director or designee of HART. It shall be chaired by a member of the Board. A majority of the members of the Nominating Committee constitutes a quorum. In addition, the committee will be responsible for evaluating the organizational structure of the Corporation and making recommendations to improve the overall governance of the organization.

(b) In the event that the Board determines that the management of the Corporation would be benefited by the establishment of one or more special committees, the Board may from time to time establish one or more such committees. The establishment of a special committee shall be effected by a resolution of the Board approved by the vote of the majority of the Directors then in office which specifically sets forth the powers and duties delegated to such committee. Each such committee shall consist of one or more Directors.

Section 4.12 *Annual Meetings.* The Board shall hold an annual meeting for the purposes of electing Directors and Officers, and transacting other business of the Corporation. Annual meetings of the Board shall be held on such dates and at such times as may be fixed by the Board. Elections may be held by ballot, upon the request of any Director.

Section 4.13 *Regular Meetings.* If the time and place of a Directors' meeting is fixed by the bylaws or the board, the meeting is a regular meeting. All other meetings are special meetings. A board of Directors may hold its annual meeting, regular, or special meetings in or out of Hawaii. The Board permits any or all Directors to participate in meetings by, or conduct the meeting through the use of, any means of communication by which all Directors participating may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed to be present in person at the meeting.

Regular meetings of the Board and its committees may be held on such dates and at such times as may be fixed by the Board, provided that the Board shall, during each fiscal year, hold at least one regular business meeting.

Section 4.14 *Special Meetings.* Special meetings of the Board and its committees may be called at any time for any purpose or purposes, by the then Chair of the Board or the respective committee or by a majority of the then serving Directors or the respective committee members.

Section 4.15 *Action without a Meeting.*

(a) Action to be taken at a Board of Directors' meeting may be taken without a meeting if the action is taken by all members of the Board. The action must be evidenced by one or more written consents describing the action taken, signed by each Director, and included in the minutes filed with the corporate records reflecting the action taken.

(b) Action taken under this section is effective when the last Director signs the consent, unless the consent specifies a different effective date.

(c) A consent signed under this section has the effect of a meeting vote and may be described as such in any document.

Section 4.16 *Call and Notice of Meetings.*

(a) Regular meetings of the board may be held without notice.

(b) Unless subsection (c) provides otherwise, special meetings of the board shall be preceded by at least two days' notice to each Director of the date, time, and place, but not the purpose, of the meeting.

(c) Any board action to remove a Director or to approve a matter shall not be valid unless each Director is given at least seven days' written notice that the matter will be voted upon at a Directors' meeting or unless notice is waived pursuant to section 414D-146.

(d) The presiding officer of the board or twenty per cent of the Directors then in office may call and give notice of a meeting of the board.

Section 4.17 *Waiver of Notice of Meeting.*

(a) A Director may at any time waive any notice required by this chapter, the articles, or the bylaws. Except as provided in subsection (b), the waiver shall be in writing, signed by the Director entitled to the notice, and filed with the minutes or the corporate records.

(b) A Director's attendance at or participation in a meeting waives any required notice of the meeting unless the Director at the beginning of the meeting or prior to the vote on a matter not noticed in conformity with this chapter, the articles, or the bylaws, objects to lack of notice and does not thereafter vote for or assent to the objected to action.

Section 4.18 *Quorum and Voting.*

(a) A quorum of a board of Directors consists of a majority of the Directors in office immediately before a meeting begins.

(b) If a quorum is present when a vote is taken, the affirmative vote of a majority of Directors present is the act of the board.

Section 4.19 *Adjournment.* A majority of the Directors or committee members present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors or committee members if the time and place be fixed at the meeting adjourned, except as provided in the next sentence. If the meeting is adjourned for more than twenty-four (24) hours, reasonable notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors or committee members who were not present at the time of the adjournment.

Section 4.9 *Fees and Compensation.* No Director shall receive any salary or other similar compensation for services rendered as a Director or committee member except such that the Director is also an employee of this Corporation and the Board approves a stipend for services rendered above and beyond the duty of Director or committee member. Directors may receive reimbursement for reasonable expenses incurred in the fulfillment of the Director's role and as determined by Board policy. Notwithstanding the foregoing, the Corporation shall not make any loan of money or property to, or guarantee the obligation of, any Director or Officer provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Officer or Director, provided that in the absence of any such advance, such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

ARTICLE 5: OFFICERS

Section 5.1 *Standard of Care.*

(a) An officer with discretionary authority shall discharge the officer's duties under that authority:

(1) In good faith;

(2) With the care of an ordinarily prudent person in a like position would exercise under similar circumstances;

(3) In a manner the officer reasonably believes to be in the best interests of the corporation.

(b) In discharging an officer's duties, an officer is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

(1) One or more officers or employees of the corporation who the officer reasonably believes to be reliable and competent in the matters presented; or

(2) Legal counsel, public accountants, or other persons as to matters the officer reasonably believes are within the person's professional or expert competence.

(c) An officer is not acting in good faith if the officer has knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) unwarranted.

(d) An officer is not liable to the corporation, any member, or other person for any action taken or not taken as an officer, if the officer acted in compliance with this section.

(e) Any person who serves as an officer to the corporation without remuneration or expectation of remuneration shall not be liable for damage, injury, or loss caused by or resulting from the person's performance of or failure to perform duties of the position to which the person was appointed, unless the person was grossly negligent in the performance of or failure to perform the duties. For purposes of this section, remuneration does not include payment of reasonable expenses and indemnification or insurance for actions as an officer.

Section 5.2 *Officers.* The Officers of the Board shall be the Chair, Secretary, Treasurer, and ex officio members which are the School Director (CEO) and Chairman of the Governing Board of HART.

Section 5.3 *Removal and Resignation.*

(a) Any Officer may be removed, either with or without cause, by the Board at any time or, except in the case of an Officer chosen by the Board, by any Officer upon whom such power of removal may be conferred by the Board. Any such removal shall be without prejudice to the rights, if any, of the Officer under any contract of employment of the Officer.

(b) Any Officer may resign at any time by giving written notice to the Corporation, but without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.4 *Vacancies.* A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.5 *Chair of the Board.* The Chair shall, if present, preside at all meetings of the Board and shall exercise and perform such other powers and duties as may be from time to time assigned by the Board. In the absence of the Chair, a Vice Chair designated by the Chair shall preside at all meetings of the Board.

Section 5.6 *Secretary.* The Secretary shall keep, at such place as the Board may order, a book of minutes of all meetings of the Board and committees of the Board, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present at Board and committee meetings, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Hawaii the original or a copy of the Corporation's Articles and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by law or by these Bylaws to be given, shall keep the seal of the Corporation in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board.

Section 5.9 *Treasurer.* The TREASURER shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation. The books of account shall at all times be open to inspection by any Director. The TREASURER shall deposit all moneys and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board. The TREASURER shall disburse the funds of the Corporation as may be ordered by the Board, shall render to the Chief Executive Officer and the Directors, whenever they request it, an account of all transactions as TREASURER and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board.

ARTICLE 6: OTHER PROVISIONS

Section 6.1 *Endorsement of Documents; Contracts.* Unless so authorized by the Board, no Officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 6.2 *Construction and Definitions.* Unless the context otherwise requires, the construction of these Bylaws shall be governed by such rules and regulations as may be established by the general provisions, rules of construction, and definitions contained in the Hawaii Statutes, Hawaii Nonprofit Corporations Act 414D.

Section 6.3 *Amendments.* These Bylaws may be amended or repealed, subject to the provisions of the Law, only by the approval of the Board and the President of the Governing Board of the primary educational entity this Corporation supports.

Section 6.4 *Maintenance of Certain Records.* The accounting books, records, minutes of proceedings of the Board and the Executive Committee of the Board shall be kept at such place or places designated by the Board, or, in the absence of such designation, at the principal business office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept either in written or typed form or in any other form capable of being converted into written, typed or printed form.

Section 6.5 *Annual Report.*

(a) The annual report shall contain in appropriate detail the following:

(1) The assets and liabilities of the Corporation as of the end of the fiscal year;

(2) The principal changes in assets and liabilities during the fiscal year;

(3) The revenue of the Corporation, unrestricted and restricted to particular purposes, for the fiscal year;

(4) The expenses of the Corporation for both general and restricted purposes during the fiscal year; and

(c) A copy of the audited financial statement shall be submitted to the Governing Board of the entity this Corporation supports and shall be available to any person or entity upon request. In addition, the audited financial statement shall be disseminated as widely as is feasible, which may be accomplished by publishing the financial statement, or notice of where it may be viewed, on the Corporation's website or at the physical and electronic sites of the entity this Corporation supports.

Section 6.6 *Indemnification and Insurance*

(a) Right of Indemnity. To the fullest extent permitted by law, the Corporation shall have the power to indemnify its agents as defined in Hawaii Revised Statutes 414D - 165 against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is defined in that Section, and including an action by or in the right of the Corporation, by reason of the fact that the person is or was an agent described in that section.

(b) Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its agents.

HART Friends
Auxiliary of Hawaii Arts Repertoire & Tech (HART) Charter School

BYLAWS
A Hawaii Nonprofit Public Benefit Corporation

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Section 1.2 *Other Offices.* Branch or subordinate offices may be established at any time by the Board at any place or places within the State of Hawaii.

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Section 2 *Purpose.* The Corporation is organized exclusively for charitable and educational purposes, including, for such purposes the making of distributions to the Hawaii Arts Repertoire & Tech charter school, its programs and benefit of students that qualify as exempt under section 501(c) (3) of the Internal Revenue Code or any future tax code.

ARTICLE 3: MEMBERS

Section 3.1 *Members.* The Corporation shall have no members. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise vest in the members shall vest in the Board.

Section 3.2 *Associates.* Nothing in this Article 3 shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members, and no such reference shall constitute anyone a member within the meaning of the laws governing nonprofit Corporations.

ARTICLE 4: BOARD OF DIRECTORS

Section 4.1 *Powers.* The activities and affairs of the Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board, in accordance with the rules governing nonprofit Corporations except as limited by the provisions of the Articles of Incorporation or these Bylaws. The Board may delegate the management of the activities of the Corporation to any person or persons, a management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

(a) To select and remove all Officers, agents, and employees of the Corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles or these Bylaws, fix their compensation and require from them such security, if any, for faithful service as the Board may deem appropriate.

(b) To conduct, manage and control the affairs and activities of the Corporation, and to make such rules and regulations therefore not inconsistent with law, entities this Corporation supports, the Articles, or these Bylaws, as the Board may deem appropriate.

(c) To adopt, make, and use a corporate seal and to alter the form of such seal from time to time as the Board may deem appropriate.

(d) To borrow money and incur indebtedness for the purposes of the Corporation and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities therefore in accordance with the related financing policy subject to policies related to organizations this Corporation supports.

Section 4.2 *Number of Directors.* The authorized number of Directors shall be three (3) to seven (7) until changed by amendment of these Bylaws. The exact number of Directors shall be fixed, within the limits specified, by resolution duly adopted by the Board. The initial number of Directors shall be four (4). In addition to the foregoing Directors, the Board shall also include the President of the Governing Board (or her/his designee) and the Executive Director of the School (CEO) of HART charter school as *ex officio* Directors afforded the same rights as other members, including debate, making formal motions, and voting.

Section 4.3 *Nomination.* Only persons who have been nominated for election by one or more members of the Board and whose nomination has been approved in writing by the President of the Governing Board (Governing Board) of the HART charter school may be elected as Directors. Until such

time that this Corporation supports an educational entity, the School Director (CEO) of this corporation shall approve nominations by one or more members of the Board. A Director need not be a resident of the State of Hawaii.

Section 4.4 *Selection and Term of Office.* The Directors shall serve two-year terms; not serve more than three (3) consecutive terms without leaving the Board for at least one (1) year; the term of office shall be staggered. At each annual meeting of the Board, the Board shall elect a number of Directors who have been nominated as provided for in Section 4.3 equal to the number of Directors whose terms shall have expired at the time of such meeting, unless the authorized number of Directors has been changed by amendment or resolution pursuant to Section 4.2. The Initial Directors shall serve until the establishment of the Governing Board HART or for two years. At such time, half of the available seats shall be elected for one (1) year terms and half shall be elected for two (2) year terms. In the case of an odd number of vacant seats, the odd numbered seat shall be elected for a two (2) year term.

Section 4.5 *Financially Interested Directors.* No person serving on the Board may, at any time, be financially interested in any contract or other transaction entered into by the Corporation, except as provided in this Section 4.5.

(a) Any contract or other transaction of the Corporation in which any of its Directors have a financial interest may be entered into, consummated or ratified only if:

(1) The fact of such financial interest is disclosed or known to the Board and noted in the minutes, and the Board thereafter authorizes, approves or ratifies the contract or transaction in good faith by a vote of a majority of the Directors then in office without counting the vote of the interested Director or Directors with interest in the transaction and with knowledge of the material facts concerning the transaction and the Directors interest in the transaction; and

(2) The contract or transaction is just and reasonable as to the Corporation at the time it is authorized or approved. Prior to authorizing or approving the transaction the Board considered and in good faith determined after reasonable investigation under the circumstances that the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances or the Corporation in fact could not have obtained a more advantageous arrangement under the circumstances.

(b) No individual Director who is also an employee or other agent of the Corporation and receives compensation in the form of salary or stipend for serving the Corporation as an agent or employee, shall be eligible during any period in which he or she is receiving such compensation to serve in the following positions: Treasurer; sole Director on the Audit committee; sole Director on the Finance and Investment committee; or co-signer of checks in which that individual receives remuneration for services.

Section 4.6 *Resignation and Vacancies.*

(a) Any Director may resign effective upon giving written notice unless the notice specifies a later time for the effectiveness of such resignation. Written notice should be given to the Chairman of this Board or the President of the Governing Board of HART. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective, assuming the nomination has been approved in writing as stipulated in Section 4.3.

(b) A vacancy on the Board shall be deemed to exist in case of the death, resignation or removal of any Director or an increase in the authorized number of Directors. Vacancies on the Board shall be filled in the same manner as the Director whose office is vacant was selected, provided that any vacancy to be filled by election by Directors may be filled by a majority of the remaining Directors, although less than a quorum, or by a sole remaining Director at any regular or special meeting of the Board, assuming the nomination has been approved in writing as stipulated in Section 4.3. Each Director so selected shall hold office until the expiration of the term of the replaced Director and until a successor has been selected and qualified.

Section 4.7 *Removal.* Any Director or Directors may be removed from office without cause if such removal is approved by a majority of the Directors then in office, assuming the removal has been approved in writing by the Chairman of this Board or the President of the Governing Board of HART. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final court or judgment of any court to have breached any duty arising under laws pertaining to nonprofit Corporations. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.8 *Rights of Inspection.* Every Director shall have the absolute right at any reasonable time to inspect and copy all Corporation books, records and documents of every kind and to inspect the physical properties of the Corporation.

Section 4.9 *Committees.*

(a) The board of directors may create one or more committees of the board and appoint members of the board to serve on them. Each committee shall have two or more directors, who serve at the pleasure of the board.

(b) The creation of a committee and appointment of members to it must be approved by the greater of:

(1) A majority of all the directors in office when the action is taken; or

(2) The number of directors required by the articles or bylaws to take action under HRS section 414D-147.

(c) Sections 414D-143 to 414D-147, which govern meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board, shall apply to committees of the board and their members as well.

(d) To the extent specified by the board of directors or in the articles or bylaws, each committee of the board may exercise the board's authority under section 414D-131.

(e) A committee of the board may not, however:

(1) Authorize distributions;

(2) Approve or recommend to members dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the corporation's assets;

(3) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or

(4) Adopt, amend, or repeal the articles or bylaws.

(f) The creation of, delegation of authority to, or action by a committee does not alone constitute compliance by a director with the standards of conduct.

Section 4.10 *Executive Committee.* The Corporation shall have an Executive Committee which shall be composed of the Chair, School Director (CEO), Treasurer, and President of the Governing Board of HART. The Executive Committee shall, except when the Board is in session, manage the activities of the Corporation. A majority of the members of the Executive Committee constitutes a quorum. Members of the Executive Committee shall serve in this capacity for the time they hold the office of Chair, CEO, TREASURER and President of the Governing Board. The Executive Committee may authorize the seal of the Foundation to be affixed to all papers which may require it.

Section 4.11 *Standing or Special Committees.*

(a) The term standing committee shall mean any committee appointed by the Board which is authorized by specific delegation, without further Board action, to make and implement decisions on behalf of the Board, or to implement, with some degree of discretion, decisions of the Board pursuant to guidelines established by the Board. The standing committees of the Board shall be: Finance and Investment Committee, Audit Committee, and the Nominating and Governance Committee.

(1) Finance and Investment Committee. The Corporation shall have a Finance and Investment Committee that shall oversee the financial affairs of the Corporation, recommend and monitor Corporation operating budget, monitor the investment policy statement, and review the performance of investments and related assets. It will be composed of two or more Directors, the Treasurer of HART Friends, and no more than two associates determined by the Directors. A majority of the members of the Finance and Investment Committee constitutes a quorum.

(2) **Audit Committee.** The Corporation shall have an Audit Committee comprised of 2 or more Directors selected by a majority vote of the Directors in office. The Audit Committee shall make recommendations to the Board of Directors with respect to the engagement or discharge of independent auditors, direct and supervise investigation into matters relating to audit functions, and review with independent auditors the plans and scope of annual audits. This committee will provide supplemental instructions to the Corporation's independent auditors as necessary to comply with Corporation standards and legal requirements. This committee will oversee the annual audit of the Corporation. A majority of the members of the Audit Committee constitutes a quorum. It is preferred that members on the Audit Committee have a background in accounting or financial management. The Vice Chair of the Finance and Investment Committee may not also serve as the Vice Chair of the Audit Committee.

(3) **Nominating and Governance Committee.** The Corporation shall have a Nominating and Governance Committee, which shall nominate qualified candidates for the Board. It shall be composed of the Chair of the Board, no less than one member of the Board, and the Executive Director or designee of HART. It shall be chaired by a member of the Board. A majority of the members of the Nominating Committee constitutes a quorum. In addition, the committee will be responsible for evaluating the organizational structure of the Corporation and making recommendations to improve the overall governance of the organization.

(b) In the event that the Board determines that the management of the Corporation would be benefited by the establishment of one or more special committees, the Board may from time to time establish one or more such committees. The establishment of a special committee shall be effected by a resolution of the Board approved by the vote of the majority of the Directors then in office which specifically sets forth the powers and duties delegated to such committee. Each such committee shall consist of one or more Directors.

Section 4.12 *Annual Meetings.* The Board shall hold an annual meeting for the purposes of electing Directors and Officers, and transacting other business of the Corporation. Annual meetings of the Board shall be held on such dates and at such times as may be fixed by the Board. Elections may be held by ballot, upon the request of any Director.

Section 4.13 *Regular Meetings.* If the time and place of a Directors' meeting is fixed by the bylaws or the board, the meeting is a regular meeting. All other meetings are special meetings. A board of Directors may hold its annual meeting, regular, or special meetings in or out of Hawaii. The Board permits any or all Directors to participate in meetings by, or conduct the meeting through the use of, any means of communication by which all Directors participating may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed to be present in person at the meeting.

Regular meetings of the Board and its committees may be held on such dates and at such times as may be fixed by the Board, provided that the Board shall, during each fiscal year, hold at least one regular business meeting.

Section 4.14 *Special Meetings.* Special meetings of the Board and its committees may be called at any time for any purpose or purposes, by the then Chair of the Board or the respective committee or by a majority of the then serving Directors or the respective committee members.

Section 4.15 *Action without a Meeting.*

(a) Action to be taken at a Board of Directors' meeting may be taken without a meeting if the action is taken by all members of the Board. The action must be evidenced by one or more written consents describing the action taken, signed by each Director, and included in the minutes filed with the corporate records reflecting the action taken.

(b) Action taken under this section is effective when the last Director signs the consent, unless the consent specifies a different effective date.

(c) A consent signed under this section has the effect of a meeting vote and may be described as such in any document.

Section 4.16 *Call and Notice of Meetings.*

(a) Regular meetings of the board may be held without notice.

(b) Unless subsection (c) provides otherwise, special meetings of the board shall be preceded by at least two days' notice to each Director of the date, time, and place, but not the purpose, of the meeting.

(c) Any board action to remove a Director or to approve a matter shall not be valid unless each Director is given at least seven days' written notice that the matter will be voted upon at a Directors' meeting or unless notice is waived pursuant to section 414D-146.

(d) The presiding officer of the board or twenty per cent of the Directors then in office may call and give notice of a meeting of the board.

Section 4.17 *Waiver of Notice of Meeting.*

(a) A Director may at any time waive any notice required by this chapter, the articles, or the bylaws. Except as provided in subsection (b), the waiver shall be in writing, signed by the Director entitled to the notice, and filed with the minutes or the corporate records.

(b) A Director's attendance at or participation in a meeting waives any required notice of the meeting unless the Director at the beginning of the meeting or prior to the vote on a matter not noticed in conformity with this chapter, the articles, or the bylaws, objects to lack of notice and does not thereafter vote for or assent to the objected to action.

Section 4.18 *Quorum and Voting.*

(a) A quorum of a board of Directors consists of a majority of the Directors in office immediately before a meeting begins.

(b) If a quorum is present when a vote is taken, the affirmative vote of a majority of Directors present is the act of the board.

Section 4.19 *Adjournment.* A majority of the Directors or committee members present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors or committee members if the time and place be fixed at the meeting adjourned, except as provided in the next sentence. If the meeting is adjourned for more than twenty-four (24) hours, reasonable notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors or committee members who were not present at the time of the adjournment.

Section 4.9 *Fees and Compensation.* No Director shall receive any salary or other similar compensation for services rendered as a Director or committee member except such that the Director is also an employee of this Corporation and the Board approves a stipend for services rendered above and beyond the duty of Director or committee member. Directors may receive reimbursement for reasonable expenses incurred in the fulfillment of the Director's role and as determined by Board policy. Notwithstanding the foregoing, the Corporation shall not make any loan of money or property to, or guarantee the obligation of, any Director or Officer provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Officer or Director, provided that in the absence of any such advance, such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

ARTICLE 5: OFFICERS

Section 5.1 *Standard of Care.*

(a) An officer with discretionary authority shall discharge the officer's duties under that authority:

(1) In good faith;

(2) With the care of an ordinarily prudent person in a like position would exercise under similar circumstances;

(3) In a manner the officer reasonably believes to be in the best interests of the corporation.

(b) In discharging an officer's duties, an officer is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

(1) One or more officers or employees of the corporation who the officer reasonably believes to be reliable and competent in the matters presented; or

(2) Legal counsel, public accountants, or other persons as to matters the officer reasonably believes are within the person's professional or expert competence.

(c) An officer is not acting in good faith if the officer has knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) unwarranted.

(d) An officer is not liable to the corporation, any member, or other person for any action taken or not taken as an officer, if the officer acted in compliance with this section.

(e) Any person who serves as an officer to the corporation without remuneration or expectation of remuneration shall not be liable for damage, injury, or loss caused by or resulting from the person's performance of or failure to perform duties of the position to which the person was appointed, unless the person was grossly negligent in the performance of or failure to perform the duties. For purposes of this section, remuneration does not include payment of reasonable expenses and indemnification or insurance for actions as an officer.

Section 5.2 *Officers.* The Officers of the Board shall be the Chair, Secretary, Treasurer, and ex officio members which are the School Director (CEO) and Chairman of the Governing Board of HART.

Section 5.3 *Removal and Resignation.*

(a) Any Officer may be removed, either with or without cause, by the Board at any time or, except in the case of an Officer chosen by the Board, by any Officer upon whom such power of removal may be conferred by the Board. Any such removal shall be without prejudice to the rights, if any, of the Officer under any contract of employment of the Officer.

(b) Any Officer may resign at any time by giving written notice to the Corporation, but without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.4 *Vacancies.* A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.5 *Chair of the Board.* The Chair shall, if present, preside at all meetings of the Board and shall exercise and perform such other powers and duties as may be from time to time assigned by the Board. In the absence of the Chair, a Vice Chair designated by the Chair shall preside at all meetings of the Board.

Section 5.6 *Secretary.* The Secretary shall keep, at such place as the Board may order, a book of minutes of all meetings of the Board and committees of the Board, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present at Board and committee meetings, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Hawaii the original or a copy of the Corporation's Articles and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by law or by these Bylaws to be given, shall keep the seal of the Corporation in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board.

Section 5.9 *Treasurer.* The TREASURER shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation. The books of account shall at all times be open to inspection by any Director. The TREASURER shall deposit all moneys and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board. The TREASURER shall disburse the funds of the Corporation as may be ordered by the Board, shall render to the Chief Executive Officer and the Directors, whenever they request it, an account of all transactions as TREASURER and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board.

ARTICLE 6: OTHER PROVISIONS

Section 6.1 *Endorsement of Documents; Contracts.* Unless so authorized by the Board, no Officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 6.2 *Construction and Definitions.* Unless the context otherwise requires, the construction of these Bylaws shall be governed by such rules and regulations as may be established by the general provisions, rules of construction, and definitions contained in the Hawaii Statutes, Hawaii Nonprofit Corporations Act 414D.

Section 6.3 *Amendments.* These Bylaws may be amended or repealed, subject to the provisions of the Law, only by the approval of the Board and the President of the Governing Board of the primary educational entity this Corporation supports.

Section 6.4 *Maintenance of Certain Records.* The accounting books, records, minutes of proceedings of the Board and the Executive Committee of the Board shall be kept at such place or places designated by the Board, or, in the absence of such designation, at the principal business office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept either in written or typed form or in any other form capable of being converted into written, typed or printed form.

Section 6.5 *Annual Report.*

(a) The annual report shall contain in appropriate detail the following:

(1) The assets and liabilities of the Corporation as of the end of the fiscal year;

(2) The principal changes in assets and liabilities during the fiscal year;

(3) The revenue of the Corporation, unrestricted and restricted to particular purposes, for the fiscal year;

(4) The expenses of the Corporation for both general and restricted purposes during the fiscal year; and

(c) A copy of the audited financial statement shall be submitted to the Governing Board of the entity this Corporation supports and shall be available to any person or entity upon request. In addition, the audited financial statement shall be disseminated as widely as is feasible, which may be accomplished by publishing the financial statement, or notice of where it may be viewed, on the Corporation's website or at the physical and electronic sites of the entity this Corporation supports.

Section 6.6 *Indemnification and Insurance*

(a) Right of Indemnity. To the fullest extent permitted by law, the Corporation shall have the power to indemnify its agents as defined in Hawaii Revised Statutes 414D - 165 against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is defined in that Section, and including an action by or in the right of the Corporation, by reason of the fact that the person is or was an agent described in that section.

(b) Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its agents.

Attachment r. Statement of Assurances (RFA Exhibit 2) (Section III.A.1)

Attachment r. Statement of Assurances (RFA Exhibit 2) (Section III.A.1) 80

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the school.

The charter school governing board agrees to comply with all of the following provisions, specifically, if approved the school:

- ☒ will operate in compliance with all applicable state and federal laws including but not limited to HRS Chapter 302D;
- ☒ will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the Commission and in compliance with the charter contract and HRS Chapter 302D;
- ☒ will operate in accordance with and comply with all of the requirements of collective bargaining agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- ☒ will, for the life of the charter contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.
- ☒ will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- ☒ will ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208).
- ☒ will comply with all provisions of Elementary and Secondary Education Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act and assessments [P.L. 107-110].
- ☒ will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act;
- ☒ will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- ☒ will ensure equitable program participation, as required under section 427 of the General Education Provision Act;

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Hawaii Arts Repertoire & Tech (HART)

- ☒ will follow any federal and state court orders in place in the local school district;
- ☒ will comply with federal and state applicable health and safety standards;
- ☒ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers and other records;
- ☒ will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- ☒ will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- ☒ will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- ☒ will maintain its accounts and records in accordance with generally accepted accounting principles;
- ☒ will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- ☒ will read, understand and agree to comply with all parts of the charter contract, including, but not limited to, the performance standards and requirements established by the charter contract and attached performance framework.

Certification

Name of School:

Hawaii Arts Repertoire & Tech (HART)

Name of Authorized Representative:

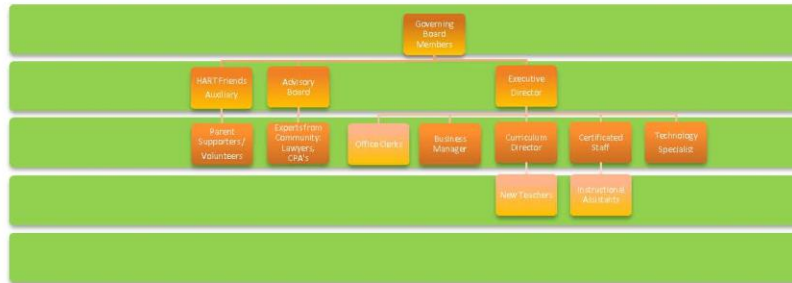
Denise L. Andrews

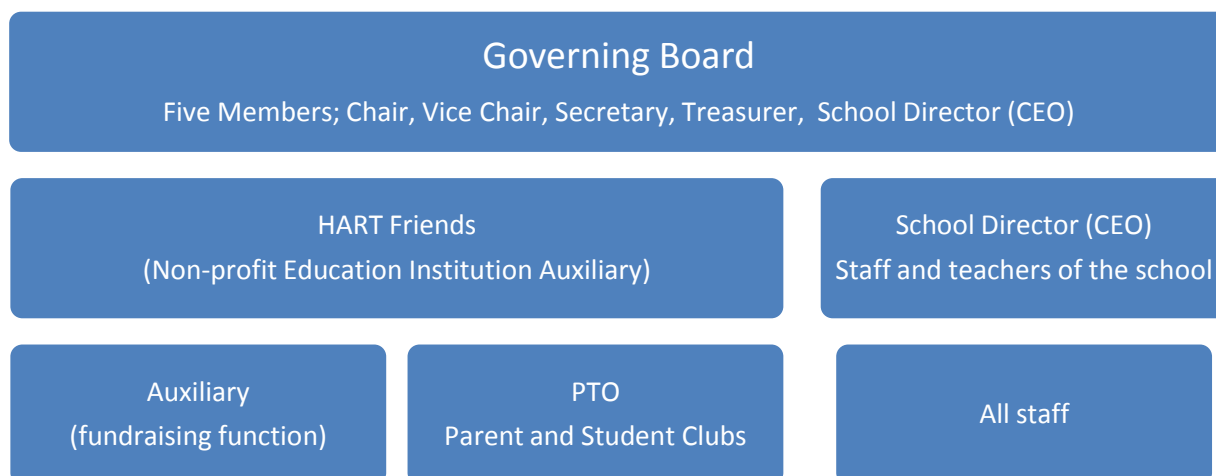
I, the undersigned, do hereby agree to the assurances contained above.

Denise L. Andrews
Signature of Charter School Sponsor Authorized Representative

Jan. 2, 2014
Date

Attachment s. School governance, management and staffing organizational charts (Section III.A.2)





Governing Board Roster – SEVEN Members (only one-third can be staff)
Upon Charter Approval

Chair Karen Cochrane	Vice Chair Dana S. Chisholm
Secretary Laura Owens	Treasurer LaWana Richmond
Member Christine Sommer	School Director (CEO) – Ex Officio Voting Member Denise McAndrews
Senior Student (in 3yrs)	

HART Friends Roster (three to seven members – no members can be paid)

“Member” used here will refer to “Director” referred to in the bylaws

Pre-Charter Approval/Founding
2014-2015

**Post-Charter Approval
2015 and beyond**

Chair Karen Cochrane	Member Dana S. Chisholm	Chair Community Member	Member Community Member
Chief Executive Officer Denise McAndrews	Member Laura Brown (moves to advisory brd)	School Director (CEO) Ex Officio	Member Community Member
Treasurer LaWana Richmond	Member Christine Sommer	Treasurer Community Member	Member Community Member
Secretary Laura Owens		Secretary	

Attachment t. Board Member Information Forms (RFA Exhibit 3) for each member (Section III.A.5)

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Hawaii Arts Repertoire & Tech
2. Contact information:
Name: **Dana S. Chisholm**
Phone: **619-701-8737**
E-mail: **DanaChish@gmail.com**
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school?
I believe strongly in the strength of education offered through community leaders, parents, and students working together through charter schools. I was the founding president of the first elementary charter school in my hometown over 15 years ago (chartered in 1999) in San Diego. Hawaii is close to my heart, since my mother loved Hawaii and she passed away in 2013. Hawaii was more than a vacation destination for her (we are San Diegans) she embraced the culture and

cared for the peoples of Hawaii. My service in this Charter School is dedicated to my mother, Anita J. Chisholm (2/2/42 – 3/4/13) and the people of Hawaii on her behalf.

6. What is your understanding of the appropriate role of a public charter school board member?
I have served on numerous boards and consulted to countless others. I have trained board members and teams throughout the USA and China, hold a Certificate in Non-profit Leadership and an M.A. in Organizational Leadership. I understand the fiduciary duty, Piercing the Corporate Veil, and the high standards of conduct required of each individual while acting as one individual body. My expertise is offered as a volunteer and I plan to work for the good of the project as a policy setting member of the board and allowing administration to take place by the staff hired by the whole of the board. I will defer to the wishes and vote of the Board.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As mentioned, I hold multiple degrees and certificates and have taught and led Board trainings and facilitated Conflict Resolution conferences and meetings for countless boards in California and the nation. I have worked 20+ years with non-profits, founded or consulted for hundreds, was granted funds to launch nonprofit coalitions in 20 states (one was Hawaii) and have written manuals and training proposals for boards in education and public welfare services. I am currently limiting my service as a board member to this charter school for the coming few years as I am completing my PhD dissertation research in Intercultural Education and must prioritize my time.
8. Describe the specific knowledge and experience that you would bring to the board.
I am skilled at board training, conflict resolution, planning, organizational planning, curriculum design, and creating systems and processes for Policy and Procedures; manuals and implementation for boards and the organization.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
To offer quality arts and technology education to grades 6-12 in Kona, HI region.
2. What is your understanding of the school's proposed academic plan?
My own son is graduating from the Coronado School of the Arts in Coronado, and I am in support of the plan HART is putting into place to offer the students of Hawaii similar quality education options.
3. What do you believe to be the characteristics of a successful school?
Ownership by the students, parents, staff, board, and community working together for the benefit of the students.
4. How will you know that the school is succeeding or is not succeeding in its mission?

By the involvement of all those components in the planning and implementation of programs.

Governance

1. Describe the role that the board will play in the school's operation.
I believe a board should be a policy setting board when working as a whole, and individuals may volunteer (as individuals, not "the boss" when volunteering) their expertise to launch the school and keep it running. During the first few years of start-up of ANY project, it is "all hands on deck". Once a project has been running for several years and policies and procedures and staff are in place, the board must learn to take a new role (less administrative and individuals giving their time) and begin to let the staff and Director take the project and run with it. It is a VERY difficult thing to maneuver the transition – and often boards turn over during this transition. But, they don't HAVE to if it is done right. Although, there are certain people that are gifted at "starting things" and others that are gifted at "running things" once something is up and running – so a certain amount of turnover and replacement is expected.
2. How will you know if the school is successful at the end of the first year of operation?
If we have served the students that enroll with us. Period. It may be our "first year" – but it is their ONLY year in 6th or 7th or 8th grade. These are not just numbers on the paper to make our roster top at 100 or 200 or even 250. EACH ONE of the students are making their one and only year memories with us – and that is a hefty responsibility. Money comes and goes. It is important. But, what that 6th grader comes away with is the only thing that matters for the rest of her life.
3. How will you know at the end of five years if the school is successful?
Any small business or non-profit should be self-sufficient within 2 to 5 years. I will consider us a success if our numbers are increasing, we are providing quality education for each and every student, and we are fiscally sound to move forward into the coming decade.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board needs to put into place systems that enable to the staff and students to excel with the gifts and talents that have been given to them. The Board must work closely with the HART Friends to act as the supplemental funding foundation. It is out job to make sure the facilities are appropriate, supplies and books and resources are in place, and our staff are empowered and trained to do their best every day with the students.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The first step is to approach the person directly in an attempt to resolve or clear up my

(mis)understanding. If it was not resolved at that level, the next step would be to bring it to the attention of the board to create a subcommittee to investigate and/or work to resolve the situation. At no time should an individual act alone on behalf of the board. The board's authority is only present when they are working as a unit.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☒ Yes
Denise McAndrews – founder with the Classical Academy Charter School in Escondido and Manager at the Escondido and Valley Center School Districts where I taught adult writing and language.
Chris Sommers – was the Principal at my kids' Middle School in Valley Center
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or

other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

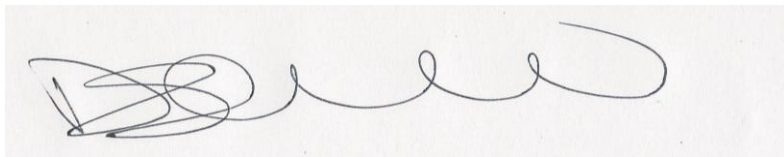
☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I, **Dana S. Chisholm** certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.



12/8/2013

Signature

Date

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I, **Dana S. Chisholm** certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.



Signature

12/8/13

Date

220 ORANGE AVENUE #204, CORONADO, CA 92118 U.S.A.
U.S.A. PHONE: 619-701-8737
SKYPE: DANA.CHISHOLM * DANACHISH@GMAIL.COM * DANA.S.CHISHOLM@BIOLA.EDU

MS. DANA S. CHISHOLM

EDUCATION

2014 (<i>in progress</i>)	Biola University	Chiang Mai, Thailand & La Mirada, CA
	<i>PhD Intercultural Education</i>	
2002	Biola University	La Mirada, CA
	<i>Master of Arts, Organizational Leadership, with High Honors</i>	
1989	University of California, Santa Barbara	Santa Barbara, CA
	<i>Bachelor of Arts, Communication Studies</i>	
1985	Orange Glen High School	Escondido, CA

CREDENTIALS & CERTIFICATES

2010	California State University San Marcos Commission on Teacher Credentialing	San Marcos, CA State of California
	<i>Single Subject English & Single Subject Social Science Teaching Credential and Authorization to Teach English Language Learners – R142</i>	
2008	Commission on Teacher Credentialing	State of California
	<i>Emergency Teaching Credential</i>	
2002	Biola University/Personal Strengths Publishing	La Mirada, CA
	<i>Certified Trainer for the Strength Deployment Inventory, Personal Strengths</i>	
2000	California State University San Marcos	San Marcos, CA
	<i>Certificate in Non-Profit Leadership</i>	

PROFESSIONAL EXPERIENCE

2012 - present	Trail Media, LLC & Chisholm Family Foundation	San Diego, CA
	<i>Founding President</i>	

Started new business publishing new Christian authors. Find authors, develop and train them, edit, design, market, hire staff, create all operating systems for staff, accounting, contracts, scheduling, cover design, marketing, social media, and all aspects of book publishing. Started local

newspaper and on-line news site and streaming radio. Coordinate with community leaders for launch and investors. Launched Valley Center Press newspaper in print to 11,000 households, and online interactive with emergency response and online radio.

2011 – 2013 The Center for the Development of the Leaders We Need San Diego, CA
Alliant International University & Relationship Impact

Founding Director

Lead, develop, research and design a new center for leadership utilizing educational programs, research, and service in the community. Seek and write grant proposals, implement educational courses and research studies on leadership. Design and implement university graduate and undergraduate level courses on leadership to be taught in USA and international campuses in Hong Kong, Mexico City, and Tokyo. The program continues on the University Campus. I remain with Relationship Impact and involved in starting a new Leadership Center in 2013 to 2014.

Summer 2011 Beijing Foreign Studies University – Omnibrain English Beijing, China

English Teacher

Design, manage and implement English language program for small children as an outreach of the Beijing Foreign Studies University. Reviewed and adopted curriculum and text books, and designed hands-on, interactive English language experience for children ages three to ten.

2010 – 2011 International School of Wuxi Wuxi, China

Teacher 6th-12th Grade English & Social Studies

Taught Social Studies; 6th Grade Geography, 7th Grade American History, high school Asian History, and High school Comparative Politics to students at an international school in China. Student learning styles and culture varied coming from USA, Australia, Korea, China, Taiwan, India, Malaysia, and Canada. Designed Social Studies and English scope and sequence for the newly added high school and middle school programs. Created class calendars, college prep. tracks, worked with seniors from around the world, for admissions to schools such as Yonsei (SKY in Korea) and to top U.S. universities. Reviewed and adopted text books and curriculum. Successfully worked on committees to revise the system-wide Social Studies Standards (six campuses in China.) Edited and approved school communication for newsletters, parent communication, yearbook, website, and campus materials. Sponsored student extra-curricular activities. Started the first ever city-wide youth program for middle and high school students that met in our home weekly. Volunteered weekends teaching English and culture at the Wuxi Orphanage to 6 year olds thru high school aged children being placed for adoption with American families and involved my jr. high and high school students in outreach opportunities. Fostered the younger children from the orphanage in our home for further study of English and American culture as their departure dates approached. Planned, organized and implemented field trips for high school students to the great cultural sites. Attended in-service, conference courses, and university classes for further education. Traveled extensively to study the rich history of China and diverse people groups.

2008 – 2010 Valley Center Pauma Unified School District Valley Center, CA
Escondido Union High School District & Adult School Escondido, CA

Adult School – Creative Writing Substitute Teacher – middle school and high school

Taught 9th grade and 11th grade English Language Arts with emphasis and focus on grammar, writing; both learning to write and writing to learn, and American literature using great novels such as *Huckleberry Finn* and *Of Mice and Men*, as well as English Literature with a study of the writings of the Inklings authors that include C.S. Lewis and J.R.R. Tolkien. Designed and implemented adult school courses in both districts that focused on creative writing and getting published – of which several of my students both in high school and the adult schools have now been published as a result of my courses.

2000 – present Grant Writer, Author, Columnist, and Speaker California, USA

Worked extensively as a grant writer, grant coordinator, federal grant reviewer in Washington D.C. Also a published author (*Single Moms Raising Sons*) and poet. Written news and Op Ed pieces for the Valley Center Roadrunner, and wrote a monthly column in The Good News, Etc newspaper for eight years; “Life Matters” on pro-life and social justice issues. Trained, conducted, and taught all aspects of writing out of these real world applications; technical writing, grant writing, writing for business plans, writing for television commercials, my books and published articles. Speaker in churches throughout California on pro-life and social justice issues, and featured speaker at banquets and fundraising events.

1994 - 2008 The Network; Women’s Resources & Alternatives Pregnancy Care Escondido, CA
Founder & President & Consultant

Started in 1989 as a volunteer speaker and writer on pro-life issues, moved to the Board of Directors of a crisis pregnancy center, then Executive Director. Closed, re-opened, and expanded to a medical clinic; coordinated over \$300,000 in donations for renovations and maneuvered the State of California clinic licensing. Worked with organizations such as Focus on the Family and Family Research Council to better coordinate pro-life efforts, and founded a non-profit for working with organizations statewide and nationally that provide services to women and youth, and aired television commercials for Life and Post Abortion Recovery. Founded a national Youth Congress, taught leadership to high school and college students from around the country in Washington DC, including quarterly and monthly virtual meetings and annual conferences. Wrote abstinence education curriculum for public schools and private education that is still utilized today. Taught youth and adults, wrote policy and procedure manuals, later published nationally, and invited to participate in national research and publications on our success. Helped countless organizations start, and improve their services in ministry.

1990 - 1994 Deer Park Winery & Center for the Arts , Escondido Escondido, CA
Special Event Coordinator

1989 - 1990 University of California Santa Barbara, Office of Community Affairs & Student
Outreach/Admissions Santa Barbara, CA
Administrative Assistant

Work with recruiting students and admissions for UCSB

1984 - 1989 Lincoln Avenue Church & Trinity Baptist Church Escondido & Santa Barbara, CA
Youth Worker

Worked with high school students planning activities and studies, planning and implementation. Mission

outreach projects to Mexico. Summer camp counselor and planned and organized week long events.

PUBLICATIONS & PROFESSIONAL ACTIVITIES

2012 “It’s a Girl! Gendercide and Our Christian Response” speaker; presentation and paper at the Justice, Spirituality, and Education Conference, Biola University, La Mirada, CA

2007 Book; “Single Mom’s Raising Sons”, Beacon Hill Press

2000 “The Missing Piece: Adoption Counseling in Pregnancy Resource Centers”, research study on the adoption community in the USA, Family Research Council Colloquy Member Washington, D.C.

1998 – 2006 “Life Matters” Editorial Column, Good News, Etc Newspaper, San Diego, CA

1997 “Turning Hearts Toward Life: Market Research for Crisis Pregnancy Centers”, research study on the pro-life community in the USA, Family Research Council Colloquy Member Washington, D.C.

AWARDS AND SERVICE

2006 Woman of the Year, State of California Legislature

2001-2003 Junior Achievement Instructor Escondido Christian School

2001 Biola Connections, “Students with Character”

2000 Woman of the Year, State of California Legislature

1999 Certificate of Appreciation, California State Senate

1999 Founding President, The Classical Academy Charter School, Escondido

REFERENCES

Ron Smedley, Professor and one of the Founders of the Master of Arts in Organizational Leadership and the Bachelor of Arts in Organizational Leadership at Biola University. ronald.smedley@biola.edu

David Veil, Biola Graduate Student and President’s Circle member davidviel@aol.com

Additional References Upon Request

Dana S. Chisholm
220 Orange Ave #204
Coronado, CA 92118
(619) 701-8737

DanaChish@gmail.com

Dana.s.chisholm@biola.edu

Professional Biography

Dana S. Chisholm is a published author and owner and founder of Trail Media publishing and press. She is also a co-founder of the first Classical Academy Charter School in Escondido, California. She holds two single subject secondary California credentials in English/ Language Arts and Social Sciences with an Authorization to teach English Language Learners. She graduated with a B.A. in Communication Studies from University of California, Santa Barbara ('89), an M.A. in Organizational Leadership from Biola University ('02) and will complete her PhD in Intercultural Education from Biola University in 2014. She has spent her career working with non-profits and education, and her dissertation work is on the interaction and cross-cultural experiences in East Asia. She currently resides on Coronado Island in San Diego and travels to Asia throughout the year. Dana has a passion for the people of Hawaii.

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

3. Name of charter school on whose Board of Directors you intend to serve:

Hawaii Arts Repertoire & Tech (HART)

4. Contact information:

Name: **Karen Cochrane**

Phone: **808-563-0727**

E-mail: **kmcchrn@gmail.com**

10. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

XX ☐ Resume and professional bio are attached to this form.

☐ Resume and professional bio are attached elsewhere in the application: _____

11. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

XX ☐ Does not apply to me ☐ Yes

12. Why do you wish to serve on the board of the proposed charter school?

I wish to support a much needed alternative in public education, a charter school whose aims include providing choices and access to learning that fits and engages the learner, and that meets the educational needs of young people in a rapidly changing society. Educating ecologically, engaging young people with their community, culture, near and far environments through technology, arts and service will strengthen self-esteem and self-worth and help develop citizens who will actively participate and contribute in our society.

13. What is your understanding of the appropriate role of a public charter school board member?
I understand my role to be one of responsibility to the students, parents, community and state to provide oversight and supervision to the development and functioning of the school. This responsibility includes my active participation ensuring the safety and security of the learning environment for students, teachers and staff. It includes ensuring the state and federal laws, mandates and procedures regarding public school education are met. It also involves oversight and supervision of the curriculum, budgetary aspects, and the school's fit into the community.
14. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Although I have not served on a board, I offer my experience as a successful business owner, and as a parent of two daughters, in whose public education I was very actively involved, as my primary capabilities. Other attributes that may contribute to being an effective school board member include: extensive knowledge and experience in the field of child and adolescent development, psychology and neuro-development, knowledge of family systems, group dynamics and local cultures, as well as academic and working experience knowledge of educational philosophy, theory and practices. I have had some teaching experience; I have exceptional listening and critical thinking skills, and the ability to work cooperatively and respectfully with others.
15. Describe the specific knowledge and experience that you would bring to the board.
As stated in answer to question #7

School Mission and Plan

5. What is your understanding of the school's mission and guiding beliefs?
I think the mission of HART is to facilitate the active engagement of students in the development and process of their education through arts and technology, and through creative endeavors that will culminate in products that will enhance their communities and the world. It is the mission of HART that students will meet and exceed state standards in mastery of academic accomplishment and be prepared for success in college, career and as citizens. The guiding beliefs include an understanding that students cannot succeed academically without having basic human needs met, including food, shelter, safety, and a community that includes the support of friends and family, as well as school and community members. Also, the union of student guided learning , excellently qualified teacher facilitator/advisors, family and community mentorship will increase students' self-esteem, feelings of self-worth, confidence, and respect for self and others leading to creative problem solving , greater achievement of goals and active involvement in the betterment of our world.
6. What is your understanding of the school's proposed academic plan?
My understanding is that the school developers are creating an academic plan based on

the Clayton Christensen Institute model of blended learning flex model and the incorporation of arts and technology to engage students in an active process of educational ownership. The plan will have learning plans and other curricula developed for students and by students with the help and facilitation of the HART staff and parents, providing an education maximizing the latest technologies, providing options for scholastic achievement through various learning strategies incorporating Gardner's Multiple Intelligences.

7. What do you believe to be the characteristics of a successful school?

Successful schools can be characterized by active, engaged learners who are safe, empowered and reaching their academic goals through the combined commitment and involvement of the students, teachers, staff, board, family and community working together for the benefit of students.

Successful charter schools meet state and federal standards and mandates, and have adequate funding for programs and have adequate outside financial support to cover expenses not covered by the DOE.

8. How will you know that the school is succeeding or is not succeeding in its mission?

We will know the school is successful if students are happy, engaged in their learning, feeling safe and empowered to achieve their goals. Teachers will be happy, engaged with their students and feel safe and empowered to teach and learn. Assessments, student testing, surveys, and disappearing task forces will help the principals to know if the policies and goals of the school are being met.

Governance

6. Describe the role that the board will play in the school's operation.

The Board's role is to work together to oversee all aspects of the school's development and operations: academic, fiscal, legal, organizational, develop and support policies and procedures, support teacher and staff development and , ensure that all students feel safe in the environment that they may excel at learning and meeting their educational goals.

7. How will you know if the school is successful at the end of the first year of operation?

If we have provided our students with an educational experience that has met their goals and has provided them learning strategies that make them successful and delighted about learning, then our primary success will have been met. Evaluation of first year success and continuing success will be an inclusive effort of the Board, teachers and staff, students, parents and community participants.

8. How will you know at the end of five years if the school is successful?

The school will be financially secure, students will be wanting to attend the school for the educational options and opportunities it offers, and the school will continue to grow vitally and embrace technological and educational innovations as they support the mission and the goals.

9. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board will need to work cooperatively with HART Friends and the community to ensure fund raising is adequate to cover non-DOE covered financials. The Board needs to use the experience and intellectual resources of its members, community members and tap into community resources to create an educational environment (all aspects of school and its operations) supportive of student, teacher and staff innovation, creativity and achievement.
10. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If it was one person, I would first speak to them privately, and if a resolution could not be met, then I would consider bringing the issue before the board. If it was a group of Board members, I would then report my concern to the commission.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals XX☒ Yes
Denise McAndrews and I became friends and are former colleagues from my work at West Hawaii Child Welfare Services.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I/we do not know any such employees XX☒ Yes
I have had a professional relationship with numerous DOE staff and teachers through my work as a Human Services Professional/Case worker at WHCWS.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 XX☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 XX☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
 XX☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual

or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

16. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Hawaii Arts Repertoire & Tech (HART)

Certification

I, Karen Cochrane, PhD, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

Karen Cochrane, PhD
Signature

12-27-2013
Date

Karen Cochrane, Ph.D.
73-1427 Kahakea Place
Kailua-Kona, Hawaii 96740
808.563.0727
kmcchrn@gmail.com

Vitae

Private Practice/Self-employed (current)

Master Certified Neurofeedback Practitioner and Life Coach

I provide Neurofeedback Training and assist people, infants to elders, with issues, roadblocks and stumbling blocks that get in the way of their continued achievement of desired goals and personal development. These include troublesome issues related to

- Academic and Athletic Performance
- Symptoms associated with Attention
- Learning and Comprehension
- Focus and Concentration
- Thinking, Planning and Follow Through
- Impulsivity
- Short and Long term Memory
- Anxiety, Stress and Coping
- Temper
- Age related mental decline
- Mood Regulation and feelings of depression
- Sleep problems
- Headache: Migraine and Tension types
- Issues related to Post Traumatic Stress
- Developmental delays and other emotional, cognitive and behavioral concerns

Human Services Professional IV (June, 2012 to July, 2013)

DHS: West Hawaii Child Welfare Services

My year at WHCWS provided a transition for me to move from Washington State to Hawaii. I became familiar with the policies and regulations governing the work of DHS. I was mentored and trained by a 28 year veteran social worker who gave freely of her encyclopedic knowledge of the Big Island's child protective system, history and the various cultural nuances so important to providing family centered services.

- Carried a caseload of complicated and difficult cases for which I provided case-management including face to face meetings with children, parents, grandparents and extended family of

various cultural backgrounds, developed service plans, made referrals to contracted and non-contracted providers, participated in 'Ohana conferences, treatment team meetings, and case conferences. My duties also included appearing in court to support the department's findings as presented by gathered exhibits and personally written Safe Family Home Reports and Service Plans.

- Provided supervision of parent-child visits in complicated cases where knowledge of attachment styles and a deeper understanding of child development and parent-child interactions have been important.
- Guided a child through services to adoption and learned about concurrent permanency planning and permanency options.
- Assisted and then independently performed investigative assessments.
- Obtained a basic understanding of the licensing process for resource homes.
- Worked compatibly with families, department supervisors and the section administrator, fellow social workers, support staff, assistants, Deputy Attorney Generals and Guardian-Ad-Litem.
- Assisted, when and where able, with the training of new workers coming into the department and began to develop some tools to help workers work more efficiently.

Private Practice/Self-employed: (July 2000 to June, 2012)

Provided counseling and psychotherapy to children, adolescents, individuals and families for:

- Emotional difficulties associated with depression, anxiety, ADHD, PTSD, and other DSM-V disorders
- Family and family of origin issues
- Issues involved in parenting children with special needs
- Behavior difficulties
- School difficulties
- Difficulties and complications with divorce and parenting
- Adolescent issues: emotions, body image, family, etc
- Grief and loss
- Gender and sexual orientation (GLBT)
- Family dysfunction associated with drugs, alcohol, mental illness and abuse

Provided Neurofeedback Training using the *NeurOptimal* approach

Provided coaching for Optimal Performance

Provided supervision and consultation for master's level therapists seeking licensure

Adjunct Faculty: Olympic College, Bremerton, WA (September 2000-June 2002)

Taught General Psychology to undergraduate students

Adult, Child, and Family Therapist - Children's Specialist (November 1994 – April, 2000)

Adult, Children and Family Services Program Manager (January 1996-July 1997)

Jefferson Mental Health Services, formerly Jefferson Community Counseling Center

Responsibilities included but were not limited to:

- Providing assessments, including DSM IV diagnosis, at the individual and systemic level; formulate effective behaviorally related treatment plans for individuals.
- Providing psychotherapy to a wide variety of personality types, of all ages, using outcome driven therapy processes as appropriate, including: individual, family, group or play therapy.

- Collaborating with psychiatrists, primary care physicians, ARNPs, nurses, and caseworkers to coordinate and facilitate adjunct medical services.
- Collaborating with families, and social service/community agencies which included Child Protection Services, Adult Protection Services, Department of Rehabilitation, Department of Human and Social Services, Hospitals, the Judiciary and Jail, and schools, in the course of direct services and as liaison and consultant.
- Developing and providing small group treatment for children and adolescents in the clinic or school setting.
- Teaching parenting classes
- Keeping timely and accurate clinical and administrative documentation.
- Performing County Designated Mental Health Professional duties.
- Collaborating and performing duties as a Management Team member and Adult, Child and Family Team Manager, some of which included performing quality assurance and resource management duties, developing and implementing clinical policies and procedures, providing supervision, training, and clinical oversight to Adult, Child and Family Team members, providing fiscal oversight for the program, and serving as an agency liaison or consultant when appropriate. [In July, 1997, an agency reorganization occurred and the three team manager positions within the agency were eliminated.]

Counselor (September 1991 - November 1994)

Private Practice/Self-employed

Provided counseling and therapy to children, adults, and families for:

- Depression and other emotional issues, family issues, marriage, life transitions
- Living with a family member who is chemically dependent, mentally ill, or disabled
- School and behavior problems physical and emotional issues.
- Pregnancy.
- Provided small group work for children and youth in social skills, family issues, problem solving, self-esteem, understanding feelings, and teen issues.
- Provided group work for adults in co-dependency and parenting skills.

Educational Consultant/Counselor (November 1984 – September 1991)

Self Employed

Designed and presented parent education and in-service training seminars on:

- Neurological development in the child.
- Successful parenting skills.
- Perception in children.
- Child development and learning theory
- Academic, social, and physical fitness theory.

Designed and monitored individualized curricula for home schoolers.

Designed and monitored individualized educational/habilitative programs for learning disabled and brain injured children.

Provided counseling to families in the following:

- Adjusting to birth and life with a special child.
- Understanding the brain injured or developmentally delayed child.
- Educational, therapeutic and care options.

Director (January 1980 - November 1983)

National Academy for Child Development (NACD), Puget Sound Branch

- Established and was responsible for management and administration of the Northwest Branch serving five Western States and British Columbia, Canada, providing parent education and individually designed educational and habilitative programs for normal and exceptional children, and rehabilitative programs for brain injured populations.
- Additional Specific Responsibilities:
 - Organized and supervised quarterly evaluations and Parenting Seminars.
 - Assisted in client evaluations.
 - Trained parents and volunteers in precepts of neurological development
 - Established Resource Center and "Hotline."
 - Edited quarterly newsletter.
 - Provided ongoing counsel and support services for 175 families

Education

Doctor of Philosophy of Behavioral Health

International University for Graduate Studies

November 2006 -July 2010

Original research: *Comprehensive Neurofeedback Training in the Context of Psychotherapy for Transformational Change*

Master Technical and Clinical Advanced Certification in Neurofeedback Training

Zengar Institute - May 2004

Clinical Psychology Doctorate program

The Fielding Graduate Institute

March 1999 - October 2003 - withdrew before completing degree requirements

Dual Track Master's level Counseling and Guidance Endorsement for Schools/Community Mental Health

City University - June 1994

Master of Education - Early Childhood Education and Development

University of Washington 1984

Bachelor of Arts - Liberal Arts with emphasis in Psychology and Education

The Evergreen State College 1976

Awards and Honors

Citation Recognition from the Association for Applied Psychophysiology and Biofeedback: *A Case Study of Three Interventions in the Rehabilitation of Brain Injury Emphasizing EMG Biofeedback* - 2002

Dean's List - 1994 - City University

Certifications & Licensure

Washington State Licensed Mental Health Counselor, July 2001-February, 2013;
Registration #020703LH00005132

Washington State Certified Mental Health Counselor, March 1997
Registration #020703MH30003419 (superseded by LMHC, 7/2001)

CDMHP Designation Certification
County Designated Mental Health Professional, February 1996

Children's Mental Health Specialist Certification, November 1995
Children's Disabilities Specialist Certification, 1984

Educational Staff Associate (ESA) Certification
School Counselor
Initial certification: June 1994
Registration #331197D expired

Washington State Registered Counselor, September 1991
Registration #0017511 (superseded by CMHC 3/97)

Professional Memberships

Association for Applied Psychophysiology and Biofeedback
Institute for General Semantics
International Society for Neurofeedback Research

Additional Training/Continued Education

Investigative Interviews in Child Sexual Abuse: presented by June W. J. Ching, Ph.D. ABPP
Children's Justice Center of East Hawaii: April 9-11, 2013 (21 hours)

Child Welfare Services Training: Social Worker Track: Hawaii Department of Human Services, Social Services Division: Staff Development Services personnel, presenters. November 26 - December 6, 2012 (68 hours)

General Dynamics of Child Sexual Abuse Training: presented through The Children's Justice Centers of Hawaii. October 5, 2012 (7 hours)

Medical Evaluations for Child Victims of Sexual Abuse: presented by Suzanne Rotolo, Ph.D., MSN, SANE-A, SANE-P through The Children's Justice Center. August 9, 2012 (7 hours)

Current Drug Trends: presented by Gary Shimabukuro
sponsored by The Salvation Army Family Intervention Services: July 19, 2012 (5 hours)

Personality Disorders: Advanced Treatment and Management: presented by Gregory W. Lester, Ph.D.
Cross Country Education August, 2011 (6 hours)

Behavioral Health: Advances and New Approaches: presented by International University for Graduate Studies, Claudia Black, Ph.D., and Stephen Daniel, Ph.D., presenters. July 6-10, 2009 (17.5 hrs)

IVA+Plus/IVA-AE Boot Camp; Smarter Better Faster Thinking; Becoming an IVA+Plus/IVA-AE Expert:
Sponsored by Brain Train and presented by Joseph Sandford, Ph.D. November 13-15, 2008 (23 hrs)

Seeds of Compassion: A Scientific, Educational and Clinical Exploration of Empathy, presented by The Lifespan Learning Institute: April 11-12, 2008 (7 hours)

Behavioral Health Advances and Workplace Initiatives, presented by International University for Graduate Studies: November 12-17, 2006 (28.5 hours)

Psychology of Aging, presented by Cascadia Training: October 6, 2006 (6 hours)

Clinical Supervision: Clinical Skills, presented by Cascadia Training: September 22, 2006 (6 hours)

Clinical Supervision: Primary Issues, presented by Cascadia Training: June 2, 2006 (6 hours)

Neurofeedback Immersives, presented by Valdeane Brown, PhD and Susan Cheshire Brown, PhD through Zengar Institute: November 7-12, 2004; April 10-15, 2005; October 9-14, 2005 (40 hours each)

NeuroCare Pro Power User: Cutting Edge Concepts and Advanced Strategies: presented by Valdeane Brown, PhD and Susan Cheshire Brown, PhD through Zengar Institute: December 6-8, 2004 (21 hours)

Delivered from Distraction Conference, presented by ADD Resources. October 9-10, 2004 (10 hours)

Non-Linear Possibilities for Personal Transformation: presented by Valdeane Brown, PhD and Susan Cheshire Brown, PhD through Zengar Institute: June 21-23, 2004 (21 hours)

Bullet-Proof Your Practice presented by Robert E. Smith and Judy C. Roberts, MA, LMHC
May 21, 2004 (7 hours)

The NeuroCare Approach to CNS Functional Transformation Using Non-Linear Dynamical Control Procedures: presented by Valdeane Brown Ph.D. and Susan Cheshire Brown Ph.D. through the Zengar Institute January 22-24, 2004 (21 hours)

Circle of the Soul: The Psychophysiology of Mind/Body/Spirit, Association of Applied Psychophysiology and Biofeedback Annual Meeting, March 19-24, 2002 (34 hours)

2nd Annual World Conference on Pediatric Neuropsychology Various presenters. Santa Barbara, CA
January 21-23, 2000 (27 hours)

Supervision for Licensure as a Certified Mental Health Counselor: provided by Charles Barker, LCSW, Director: Jefferson Community Counseling Center (later Jefferson Mental Health Services) November, 1994 through November, 1997 (3000 hrs)

An In-depth Approach to Sandplay, presented by Lucretia Devine, sponsored by Child and Parent Resources. November 14, 1997 (6.5 hours)

An Eclectic Approach to Play Therapy, presented by Molly Reed-Monahan, sponsored by Child Abuse Prevention Resources. October 24, 1997 (6.5 hours)

The Investigative Interview of Children, presented by the Harborview Medical Center -Sexual Assault Center - Christine Feldt and Lisa McKibben. May 15-16 1997 (16 hours)

Solution Focused Brief Treatment, presented by Kim Insoo Berg, through the Washington State Mental Health Council. October 24, 1996 (8 hours)

Child Protective Team Training, presented by Department of Social and Health Services.
October 16, 1996 (8 hours)

Individualized and Tailored Care, presented by Pat Miles, through DSHS and West End Outreach Services. October 15, 1996 (5 hours)

Managed Care in Community Mental Health, presented by Washing State Mental Health Council.
September 19, 1996 (8 hours)

Collaboration and Community in the Workplace, Career Track. March 7, 1996 (8 hours)

Involuntary Treatment Act/Emergency Team In-Service Training, presented by Darby Greenway, MA, and Gary Leu, MS, sponsored by Jefferson Community Counseling 1995 (90 hours) for Certification as a County Designated Mental Health Professional (CDMHP)

Western Washington Community Liaison Training, PAVE. November 3-4, 1995 (8 hours)

Short Term Therapy for the Long-Term Client, presented by Arthur Freeman, Ph.D., through Kitsap Mental Health Services. September 29, 1995 (12 hours)

Toward a Child-Focused Narrative Family Therapy: Imagination and Play, presented by David Epston through Eastside Mental Health Services. May 15-16, 1995 (16 hours)

Narrative Therapy Conference, various presenters, sponsored by Yaletown Family Therapy.
March 1-4, 1995 (32 hours)

School Counselor Internship, Poulsbo Elementary School under Jackie Finckler.
September 1993 - June 1994 (10 hours/week for the school year)

Everyday Addictions, presented by George F. Koob, Ph.D. Institute for Cortext Research and Development. March 24, 1994 (8 hours)

Working With Children From Dysfunction, presented by Mona Johnson, through Olympic ESD 114.
October 27, 1993 (6 hours)

Second Step Program Training, Committee for Children, presented by Jackie Finckler.
Individual training. October 1993 (8 hours)

Talking About Touching - Teacher Training, presented by the Committee for Children
October 1, 1993 (8 hours)

Aids Training Program for Health Care Professionals, presented by Eileen Duetscher and Colleen Graves, Pierce College. May 5, 1990 (8 hours)

Functional Neurological Evaluation Training with Robert Doman Sr., M.D.
May 1982 (40 hours)

Karen Cochrane, Ph.D.

Professional Biography

Karen Cochrane made a decision to devote her life to the betterment of children when, at age 11, she discovered and read the book *Youth: The years from 10 to 16*, by Gesell, Ilg, and Ames. Enthralled that there were people who cared enough to study the growth and development of children, she has since led an active, lifelong pursuit of that knowledge and its application through the fields of psychology, education, human development and brain science. Karen has worked with children of all ages and abilities in various capacities assisting them maximize their potential through health and education programs over the past 35 years. Karen has a Ph.D. in Behavioral Health (2010) from the International University for Graduate Studies, a Master's degree from the University of Washington in Early Childhood Education and Child Development (1984), a second Master's Degree in for counseling and Mental Health, and has had the personal experience of alternative public education in taking her B.A. (1976) with emphasis in education and psychology from Washington State's innovative The Evergreen State College. Before moving to Hawaii in 2012, she was in private practice in the state of Washington for twelve years. Prior to opening her private practice here on the Big Island, Karen spent one year working with Child Welfare Services which provided an intensive introduction to the cultures of Hawaii.

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

5. Name of charter school on whose Board of Directors you intend to serve:
Hawaii Arts Repertoire & Tech (HART)
6. Contact information:
Name: Denise Mc Andrews
Phone: 760 715-2370
E-mail: denisemcandrews@gmail.com
17. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☐ Resume and professional bio are attached to this form.
☒ Resume and professional bio are attached elsewhere in the application: Attachment "o"
18. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me ☒ Yes I served on the Board of the First Classical Academy while developing it.
19. Why do you wish to serve on the board of the proposed charter school? It's my passion to create educational opportunities for families to have free public school choice for high quality education of their children in ways that matter to them. There is need here and I have done it before. It is a gift I can give to the community and help students who really need it – something I have seen since working at Child Welfare Services in Hawaii since November of 2012.

20. What is your understanding of the appropriate role of a public charter school board member?
Oversight of the financial and academic success; the school should do what it says it will do and be financially viable as it is a state agency paid for by tax dollars. Board members are responsible to ensure the financial viability of the school represents the highest of ethics and prudence. Board Members are responsible for ensuring the Director leads the school in success for all students and staff, meeting BOE and school objectives as well as follows all pertinent laws and regulations.
21. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I led the development of a new charter school fifteen years ago serving on the Board. I served as Rotary president for a year. I have regularly participated in school board meetings as a school administrator, proving the Board with information about my school, students success, and program goals and development as well as budget updates and grant management. I am familiar with how boards operate.
22. Describe the specific knowledge and experience that you would bring to the board.
I bring the understanding of Board protocol and Board duties, time management of Board meetings, and how to help people fulfill their individual roles. I understand the need to ensure that the right strengths are represented and how to help people mesh together in consensus.

School Mission and Plan

9. What is your understanding of the school's mission and guiding beliefs?
The school desires to create an environment where students learn to be creative people for the betterment of society. It seeks to play off the need for individuals to have buy in for the education to be successful, that this will help students want to stay in school and increase graduation rates as well as post-secondary outcomes. HART is using technology as tools to help students have individual learning plans and because it is engaging and creative. Students will have opportunities to show they know by performing and doing real-world activities. And, the development team is actively aware that the school will need to be reflexive to change.
10. What is your understanding of the school's proposed academic plan? The school will use the common core standards in ways that imbed the standards in as many areas as students are interested to achieve increasingly better results for students. The curriculum will allow for creativity and teachers and students will be asked to think creatively when designing each student's plan.
11. What do you believe to be the characteristics of a successful school?
A charismatic and passionate leader who is collaborative and also able to make high-quality decisions; a school board that will take its role seriously and support the work in broad ways with oversight that helps clarify direction and purpose; caring and compassionate staff that are willing to do what it takes to help all students succeed.
12. How will you know that the school is succeeding or is not succeeding in its mission?

By creating SMART goals with multiple measures and tracking them regularly.

Governance

11. Describe the role that the board will play in the school's operation.
The Board will be expected to both supervise and support the school leader by providing clear feedback on goals and objectives. It will be responsible to assist with high-level discipline decisions of students, oversee the school's budget and annual audit, and ensure academic success.
12. How will you know if the school is successful at the end of the first year of operation?
If the school is able to operate within budget, enroll and maintain adequate enrollment of students, make school-wide and individual student learning gains, have a contented staff and community.
13. How will you know at the end of five years if the school is successful? All of the above from answer #2 and on the way to purchasing a building and or land with substantial savings in the bank; has obtained WASC accreditation; graduation rates have increased; college-going has increased; and the school has been able to help outside agencies and other schools.
14. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Provide the school with clear expectations and explanations of available resources. Provide training and other services to support leaders, teachers, other staff, and school board members.
15. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would go to the member in private to inquire as to the concern and allow the individual to give explanation. I would then decide if there is enough reason to believe there is unethical behavior or behavior not in the best interest of the school. If I thought I could offer the opportunity for the Member to change the behavior – and the behavior was not so grievous as to warrant immediate vote of the remaining members of the Board – I would allow the member to self-correct and provide training and clarification on the issue. If the breach involved a major violation which could not be corrected by training (such as stealing / fraud), I would present the information to the Board for discussion and propose the member be removed and make restitution. In that case, I would contact the Commission to determine steps related to possibility of filing a criminal complaint and make them aware of the situation whatever it might be. If it was something that could become public, I would create and convene a task force to determine how to handle the situation and determine if it should be addressed publically. I would contact the AG's office at that point to ask for legal guidance. Prior to all of this, I would want to ensure that all Board members understood the rules regarding confidentiality and participated in ethics training where they signed agreements of behavior. Board training will eliminate many opportunities for breaches.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I/we do not know these individuals ☒ Yes

I worked in the same school district with both Chris Sommer and Dana Chisholm. I also co-developed a charter school previously with Dana Chisholm. I worked at the Hawaii State Department of Human Services with Karen Cochrane. My husband and the husband of Laura Owens work for the same broker-dealer and she and I met at one of the work conferences when we were guests of our spouses. I attended the Doctorate in Educational Leadership program at the University of California San Diego with LaWana Richmond. All of my relationships with these individuals started out purely professional where we had common interests in education and school development we have come together for this ends.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is

partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

1. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I, Denise Oussoulians, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

Denise Oussoulians
Signature

January 2, 2014
Date

Board Member Information

To be completed individually by each proposed school governing board member.
All forms must be signed by hand.

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As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Hawaii Arts Repertoire & Tech (HART)
2. Contact information:
Name: Laura Owens
Phone: 619-697-6949, cell 619-417-6949
E-mail: owensonthego@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
Narrative attached
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?

My passion for school choices has grown over the years as a result of seeking out alternatives for my own children whom are now a college graduate and one currently in college. I have felt a strong desire to help create more options for other families, and in particular in Hawaii. My boys graduated high school in California, but over the past ten years we have spent considerable amount of time in Hawaii, and most recently I lived on Maui during 2013. During this past year I met families in Hawaii who expressed a desire for more school options. I believe that diversity allowed within charter schools is one way to offer parents and students a choice in finding a school that best fits

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Hawaii Arts Repertoire & Tech (HART)

their needs and learning style at no (or low) cost to them. My passion and my past experiences are the foundation for my desire to serve on this board.

6. What is your understanding of the appropriate role of a public charter school board member?

It is my understanding that a board member must maintain oversight of the fiduciary responsibility and ensure that monies are properly managed because we are responsible to the community, the state, and federal government from which the funds are provided. A board member must also reinforce the policies and procedures for hiring staff, academic programs, and overall organizational structure and procedures required by the DOE, and other legal requirements. A board member is also part of a team providing oversight to ensure that the goals and mission of HART are followed for the benefit of the students.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on a district "school board", but I have been an active leader in public, private and homeschool programs. Within the traditional public school I held various responsibilities including PTA Vice-President as well as other board and committee chair positions. In these leadership positions I was required to provide and oversee supplemental programs for all students, initiated and created programs that also provided support for parents, and oversaw some of the largest fundraisers for a school of 600 students. I founded the first Parent-Teacher organization for a new private school, on which we worked together with the school staff to provide fundraisers and support for the needs of the students and the school. Both in public and private school I held various committee chair positions, collaborating with team members to provide programs for the students. Later my husband and I enrolled our children in a public charter school which offered independent learning, similar to the option provided at HART. I was an active supporter of the staff that obtained the charter from the San Diego City School District to start The Learning Choice Academy. At this school I was on the Charter School Advisory Council as a parent representative working with the Director and other staff. I was asked to also assist the accreditation process when this charter school underwent its application to WASC. I have held other leadership positions within school and community organizations, working with committees to accomplish a common goal.

8. Describe the specific knowledge and experience that you would bring to the board.

In addition to the leadership experience mentioned above in question #7, I have personal experience as a parent who schooled her children through similar independent learning programs. HART will offer a unique blended program of onsite learning in the brick and mortar classroom, as well as the option for online learning at home. I believe that it is important to have a board member with experience utilizing this academic plan successfully. In addition to personal experience with independent learning, I have spent some time living on Maui, and have visited all of the islands except Niihau. I embrace the

Hawaii Arts Repertoire & Tech (HART)

Hawaiian culture and although not from Hawaii, I can share my experiences in local communities with this board comprising of Hawaii and San Diego residents. I continue to communicate with families in Hawaii looking for alternatives in education. Although most families are on Maui or Oahu, I believe their needs and desires are similar to those in the Kona area.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

HART's mission is to provide a school option for students who will thrive using a curriculum that incorporates art and technology along with the blended learning environments. By incorporating art and technology within a flexible, blended approach HART will meet a need for students who will benefit from this academic approach because it fits their learning style. Technology is advancing quickly, and HART intends to prepare students to be successful in their life after graduation, whether they choose to go directly to college, or have necessary skills to work in the ever changing technology world of today. HART also intends to build Learning Teams including the student, teacher and parent. HART believes in empowering students to own their education by including them in this team, while the teacher and parent will help the student to meet their goals and reach their highest level of academic success.

2. What is your understanding of the school's proposed academic plan?

HART will offer a blended learning environment by providing both an onsite brick and mortar classroom, as well as, offer the option for students to pursue independent learning at home using approved curriculum. The online curriculum will enable students to work at their individual pace, whether they quickly excel or require extra time to master concepts. The progress and success of the student will be monitored by qualified credentialed teachers.

3. What do you believe to be the characteristics of a successful school?

A school where students are engaged learners while advancing in both academics and personally growth into responsible young adults able to contribute to their community. If a student is struggling, a successful school knows how to recognize this, address the need and help this student in this particular area. A successful school sees growth in enrollment, indicating that the community it serves is pleased with its performance and the program being offered. Regardless of the academic success of the students, financial stability is another measurement of school management success. The plans in place regarding audits and budgets will be carefully watched to determine the financial success of the school.

4. How will you know that the school is succeeding or is not succeeding in its mission?

Surveys and feedback from the parents, students and community it serves will be one way to review its success in meeting its mission. Increased enrollment and eventual wait-list will

Hawaii Arts Repertoire & Tech (HART)

demonstrate that it is meeting a need and its mission. Post-graduation job plans and/or college pathways for HART students will be another way to indicate if the mission is being achieved.

Governance

1. Describe the role that the board will play in the school's operation.

The board's role in the beginning will be more involved as the staff, funding, curriculum, enrollment and such are put into place. However, the ultimate role is to provide oversight of the policies and procedures both financially and academically for the betterment of the school and the students served. The board will eventually provide a more supportive roll after HART is up and running.

2. How will you know if the school is successful at the end of the first year of operation?

Any new school will have startup challenges, but success at the end of the first year can be measured by the financial records, as well as the progress of the students, feedback from the enrolled families, input from the teachers working with the students, and interest in families wishing to enroll for the following year.

3. How will you know at the end of five years if the school is successful?

Some of the same measurements used after one year, plus continued growth, high retention rate, low attrition rate, and if others wish to build additional schools modeled after HART than that is a good indication that it is well received and doing well.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

In the start, the financial funding and stability will be a primary concern of oversight for the board. The school Director and staff will be working closely with the academic plan and students, yet the board has a responsibility to oversee the financial responsibility and success of the funds. As the school becomes more soundly established, the board will be asking for reports to ensure that policies, goals, and student academic success are being achieved.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I think the issue should be discussed in a board meeting to first determine if the suspicion is valid or not, and whether this issue is one of "unethical conduct" or misunderstanding causing concern of "best interest" for the school. If found to be acting "unethically", it likely would be necessary to ask this member to resign. If acting "not in the best interest of the school", first it may be important to determine if this action is indeed breaking policies or if a difference in opinion regarding the best interest of the school is at the core. A meeting, discussion and vote for action should be taken. Pending the severity of this misconduct, or if there is a misunderstanding, the action to warn or remove this board member can be better determined. If this action was indeed acting against policies, this person should be given warning or removed from the board, pending the severity or if there was a misunderstanding. If the action was not intended to break policies, but rather a difference of opinion, the member should be given warning to correct the action and warned of appropriate code of conduct and policies. In all cases, the appropriate action may be to remove this board member; however, without specific details in this example, I also need to say

Hawaii Arts Repertoire & Tech (HART)

that warning and clarification prior to removal may be appropriate.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☒ Yes
I know Denise McAndrews, although I would not refer to her as a close friend but rather an acquaintance. We met at a professional conference at which we were guests of our husbands. We discussed our common interest in education and desire to help provide more choices for families.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Hawaii Arts Repertoire & Tech (HART)

☒ Does not apply to me, my spouse or family ☐ Yes

5. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Hawaii Arts Repertoire & Tech (HART)

Certification

I, Laura Owens _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

Laura Owens
Signature

Jan. 2, 2014
Date

Laura Owens

3594 Hartzel Dr.

Spring Valley, CA 91977

owensonthego@gmail.com

Phone: (619) 403-2044, (619) 417-6949

Educational and Employment Narrative

Laura earned a B.A in Applied Arts and Sciences, Radio-Television from San Diego State University ('86) with a minor in Journalism (advertising emphasis). Working for advertising agencies in both San Diego, and later Los Angeles, she utilized her strong detail and organizational skills in managing project budgets, tracking production schedules, and placing ads in timely manner. When she married and returned to San Diego, she shifted her professional direction towards health care by earning her license as a massage therapist, opened her own private practice, worked with chiropractors, and continued to use her marketing skills by promoting her own business, producing her husband's quarterly newsletter and organizing client workshops. After 11 years she decided to close her own business in order to have more time to commit to her family and continues in her marketing role for her and her husband's business.

Laura has been heavily involved in school programs while working and raising her two boys, now one a graduate from UCLA and the other currently in college. She has been an active leader in public, private, charter and home-school communities.

In the traditional public elementary school she held several diverse positions on the PTA including Vice-President. Her responsibilities required her to work with a diverse group of parents and school staff to provide and oversee supplemental student programs funded by money raised by the PTA. She implemented new monthly parenting workshops integrated with simultaneous educational workshops for the students, oversaw the schools largest school-wide fundraiser for two consecutive years, was Lead Room Parent ultimately overseeing all classroom room parents, Committee Chair for 5th Grade Activities which involved overseeing multiple committees throughout the school year. Laura also volunteered in the classroom and worked directly with the children as an Art Docent, Garden Monitor, Small Group Reader, and more. Laura received the distinguished award, Outstanding Volunteer for her dedicated service to the families and children of Murdock Elementary School.

At a new private school, Laura founded the first Parent Teacher Fellowship (PTF). She also took on the lead Fundraiser Chair position for 2 years to oversee the fundraising efforts for the small, but growing school.

Striving to learn more about educational philosophies and various curriculum to better meet the needs of not only her own children, but to better serve the families she had contact with

within these school communities, Laura has attended several educational conferences over the years. When Laura's teens enrolled in alternative independent study programs (public charter and private school), she again applied her organization skills by stepping up to lead committees and provide programs for the students and parents. She organized workshops for parents on brain research and learning styles, parent support groups, assisted with small group learning communities and classes for students, field trips, fundraising events, graduation ceremonies, high school formals and other social events for the students.

Laura has consistently used her leadership and detailed organizational skills in a multitude of ways over the past 19 years, always striving to provide needed programs and support for students and families. She has had opportunities to work with people of diverse social and economic backgrounds and bringing people together for the common good of those she is serving.

Professional Biography

LAURA OWENS

Laura Owens brings to our team her strong organizational skills combined with her passion to help provide more educational choices for families in Hawaii. Laura earned a B.A in Applied Arts and Sciences, Radio-Television from San Diego State University ('86) with a minor in Journalism (advertising emphasis). She worked in production management and account management in the advertising industry. She left the corporate industry; yet, continued to utilize her marketing skills in her husband's business on a part-time basis while raising their two children and currently still works in this capacity with their business.

Her natural leadership and organizational skills have benefited the families and students of the public, private and home-school communities in which her children attended. Over the past 19 years of involvement in school programs, Laura held a multitude of positions including PTA Vice-President and a variety of Committee Chair positions in which she lead fundraisers, social activities, brought supplemental educational programs to the schools, and initiated small community learning opportunities. Due to her fervent interest in innovative approaches to education and diverse learning styles, Laura has attended educational conferences to learn about such topics. Although her children are now beyond high school, Laura continues to provide encouragement to families seeking alternative school options, and continues to use her organizational skills to reach out to families.

Board Member Information

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Hawaii Arts Repertoire & Tech
2. Contact information:
Name: **LaWana N. Richmond**
Phone: **619-855-2098**
E-mail: LaWana.Richmond@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?
I believe strongly in the power of education as a driver of social mobility as well as civility. I am also a strong proponent of the importance of creativity in a society driven by innovation.
6. What is your understanding of the appropriate role of a public charter school board member?
While I have never served on the board of a public charter school, I have served on boards for nonprofit organizations. In those instances, my role was to support the planning and execution of the mission of the organizations. I believe my obligation in this role will be to support ethical decisions and actions in support of the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board

(e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently ABD towards earning a doctorate through the joint doctorate program in educational leadership offered by Cal State University, San Marcos and University of California, San Diego.

I have served on boards for nonprofit organizations with an emphasis on supporting technology education and rehabilitation for juveniles and adults. Prior to going to work for the University of California, San Diego, the majority of my work was focused community social and economic development with an emphasis on bridging the digital divide.

8. Describe the specific knowledge and experience that you would bring to the board.

My academic and professional emphasis has been on operations management, financial accountability, and the development of internal controls. I am a PMI certified Project Management Professional and have completed extensive training in conflict management and human dynamics.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

To offer quality arts and technology education to grades 6-12 in Kona, HI region.

2. What is your understanding of the school's proposed academic plan?

My daughter was a student at the San Diego School of Creative and Performing Arts I had the opportunity to see the value of offering students opportunities to channel and develop their creative inclinations while also completing required general curriculum.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school engages parents, students, teachers, and administrators in making sure the school is effectively meeting the needs of the students. I believe it is important for everyone to have a stake in the success of the process.

4. How will you know that the school is succeeding or is not succeeding in its mission?

I will know the school is succeeding or not succeeding based the engagement levels of the stakeholders. Ultimately, students will graduate prepared for the next steps in their lives.

Governance

1. Describe the role that the board will play in the school's operation.

I believe the board should help steer the school's operations with an understanding that at different stages in the process, different types of expertise will be needed to move things forward.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year of operation, one indicator of success will be the rate of retention. I say this because students will not want to return to a school that is not

meeting their needs. Also, the ability to consistently deliver educational content that challenges and develops our students is a critical success factor.

3. How will you know at the end of five years if the school is successful?
After five years, we hope to have achieved a level of positive consistency. We should have been able to graduate students
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Specific steps include helping to raise funds and make sure facilities, equipment, and supplies are acquired to make the students have a positive learning environment and experience at HART.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would begin by communicating directly with the person in an attempt to gain clarity. The next step would be to escalate to the board chair for further exploration. Ultimately, I would support whatever next step the board selected.

Disclosures

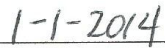
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☒ Yes
Denise McAndrews – she and I were both accepted into the CSUSM-UCSD JDP for the same cohort. We were classmates up until the time she decided to exit the program.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☒ None ☐ Yes

Certification

I, **LaWana N. Richmond** certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.


Signature


Date

09/2013

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Dana S. Chisholm - Hawaii Arts Repertoire & Tech

LAWANA N. RICHMOND, PMP

619-796-3479 • 858-518-4862 • lawana.richmond@gmail.com

LEADER, PROBLEM SOLVER, and PROJECT MANAGER

- Experience managing all facets of parking operations for locations grossing in excess of \$2M/year.
- Proven ability to focus the efforts of diverse groups to build collaboration and work toward common goals.
- Strong presentation, group facilitation, public speaking and training delivery skills.
- Demonstrated ability to take projects from inception through to successful completion.
- Skilled at developing relationships with and between groups and individuals from diverse socioeconomic perspectives.

WORK EXPERIENCE

UCSD La Jolla, CA 2005 - present	Sr. Business Analyst	2013 – present	Business and Financial Services (BFS), Mail Services
	<ul style="list-style-type: none">• Business process and systems review and analysis with focus on developing recommendations for improvement projects.• Development and execution of software and process development project plans.• Training of internal and external staff on software and procedures.• Marketing and promotions of products and services.• Liaise between executives, technicians, vendors, and customers interpreting and translating complex business and technical concepts into accessible language.		
	Business Analyst	2008 - 2013	BFS, Mail Services
	<ul style="list-style-type: none">• Analyze business processes to identify opportunities, develop business case to validate, and implement solutions for cost- saving and revenue enhancing improvements.• Liaise between executives, technicians, vendors, and customers interpreting and translating complex business and technical concepts into accessible language.• Develop and execute marketing and outreach efforts to increase of customer awareness and utilization of services.• Develop and present training to staff within the department as well as throughout the campus community.		
	Award Analyst	2005 - 2008	BFS, Office of Post Award Financial Services (OPAFS)
	<ul style="list-style-type: none">• Developed financial reports for private grants and fellowship awards ranging in value from \$5,000 to \$5,000,000 in compliance with agency requirements utilizing validated financial data from operating ledger.• Analyzed and interpreted technical and legal documents to clarify financial guidelines and reporting requirements.• Reviewed and audited financial transactions for fit and compliance with guidelines specific to each individual funder, grant, or fellowship.• Utilized fund accounting practices to allocate federal, local, and private contracts, fellowships, and grants.• Developed content for Blink according to content management guidelines and standards established by UC San Diego Portal Services.		

1995 –2005	Project and Operations Management	Various Private and Public Organizations, San Diego, CA
Ace Parking	<ul style="list-style-type: none"> Managed client relations, risk management, accounts payable, accounts receivable, facility safety and maintenance, vendor relations, contract management, negotiations, cash management, and labor relations for multiple parking structures and lots with annual revenues in excess of \$2M. 	
African American Women on Tour	<ul style="list-style-type: none"> Developed process to decrease a garment procurement cycle from 6 months to 3 weeks by identifying and eliminating bottlenecks. Leveraged locations proximity to Petco Park and other entertainment venues to increase revenues by 35% through aggressive promotions and pricing campaigns. 	
NAACP	<ul style="list-style-type: none"> Served on countywide collaborative project with 35 partner non-profit, community and government agencies. 	
Profiles Productions	<ul style="list-style-type: none"> Coordinated development of Community Technology Centers for disadvantaged and underserved youth and adults at ten strategic sites to bridge the digital divide through access to technology and training. 	
SDSU		
SDUL	<ul style="list-style-type: none"> Developed business case for corporate headquarters to increase Geographic Assistance Program for all of San Diego County which resulted in 6% salary increase for all of the corporations Store Managers and Assistant Store Managers. 	
Wal-Mart	<ul style="list-style-type: none"> Served as logistics coordinator and technical support for conferences at locations in cities throughout US and on the islands of St. Kitts and Nevis 	
Worldbeat Center	<ul style="list-style-type: none"> Travelled to trade shows, conferences and expos throughout the United States to promote conference events and develop sponsors. 	

EDUCATION

Ed.D. Educational Leadership (in progress)	UCSD, La Jolla, CA/CSUSM, San Marcos, CA
M.S. Information Systems	National University, San Diego, CA
B.S. Business Administration/Ops. Mgt.	San Diego State University, San Diego, CA
A.S. Business Administration	San Diego City College, San Diego, CA

CERTIFICATES & CERTIFICATIONS

2011	Project Management Professional Certification	Project Management Institute, Newtown Square, PA
2011	Master Certificate in IS/IT Project Mgt.	Villanova University, Villanova, PA
2010	Master Cert. in Applied Project Mgt.	Villanova University, Villanova, PA

VOLUNTEER SERVICE

2012 – 2013	Chair, UC San Diego Staff Association	La Jolla, CA
2011 – 2012	Chair, UC San Diego Black Staff Association	La Jolla, CA
2011 – 2012	Area Governor, Western Division, District 5 Toastmasters International	San Diego, CA
2010 – 2012	Marketing Chair, African American Alumni SDSU	San Diego, CA

AWARDS & HONORS

2012	Janet Hageman Chrispeels Doctoral Fellowship in Educational Leadership (Inaugural Recipient)	Education Studies, UC San Diego, La Jolla, CA
2012	Western Division Area Governor of the Year	Toastmasters International, San Diego, CA
2012	Area Governor with Greatest Club Participation	Toastmasters International, San Diego, CA
2011	UC San Diego Diversity Award	EEO/SAA, UCSD, La Jolla, CA

LaWana Richmond

Professional Biography

LaWana Richmond has 8 years experience as a Senior Business Analyst at the University of California at San Diego (UCSD), managing budgets and processes. Her educational background includes: M.S. Information Systems; B.S. Business Administration; Information & Decision Systems and Operations Management. Her successes involve performance management for non-profits as well as for profits, helping them cut costs and gain efficiency. Her talents in the use of technology make her a valuable asset to any endeavor. She is currently working on her doctorate of education in educational leadership. LaWana has worked in a variety of roles, industries, and environments with experience in marketing, project management, meeting and event planning, accounting, operations management, and non-profit organizations.

Board Member Information

**To be completed individually by each proposed school governing board member.
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Hawaii Arts Repertoire & Tech (HART).
2. Contact information:
Contact information:
Name: Christine M. Sommer
Phone: 760-749-3185
E-mail: somsci@msn.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application:

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?
I believe my experience will be helpful to the students and educators at HART. I also believe that we need to embrace technology and other instructional methods to improve student performance and preparation for career and community involvement.

6. What is your understanding of the appropriate role of a public charter school board member?
To ensure that all students at HART are provided with an education that prepares them for college and career. I also believe that it is my duty to ensure that the campus provides a safe and pleasant environment for teaching and learning. I also believe it is my duty to supervise all aspects of the school including: curriculum, budget, community involvement; and to ensure that all federal laws, mandates and state laws, procedures are followed.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on a school board but I have served as a principal for a middle school seven years; a K-8 school for 2 years and a vice principal at a middle school for 2 years. Prior to that I taught for 12 years. I currently hold clear administrative and teaching credentials from the California Commission on Teacher Credentialing. I have also been a High School summer school principal and the Interim principal at a K-8 school. I have not worked in a school for over two years as I have been focusing on volunteering in Rotary International projects.

8. Describe the specific knowledge and experience that you would bring to the board.
I have over 25 years of administrative and teaching experience in the public school system. I have led my schools to improve significantly and took my middle school from basic to proficient in two years. I have also partnered with the University of California San Diego in a 1.6 million dollar federal GEAR UP grant for one of my schools. I learned that each child needed an individual plan to tackle deficiencies and I developed one for each student in conjunction with their teachers. All staff development for those and subsequent years was focused on student performance, preparation for college and career.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

I believe HART's mission is to facilitate learning by engaging students creatively through the arts and technology while providing them with the necessary educational skills to be successful in college, career and community.

2. What is your understanding of the school's proposed academic plan?

Hawaii Arts and Repertoire will utilize the Blended Learning Flex model to deliver instruction. Classes will be available online and in the brick and mortar classroom. Students, parents and HART staff will be fully involved in the decision making process to select the curriculum for each student.

3. What do you believe to be the characteristics of a successful school?

A school where the student is the center of the educational program and the staff along with the parents support what is best for that student when developing their career pathway, leadership skills and community involvement.

4. How will you know that the school is succeeding or is not succeeding in its mission?

Several factors including visiting the brick and mortar campus to evaluate the atmosphere on

campus. Students should be engaged and learning. Educators should be fully involved in all aspects of the students' education and the results of several benchmark assessments, including Strive Hi, to document academic mastery will be used to measure success. Student and parent surveys will also be an important part of determining whether HART is succeeding.

Governance

1. Describe the role that the board will play in the school's operation.
The board's role is to oversee the entire operation of the school and to ensure that students are provided with an education that prepares them for college, career and the ability to contribute to their community.
2. How will you know if the school is successful at the end of the first year of operation?
Progress will be measured in students achievement on assessments, grades, responses to surveys from parents and students, teacher input and school climate.
3. How will you know at the end of five years if the school is successful?
A five year plan should always be part of any schools academic plan and goals should be set for each year and success will be measured on achievement of those goals. that include: student performance on Strive Hi, Benchmark assessments, grades, student input, student reports on the school and their understanding of and performance toward attaining the goals that have been developed for their time at HART, college and career.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Involvement in the day to day workings of the school and the achievement of the academic goals that are set must be part of each board member's duties. Ensuring that the school is sound financially and maintaining a safe campus are also duties that should be followed.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would report it to the commission.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☒ Yes
I worked in the same school district (Valley Center Pauma Unified) for a few years with Denise Mc Andrews but had little interaction as she worked in the District Office in Career Technical Education and I was a middle school principal.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business

with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I/we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I/we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I, Christine Sommer, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

Christine Sommer 12/19/13
Signature Date



CHRISTINE SOMMER

Educational Profile:

Chris has served over twenty-three years in education as a principal and teacher in the Valley Center-Pauma Unified School District. She has written and received several grants for schools and partnered with the University of California, San Diego in applying for a 1.6 million dollar federal Gear Up grant that was awarded in 2001.

Degrees:

Bachelor of Science, Psychology, San Diego State University, 1986

Masters Degree in Education, University of California, San Diego.

Thesis: Innovative Investigations in Science, 1994

Credentials:

Clear Administrative Services Credential, California Commission on Teacher Credentialing

Clear Teaching Credential, California Commission on Teacher Credentialing

Supplemental Authorization in General Science, California Commission on Teacher Credentialing

Service:

Rotary International District 5340 Conference Committee, 2013

Rotary International District 5340 Education and Health Projects; Visitation Team Member to Kenya in 2013

President: Rotary Club of Valley Center in 2006-2007 and 2012-13

Evaluator, State of California Distinguished Schools Program, 2009

California League of Middle Schools Region 9 Board 1998-2003

Presenter, National Science Foundation Conference, Kansas City, Missouri

Presenter, California League of Middle Schools Anaheim, CA Conference

President: Phi Delta Kappa, Escondido, CA

President: Teacher Parent Club of Valley Center Elementary Schools

Awards and Recognition:

Administrator of the Year, Middle Grades Category, for Region 18 (San Diego and Imperial Counties) by the Association of California School Administrators, 2009

Teacher of the Year for the Valley Center Union School District, 1996

Educational Experience:

Valley Center-Pauma Unified School District

28751 Cole Grade Road, Valley Center, California 92082

760-749-0464 Phone | 760-749-1208 Fax

- Pauma School Oct. 2010-Dec. 2010, Interim Principal
- Valley Center Middle School 2002-2009 (retired), Principal
- Pauma School 2000-2002, Principal
- Valley Center Middle School 1998-2000, Vice Principal
- Valley Center Middle school 1997-1998, Vice Principal and science teacher
- Valley Center Elementary School 1989-1996, Teacher; District Advanced Learner Program Director (GATE); Art, Science and Technology Mentor
- Valley Center Union School District 1987-1989, Substitute Teacher

Skills:

Business management, teaching, administrative, computer literate, public speaking experience, presented at several conferences including: Rotary International District 5340 District Conference, National Science Foundation National Conference, and California League of Middle Schools State Conference.

Professional Biography: Christine Sommer

Christine Sommer served as a principal and teacher in the Valley Center-Pauma Unified School District for over twenty-three years. She received a Bachelor of Science degree in Psychology from San Diego State University in 1986 and a Masters Degree in Education from the University of California, San Diego in 1994 where she presented her thesis:

Making Waves: Innovative Investigations in Science. She currently holds clear Administrative and K-12 teaching credentials from The California Commission on Teacher Credentialing with a supplemental authorization in General Science. She has served as: a site principal and taught in grades K-12; Director of the Advanced Learner Program; Career Technical Education Committee Chair; District Art and Technology Mentor; and District Inservice Trainer. She has also written and received several grants for her school and district. In 2001, as the new principal of Pauma School, she led her district's partnership with the University of California San Diego in applying for, and receiving, a \$1,463,156 million dollar GEAR UP grant from the United States Department of Education.

She was recognized as ***Teacher of the Year in 1996*** by the Valley Center Union School District and was honored by the ***Region 18 Association of California School Administrators*** as the ***Middle Grades Category Administrator of the Year for San Diego and Imperial Counties in 2009***. She has also presented at a National Science Foundation Conference in Kansas City and a California League of Middle Schools conference in Anaheim; served for several years on the California League of Middle Schools Region 9 Board; served as president for the Valley Center Elementary Teacher Parent Club; and served as president of the Escondido Chapter of Phi Delta Kappa.

Attachment u. Governing board's Code of Ethics and Conflict of Interest policies

HRS 84-11-17

§84-11 Gifts. No Governing Board Member (GBM) shall solicit, accept, or receive, directly or indirectly, any gift, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it can reasonably be inferred that the gift is intended to influence the GBM in the performance of the GBM's official duties or is intended as a reward for any official action on the GMB's part.

§84-11.5 Reporting of gifts.

(a) GBM shall file a gifts disclosure statement with the Governing Board on June 30 of each year if all the following conditions are met:

(1) The GBM, or spouse or dependent child of a GBM, received directly or indirectly from one source any gift or gifts valued singly or in the aggregate in excess of \$200, whether the gift is in the form of money, service, goods, or in any other form;

(2) The source of the gift or gifts have interests that may be affected by official action or lack of action by the GBM; and

(3) The gift is not exempted by subsection (d) from reporting requirements under this subsection.

(b) The report shall cover the period from June 1 of the preceding calendar year through June 1 of the year of the report.

(c) The gifts disclosure statement shall contain the following information:

(1) A description of the gift;

(2) A good faith estimate of the value of the gift;

(3) The date the gift was received; and

(4) The name of the person, business entity, or organization from whom, or on behalf of whom, the gift was received.

(d) Excluded from the reporting requirements of this section are the following:

(1) Gifts received by will or intestate succession;

(2) Gifts received by way of distribution of any inter vivos or testamentary trust established by a spouse or ancestor;

(3) Gifts from a spouse, fiancé, fiancée, any relative within four degrees of consanguinity or the spouse, fiancé, or fiancée of such a relative. A gift from any such person is a reportable gift if the person is acting as an agent or intermediary for any person not covered by this paragraph;

(4) Political campaign contributions that comply with state law;

(5) Anything available to or distributed to the public generally without regard to the official status of the recipient;

(6) Gifts that, within thirty days after receipt, are returned to the giver or delivered to a public body or to a bona fide educational or charitable organization without the donation being claimed as a charitable contribution for tax purposes; and

(7) Exchanges of approximately equal value on holidays, birthday, or special occasions.

(e) Failure of a GBM to file a gifts disclosure statement as required by this section shall be a violation of this chapter.

(f) This section shall not affect the applicability of section 84-11.

§84-12 Confidential information. No GBM shall disclose information which by law or practice is not available to the public and which the GBM acquires in the course of the GBM's official duties, or use the information for the GBM's personal gain or for the benefit of anyone; provided that this section shall not preclude a person who serves as the designee or representative of an entity that is a member of a task force from disclosing information to the entity which the person acquires as the entity's designee or representative.

§84-13 Fair treatment. GBM shall use or attempt to use the GBM's official position to secure or grant unwarranted privileges, exemptions, advantages, contracts, or treatment, for oneself or others; including but not limited to the following:

(1) Seeking other employment or contract for services for oneself by the use or attempted use of the GBM's office or position.

(2) Accepting, receiving, or soliciting compensation or other consideration for the performance of the GBM's official duties or responsibilities except as provided by law.

(3) Using state time, equipment or other facilities for private business purposes.

(4) Soliciting, selling, or otherwise engaging in a substantial financial transaction with a subordinate or a person or business with whom the GBM inspects or supervises in the GBM's official capacity.

§84-14 Conflicts of interests. (a) No GBM shall take any official action directly affecting:

(1) A business or other undertaking in which the GBM has a substantial financial interest; or

(2) A private undertaking in which the GBM is engaged as legal counsel, advisor, consultant, representative, or other agency capacity.

A person whose position on the GB or committee is mandated by statute, resolution, or executive order to have particular qualifications shall only be prohibited from taking official action that directly and specifically affects a business or undertaking in which the person has a substantial financial interest; provided that the substantial financial interest is related to the member's particular qualifications.

(b) No GBM shall acquire financial interests in any business or other undertaking which the GBM has reason to believe may be directly involved in official action to be taken by the GBM.

(c) No GBM shall assist any person or business or act in a representative capacity before any state or county agency for a contingent compensation in any transaction involving the State.

(d) No GBM shall assist any person or business or act in a representative capacity for a fee or other compensation to secure a contract, claim, or other transaction or proposal in which the GBM has participated or will participate as a GBM, nor shall the GBM assist any person or business or act in a

representative capacity for a fee or other compensation on such contract, claim, or other transaction or proposal before the school of which the GBM is a GBM.

(e) No GBM shall assist any person or business or act in a representative capacity before a state or county agency for a fee or other consideration on any contract, claim, or other transaction or proposal involving official action by the agency if the GBM has official authority over that state or county agency unless the employee has complied with the disclosure requirements of section 84-17.

(f) Subsections (a), (b), and (d) shall not apply to a task force member or the designee or

representative of that task force member whose service as a task force member would not otherwise cause that member, designee, or representative to be considered an employee, if the task force member or the designee or representative of that task force member complies with the disclosure requirements under section 84-17.

§84-15 Contracts. (a) A state agency shall not enter into any contract to procure or dispose of goods or services, or for construction, with a legislator, an employee, or a business in which a legislator or an employee has a controlling interest, involving services or property of a value in excess of \$10,000 unless:

(1) The contract is awarded by competitive sealed bidding pursuant to section 103D-302;

(2) The contract is awarded by competitive sealed proposal pursuant to section 103D-303; or

(3) The agency posts a notice of its intent to award the contract and files a copy of the notice with the state ethics commission at least ten days before the contract is awarded.

(b) A state agency shall not enter into a contract with any person or business which is

represented or assisted personally in the matter by a person who has been an employee of the agency within the preceding two years and who participated while in state office or employment in the matter with which the contract is directly concerned. This subsection shall not apply to any contract that is awarded in accordance with subsection (a) with a person or business represented or assisted by a person who was a member of a task force or served as the designee or representative of a task force member

§84-16 Contracts voidable. In addition to any other penalty provided by law, any contract

entered into by the State in violation of this chapter is voidable on behalf of the State; provided that in any action to avoid a contract pursuant to this section the interests of third parties who may be damaged thereby shall be taken into account, and the action to void the transaction is initiated within sixty days after the determination of a violation under this chapter. The attorney general shall have the authority to enforce this provision.

§84-17 Requirements of disclosure. (a) For the purposes of this section, the terms:

"Disclosure period" refers to the period from January 1 of the preceding calendar year to the time of the filing of the GBM disclosure of financial interests.

"Substantially the same" refers to no more than ten amendments or changes to the information reported for the preceding disclosure period.

(b) The disclosure of financial interest required by this section shall be filed:

(1) Between January 1 and May 31 of each year;

(2) Within thirty days of one's appointment to the GB position enumerated in

subsection (c); or

(3) Within thirty days of separation from a state position if a prior financial disclosure

statement for the position was not filed within the one hundred eighty days preceding

the date of separation; provided that candidates for state elective offices or the constitutional convention shall file the required statements no later than twenty days prior to the date of the primary election for state offices or the election of delegates to the constitutional convention.

(c) The GBM shall file annually with the state ethics commission a disclosure of financial interests if the GBM original terms of office are for periods exceeding one year and whose functions are not solely advisory.

(d) The information on the financial disclosure statements shall be confidential. All disclosures shall include:

(1) The source and amount of all income of \$1,000 or more received, for services rendered, by the person in the person's own name or by any other person for the person's use or benefit during the preceding calendar year and the nature of the services rendered; provided that information that may be privileged by law or individual items of compensation that constitute a portion of the gross income of the business or profession from which the person derives income need not be disclosed;

(2) The amount and identity of every ownership or beneficial interest held during the disclosure period in any business having a value of \$5,000 or more or equal to ten per cent of the ownership of the business and, if the interest was transferred during the disclosure period, the date of the transfer; provided that an interest in the form of an account in a federal or state regulated financial institution, an interest in the form of a policy in a mutual insurance company, or individual items in a mutual fund or a blind trust, if the mutual fund or blind trust has been disclosed pursuant to this paragraph, need not be disclosed;

(3) Every officer-ship, directorship, trusteeship, or other fiduciary relationship held in a business during the disclosure period, the term of office and the annual compensation;

(4) The name of each creditor to whom the value of \$3,000 or more was owed during the disclosure period and the original amount and amount outstanding; provided that debts arising out of retail installment transactions for the purchase of consumer goods need not be disclosed;

(5) The street address and, if available, the tax map key number, and the value of any real property in which the person holds an interest whose value is \$10,000 or more, and, if the interest was transferred or obtained during the disclosure period, a statement of the amount and nature of the consideration received or paid in exchange for such interest, and the name of the person furnishing or receiving the consideration; provided that disclosure shall not be required of the street address and tax map key number of the person's residence;

§84-19 Violation. (a) Any favorable state action obtained in violation of the code of ethics for

GBM's is voidable in the same manner as voidable contracts as provided for under section 84-16; and the State by the attorney general may pursue all legal and equitable remedies available to it.

(b) The State by the attorney general may recover any fee, compensation, gift, or profit received by any person as a result of a violation of the code of ethics by a GBM or former GBM. Action to recover under this subsection shall be brought within one year of a determination of such violation.

(c) Any violation of this chapter by a GBM shall be punishable only in accordance with the code of ethics adopted by the constitutional convention.

Attachment v. Advisory body member's resume / biography (Section III.B)

HUNTER OWENS

tel 619.434.0933
tweet @owens
email h@hunterowens.com
url www.hunterowens.com

Profile

- Created first website at 12-years-old and have continued to create with web technologies ever since.
- Been working with companies as a consultant for the past several years to develop and implement their online advertising strategy.
- Skilled at communicating with people, quickly resolving issues, and leading a team to reach a desired outcome.

Experience

Marketing Co-Founder, Accelsor Los Angeles, CA 2010 - July 2013

- Took Accelsor from 0 to 2,200 targeted beta users prior to launch.
- Fostered relationships with a number of industry leaders to gain exposure for Accelsor.
- Led partnership discussions with other web services.
- Accepted into the Startup UCLA Summer Accelerator.
- VenCorps PitchU Competition Winner. (Sponsored by Kauffman Foundation)

Founder, My Tech Question Los Angeles, CA 2006 - Present

- Started a computer consulting and tech support service at the age of 15.
- Worked with companies to develop and implement their online advertising strategy.
- Developed an excellent customer experience as proven by weekly return customers and a high referral rate.

Founder, Millennial Generation Entrepreneurs Los Angeles, CA 2010 - Present

- Created an intimate, global network for driven and intelligent young technology entrepreneurs to talk, network, and learn from each other.
- The average age of members is 18 and \$23m+ has been collectively raised by members as founders of their own startups.
- Utilized Facebook Groups for online discussion.
- Coordinate member events in San Francisco, Las Vegas, New York, and Los Angeles.

Co-Producer, This Week in Startups Los Angeles, CA 2011 - 2012

- Propelled news stories to the top of TechMeme and HackerNews.
- Discovered fresh topics to cover before they are widely known to maintain viewer interest.
- Developed multiple plans to increase the viewers per episode based on target market.

Education

University of California, Los Angeles — Communication Studies, 2013

Recognition

- Wall Street Journal Interview: <http://on.wsj.com/LckpNZ>
- EpicLaunch.com *10 Inspirational 21 And Under Entrepreneurs*.
- Speaker at Teens in Tech LA Conference and Poly Founders.
- Multiple Speech Awards in Advanced Public Speaking college class.
- Boy Scouts of America Eagle Scout
 - Eagle Project: Created an iPod Audio Tour for a nature hiking trail. First of its kind in San Diego County Parks to implement a digital audio tour.

Hunter Owens

Professional Biography

Hunter Owens is a young technology entrepreneur from San Diego who is currently based in California, but has previously lived on Maui and is familiar with the islands and the culture. At age 15 he created My Tech Question, an independent business offering computer support and consulting, which grew to serve individuals and small businesses across the U.S. and Canada. In 2010 he co-founded Accelsor, a custom website creation platform. Hunter was privileged to be selected to bring Accelsor to the first UCLA incubator program, Startup UCLA, in the summer of 2012. Hunter graduated from UCLA in 2013 with a B.A. in Communication Studies.

STUDENT ADVISOR

Nathan A. Chisholm



Height: 6 ft
Weight: 145 pounds/slender build
Vocal Range: Baritone/Tenor

frank@shamonfreitas.com www.shamonfreitas.com

Television

KCHS-TV Channel 4 News

Anchor

Angie Hill, Director

Theater

Shakespeare Abridged
 Pirates of Penzance
 Into the Woods
 Grapes of Wrath
 Singin' in the Rain
 Metamorphoses
 The Wedding Singer
 The Music Man
 The Wizard of Oz
 Guys and Dolls

Ophelia
 Frederic
 Narrator
 Tom Joad
 Young Don, soloist
 Apollo, Tantalus
 Groom, Ricky
 cast as Harold Hill
 TinMan (musical)
 Sky Masterson

Coronado School of the Arts
 Coronado School of the Arts
 Coronado School of the Arts
 Coronado School of the Arts
 Coronado School of the Arts
 Coronado School of the Arts
 Coronado School of the Arts
 Valley Center Middle School
 Off Broadway Theater
 Valley Center Middle School

Special Skills

Soccer. Cross-Fit Coronado. Proficient with firearms and in the field of archery. Singing. Beginning piano. Dance; ballet, tap, jazz. Horseback riding. Working with all animals; especially horses, dogs, cats. Works well with all ages; adults, peers, and even small children. Language: native English speaker & in Second Year Mandarin – speaking, reading Pinyin and Chinese characters. Senior Class President (ASB), Theatre Repertory Company, CoSA Ambassador, Improv Competition Team. Soccer; goalie international school team in China, Science Fair winner in Beijing (2011), Creative writing, rescuing animals and volunteering. CoSA Repertoire Group; writes & performs original drama & comedy. Continues studies of Mandarin, having lived a year in China. Enjoys connecting with people of all cultures. Humble. Kind. Never met a stranger.

Training

Coronado Cross-Fit, athletics
 Valley Center Firing Range and NRA firearms training
 Retired Army Chaplain cross-bow and archery trainer
 Coronado School of the Arts – three years: Musical Theater, Dance for Actors, Show Biz, Theatre Repertory

Company, Voice and Diction, Advanced Theatre Studies, Tap/Ballet/Jazz/Modern Dance, Contemporary Theater History, Improv, Musical Theater History, Shakespeare Studies, Broadcasting, and Voice Coach.

Dr. Barbara Wolf – Directing, Theater History, Dialect, Director of Musical Theater

Diane Alexander – Vocal coach.

Shane Simmons – Vocal training & speech

Tiffany Bagg – Dance; tap, jazz, ballet, contemporary, modern

Kim Strassburger – Scene study, acting beginning thru advanced, show biz, production

Angie Hill – video production, directing, camera, sound board

International School of Wuxi, China – Voice & Piano

Valley Center Middle School – Drama, and Off Broadway Summer Drama Camps in Vista, CA

Guest Speaker:

UNDERSTANDING YOUR KIDS AND TECHNOLOGY: A STUDENT PERSPECTIVE

NATHAN CHISHOLM

SENIOR CLASS PRESIDENT AT CHS

<http://www.coronadosafe.org/UpcomingEvents.asp?ShowAll=Y>

2ND ANNUAL PARENT CONFERENCE, SUCCESSFUL PARENTING: RAISING KIDS IN A WIRED WORLD

SATURDAY, JANUARY 25, 2014 FROM 8:30AM - 12:00 PM

LAMB'S PLAYERS THEATRE @ 1142 ORANGE AVENUE, CORONADO

Nathan Chisholm

Student Advisor

Student Advisor – Nathan Chisholm will serve in an advisory capacity as student member His role will be useful in keeping a pulse on student needs and ever-changing technology. Nathan Chisholm (18 yrs old) is currently the Senior Class President at the Coronado School of the Arts in Musical Theater, a frequent speaker leading Technology in the Classroom seminars to the teachers in his district at the request of both the HS Principal and District Superintendent, and a featured guest speaker for the parent group S.A.F.E. in an upcoming district-wide conference speaking on Technology and Your Teen. Nathan will be attending college in Los Angeles in Cinema & Media Arts with a minor in Psychology, and available to spend time on the Kona campus and participate via Skype and Facetime with the students as they prepare their own ASB and assisting teachers, staff and students with musical theater, acting, and production, as well as speaking and teaching technology from a student perspective. He is the son of Dana Chisholm, Vice Chair. HART will seek to add local students as advisors.

HEATHER SOUDERS

951 Bittersweet Street
Escondido, CA 92026
760-802-9602
hlsouders@gmail.com

Recent Experience

Francis Parker School, San Diego, CA, May 2011- May 2013

Development Services Manager, Office of Advancement

- Plan and coordinate events
- Recruit volunteers for various events
- Identify new prospective funding sources and prospects
- Provide recommendations and implement procedures for data management
- Analyze and report on department budget
- Collaborate with Development officers to ensure project success
- Create donor research profiles to facilitate interaction between school and potential donor
- Communicate to campus groups

California State University San Marcos, San Marcos, CA, August 2008 – May 2009

Executive Assistant for Vice President of University Advancement

- Provide assistance to the Vice President
- Coordinate meetings between the Vice President and various constituencies
- Utilize electronic calendaring tools to organize and meet timelines
- Collaborate with Development Officers to create fundraising strategies
- Create, review and revise Foundation related documents
- Provide communication to board members

California State University San Marcos, San Marcos, CA, 2002-2006

Prospect Research Analyst, University Advancement

- Create prospect research and management reports
- Identify new prospective funding sources and prospects
- Collaborate and communicate with development officers to ensure timely processing of research
- Collaborate with development officers to create a tracking system, ensuring prospect contacts were appropriately captured and reported in donor database
- Create a policies and procedures manual for prospect research and prospect management
- Coordinate and plan inaugural donor event

Relevant Coursework / Professional Development

- Lights. Camera. Donations. - March 2013
 - How to produce quality video without a big budget; The fundamentals of concepting and messaging; New social tools and platforms; Examples of videos done right
- CARA's 17th Statewide Conference - June 2012
 - The digital universe and fundraising; The social research challenge; Dynamic portfolios
- CARA Southern California Conference Day - November 2011
 - Peer screening best practices; Reinvigorating your shop with strategic planning; Building a prospect pipeline

Education

Bachelor of Arts in Social Science, 2001
 California State University San Marcos
 San Marcos, CA

Special Skills

- Experience working with multiple CRM software, easily transitioning from one to another
- Social Media “Native”
 - Fluent use of Social Media tools, including Facebook, Twitter, Instagram, Vine, Vsnap, LinkedIn, FaceTime, Skype and YouTube

Community Service

Calvin Christian School, Secretary of the Calvin Christian Service Group, 2011-present

- Record minutes for monthly board meetings
- Plan and coordinate new parent communications

Calvin Christian School, Co-Chair or Committee Member

- Lunch Duty Coordinator, 2013/2014
- Spring Gala, solicit local business support for gala
- Pancake Breakfast, 2011 & 2012
- Fellowship Dinner, 2011 & 2012

Life Christian Church, Co-Director of Nursery Ministry, 2011- October 2013

- Manage team of 27 volunteers
- Recruit volunteers
- Create schedule of workers for 2 groups, 3 times a week

Life Christian Church, Assistant Youth Director, 1999-present

- Manage team of up to 8 volunteers
- Plan and coordinate various summer and winter camps
- Plan and coordinate multiple successful fundraisers

Life Christian Church, Additional volunteer projects

- Easter Egg Hunt, recruit and coordinate volunteers, 2000-2011
- Community Harvest Festival, recruit volunteers, 1997-2011
- Vacation Bible School teacher, 2005
- Accounting Department, 2000-2004
- Television Department, 1995-1997

Recent Professional Affiliations

- Council for Advancement and Support of Education (CASE), member
- California Advancement Researchers Association (CARA), member
- San Diego area prospect researchers group, member
- San Diego Raisers’ Edge users group, member

References available upon request

Resume of Heather Souders

Heather Souders

Professional Biography

Heather Souders is currently the Director of Enrollment and Marketing for Calvin Christian School, a preschool through 12th grade school in Escondido, California. She assumed this role after more than 10 years in educational fundraising. As the Director of Enrollment and Marketing, Heather's main responsibility is to recruit new students to the school as well as market the school in a highly competitive environment. Prior to joining Calvin, Heather was the Development Services Manager for Francis Parker School, a private K-12 college preparatory school in San Diego, California. In that role, she sought out possible donors for the school as well as assisted in the coordination of the solicitations. Heather performed in similar roles for California State University, San Marcos and Mira Costa College. She has attended nearly a dozen professional development conferences on educational fundraising and coursework in grant writing. Heather holds a Bachelor's degree in Social Science.

Laura Brown

Accountant, Bean Counter

Laura has been a resident of the Big Island of Hawaii since 1983. She has worked in accounting since 1987 and in 1996 started her own company, Bean Counter, a tax preparation and bookkeeping service. Laura grew up in the Silicon Valley area of Northern California during the early aerospace age. She attended an experimental high school, paying most of her attention to playing flute in the marching band. After spending two winters in Alaska, she moved to the Big Island for perpetual summer. She has been active in the business and nonprofit community ever since her arrival. Early adventures in Kau included board liaison for HOVE Road Maintenance, and property management at Sea Mountain, where she gave 167 condominium cocktail parties. She has served as treasurer for the Holualoa Village Association and the Hawaii Quarter Horse Association. Helping to organize community events and creating filing and accounting systems are Laura's favorite activities. She is an avid reader, loves to dance and socialize, and makes a delicious cup of coffee.

Jon Goodman

Professional Biography

Jon Goodman holds a California teaching credential in technology and digital media for career technical education as well as a multiple subject's credential. In addition to teaching digital media, Jon has also worked as Director of Technology for the Valley Center-Pauma Unified School District. In 2007, he was awarded the Teacher of the Year for his district. He has spearheaded the integration of educational technology under the Gear-Up grant, creating a video production program for students in kindergarten through eighth grade. Through his efforts, the program was distinguished in its first year with the San Diego County IVIE Award for Storytelling. Jon continues to teach career technical education (CTE) courses in video production and media for high school students. His program became one of the top programs of its type in San Diego County by its third year. Under Jon's instructional leadership, his program became Apple Certified whereby high school students who complete the course to standards earn industry certifications awarded by Apple. These certifications have allowed students to continue to higher education as well as enter the workforce with documented, industry-valued skills. Jon is an active volunteer: advising the high school Digital Media Club, VCTV, which is currently in production of a feature film; serving in his church; and as a students' favorite, high school football coach. Additionally, Jon uses his talents as a guest speaker encouraging various youth groups. Jon's proudest accomplishment is his family; his beautiful wife, Jo Ann, and has four wonderful children. He teaches and lives by a philosophy of "Doing the Right Thing Because it's the Right Thing to Do."

Shawn Lathrop Bio

Shawn's first experience with acting was at age 8 when he played a lamb in the Christmas production of the Medford, Oregon First Church of the Nazarene. His role included a monologue of seven lines he memorized and performed before an audience of over one hundred people.

Growing up in poverty, Shawn used his wild imagination to entertain himself and others by performing impressions of famous people like Humphrey Bogart, Jimmy Carter, Kermit the Frog and others. When his little brother contracted Leukemia and ended up with an extended stay in the hospital, Shawn kept his spirits up by acting out episodes of G.I. Joe and The Transformers that he missed.

Years later, Shawn and a friend convinced their high school's teacher in charge of the Drama Department to allow them to build stages for an elective credit. Shawn built sets and worked as the technical stage crew for several plays during his senior year in high school.

As a student of martial arts, Shawn learned sparring while earning his belts in Kenpo Kung Fu under the tutelage of Dr. John M. Latourrette. He used this skills as an actor to perform his own stunts and to perform stage combat in various plays, films and television shows.

Shawn has learned from great teachers including Wayne Ward, Margaret Doversola and Joyce Maltby.

As a professional actor, Shawn has worked in films like "Predators", "The Tempest", "Aztec Rex" and "You, Me and Dupree" as well as television shows like "Lost" and "Flight 29 Down". He has performed in plays such as "The Crucible" and the original play "Where There's a Will There's a Play" which he co-wrote. A huge fan of independent film and local productions, he has also worked in the locally produced films "Bullitt & the Mystery of the Devil's Root" which screened at the 2013 Big Island Film Festival and "Flight School". He has also worked in various PSA's such as those informing people about the smoke-free beaches in Hawaii, Quit-Smoking Hotlines, the American Heart Association and the Honolulu Academy of Arts.

Shawn has also had the opportunity to teach others through several workshops to assist young people in how to prepare for and perform their best auditions as well as how to act for the camera.

A fan and student of Improvisational acting, Shawn played several characters as a member of the Kona Murder Mystery Theater where he portrayed James Bond and an original character named "Inspector Barry Clueless".

GIFilms LLC (Gonzalez Independent Films)

Richard Gonzalez

P.O. Box 2686

Kailua Kona, HI 96745

rmgonzo@hawaii.rr.com

808-640-7880

About

Richard Gonzalez is a local movie producer who has been creating local movie features here on the Big Island for the last 14 years.

Growing up on Long Island, NY in the late seventies, Richard was involved with “Television production” classes and became very interested in producing television and movie productions for school projects.

After High School, Richard studied TV production at the Hawaii Community College on Oahu while stationed there doing a tour of duty with the United States Marine Corps in the early 80’s. After leaving the service and moving to the Big Island of Hawaii, he started a family and a new job with Hawaii Gas knowing that Hollywood was not a reality being so far away from the mainstream of moviemaking.

It wasn’t until several years later, Richard started getting involved with his church’s drama group, where he helped produce and direct dramas and plays at his church, and was given access to a camera to produce and create stories on film.

Present

Now, many years and movies later, Richard is still producing, but now collaborating with ROCKWOOD from BECKWOOD Films, a local tattoo artist and film maker who owns and operates Big Island Tattoo based here in Kailua Kona. The two Rs continue to produce local movies and television shows using local talent from right here on the Big Island. ROCKWOOD, a local producer in his own right, who recently had his 5th Short Subject feature, “The Intruder”, accepted and shown at the 2013 Big Island Film Festival to great audience participation.

Richard co-writes, directs and acts in his own Action–Adventure stories that are produced entirely on the Big Island. Using local talent from the Big Island and using the islands vast diversity of beauty and wonderment as a background, the movies are produced and shown here in the local theaters on the island, in Kona at The Aloha Theatre, and in Hilo at The Historic Hilo Palace Theater for the sole purpose of entertaining Big island audiences. Richard’s movies also appear on Public Access Television “ Na Leo O` Hawaii” channels here on the island. Bullitt and the Mystery of the Devil’s Root was also selected as a feature film for the 2013 Big Island Film Festival being one out of 54 films selected from around the world

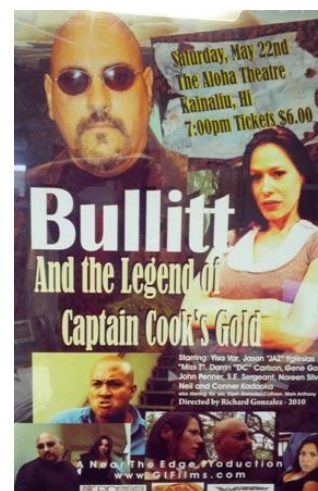
GIFilms has created the “Bullitt Movies”, Bullitt being a Private Investigator on the Big Island who takes on the “spiritual paranormal cases” that no one will touch.



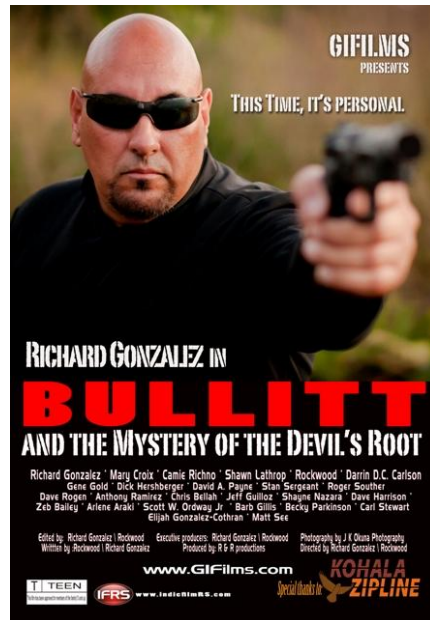
2004



2006



2010



2013

Richard's target audience is the general public, ages 8 to 80, hoping they will come out and support Big Island artists and the local businesses. Richard likes to feature and include locations familiar to viewers and having the audience recognize those locations, celebrities, and attractions familiar to those who live, work and play on the Big Island.

Richard uses his own money to produce these movies. Richard controls the budget and receives help from local businesses by offering promotional credit in exchange for reduced rates for materials or access to locations that feature popular island activities to showcase.

Richard has formed a cast and crew of local talent from the Big Island to include local celebrities as well as local business people, all who have a love for acting and who donate their time to be a part of the creative process which will hopefully lead to other acting jobs and productions.

Locally, Richard doesn't actually have any competitors, not many people can solely produce a full length feature, let alone on a shoestring budget, but with a lot of donated time from the talented actors in the community, he does compete and is compared to other local productions done in the State through local television.

The goal for Richard is to produce a product that has a local theme, but with a quality feel that doesn't leave the viewer to think it was done on a weekend with no budget.

The price of admission is generally lower than mainstream movies. The idea is to draw audiences out to the theater in an age where DVD's, and the internet are the easier way to entertain a family and for a price that can attract those families to get up from their couches and support the local theater. Richard is currently working on his latest production and continuation of the Bullitt series with "Bullitt and the Curse of the Blood Ring"

GIVING BACK

GIFilms, in an effort to give back to the community, has donated ticket sales to various organizations on the island such as the Aloha Performing Arts Company, and the continuing renovation of The Hilo Palace Theater, which is one of the oldest theaters in the state.

Giving back to the community to promote the Arts, is an investment for future generations of moviegoers and moviemakers in our State.

You can check out GIFilms at www.GIFilms.com

GIFilms email rmgonzo@hawaii.rr.com

Attachment w. Complaints Procedures (Section III.C)

HAWAII ADMINISTRATIVE RULES
TITLE 8 DEPARTMENT OF EDUCATION
SUBTITLE 2 EDUCATION PART 1 PUBLIC SCHOOL CHAPTER 41
CIVIL RIGHTS POLICY AND COMPLAINT PROCEDURE

Hawaii Arts Repertoire & Tech Shall Vote to Adopt

§8-41-1 Policy and Purpose.

(a) It is the policy of the board of education that there shall be no discrimination in any program, activity, or service of the public school system on the basis of race, color, religion, sex, age, national origin, ancestry or disability. No disabled person who is otherwise qualified shall be denied the opportunity to participate in or receive benefits of, or be subjected to disparate treatment in any program, activity, or service of the public school system. The public school system shall comply with all applicable state and federal nondiscrimination laws and regulations in administering this policy.

(b) This chapter establishes a procedure in the public school system for filing and resolving complaints regarding alleged violations of nondiscrimination rights protected by federal and state laws. [Eff. 4/21/86; am and comp OCT 28, 1995] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X §1; HRS §§302A-1101, 302A-1112, 302A-1001, 302A-101, 368-1.5; 42 U.C. 2000d et seq., 34 C.F.R. 100; 5 U.S.C. 301, 34 C.F.R. 101; 29 U.S.C. 706, 794, 34 C.F.R. 104; 20 U.S.C. 1681, 34 C.F.R. 106; 42 U.S.C. 16101 et seq., 45 C.F.R. 90; 42 U.S.C. 12101 et seq., 28 C.F.R. 35)

§8-41-2 Definitions. Whenever used in this chapter, unless the context otherwise requires:

"*Complainant*" means a student or a group of students, or a parent or a group of parents, or a person who meets the essential eligibility requirements to receive the benefits of or to participate in, a program, activity, or service of the public school system, and who submits a complaint alleging a violation of a right to nondiscrimination in education. The term "*complainant*" excludes employees and applicants for employment.

"*Complaint*" means a charge filed under this chapter, which alleges a violation of a right to nondiscrimination in an educational program, activity, or service of the public school system under the following laws:

- (1) Title VI of the Civil Rights Act of 1964, Public Law 88-352, which prohibits discrimination on the grounds of race, color, or national origin;
- (2) Title IX of the Educational Amendments of 1972, Public Law 92-318, which prohibits discrimination on the basis of sex;
- (3) Section 504 of the Rehabilitation Act of 1973 Public Law 92-112, which prohibits discrimination against persons with disabilities;
- (4) Americans with Disabilities Act, Public Law 101-336, which prohibits discrimination against persons with disabilities in programs, activities, and services;

(5) Section 368-1.5, Hawaii Revised Statutes which prohibits discrimination against persons with disabilities in any state program or activity;

(6) Article X, Section 1, Hawaii State Constitution, which prohibits discrimination in public educational institutions because of race, religion, sex or ancestry;

(7) Section 296-61, Hawaii Revised Statutes, which prohibits discrimination on the basis of sex;

(8) Age Discrimination Act of 1975, Public Law 94-135.

"*Counsel*" means any person or persons who, upon a request from the complainant or respondent, agrees to assist with the preparation, filing or presentation of any matter arising out of a complaint filed under this chapter.

"*Day*" refers to a business day.

"*Department*" refers to the Hawaii state department of education.

"*Harassment*" means verbal or non-verbal expressions based on race, color, national origin, ancestry, sex, age, religion, or disability which:

- (1) create an intimidating, hostile or offensive school environment; or
- (2) interfere with the education of a student; or
- (3) otherwise adversely affect the educational opportunity of a student. Harassment based on sex includes unwelcome and unwanted sexual advances, sexual remarks, and sexual innuendoes.

"*Parent*" means the natural or legal parent, guardian or custodian of a student.

"*Persons with disabilities*" means persons who have a physical or mental impairment that substantially limits one or more life activities, have records of an impairment, or are regarded as having an impairment.

"*Public school*" means a school established and maintained by the department in accordance with state law.

"*Respondent*" means personnel who are specifically named in the complaint as having allegedly taken an action which violates the nondiscrimination rights of the complainant; or the department when a complaint alleges systemic discrimination.

"*Student*" means a person who is currently enrolled in a public school, or in any program or activity conducted by the department.

"*Systemic discrimination*" means discrimination that results when an established policy, rule, regulation or procedure of the department has continuing effect of violating nondiscrimination rights. [Eff. 4/21/86; am and comp OCT 28, 1995] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X §1; HRS §§302A-1101, 302A-1112, 302A-1001, 302A-101, 368-1.5; 42 U.S.C. 2000d et seq., 34 C.F.R. 100; 5 U.S.C. 301, 34 C.F.R. 101; 29 U.S.C. 706, 794, 34 C.F.R. 104; 20 U.S.C. 1681, 34 C.F.R. 106; 42 U.S.C. 16101 et seq., 45 C.F.R. 90; 42 U.S.C. 12101 et seq., 28 C.F.R. 35)

§8-41-3 Applicability.

(a) This chapter shall apply to all students who are currently enrolled in Hawaii's public schools or to all persons who meet the essential eligibility requirements to receive the benefits of or to participate in, a program, activity or service of the public school system.

(b) With respect to Section 504 of the Rehabilitation Act of 1973, this chapter shall apply to complaints concerning disparate treatment under Subpart A, General Provisions, and facilities or program accessibility under Subpart C, Program Accessibility, of 34 C.F.R. 104.

(c) This chapter shall apply to students who believe they have been subjected to harassment by employees or other students on the basis of race, color, national origin, ancestry, sex, age, religion, or disability.

(d) Employees who believe that their nondiscrimination employment rights have been violated may file complaints under Policy 5513 of the School Code, Certificated Personnel Policies and Regulations. Employees may also opt to file a grievance in accordance with the applicable collective bargaining agreement. [Eff. 4/21/86; am and comp OCT 28, 1995] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X §1; HRS §§302A-1101, 302A-1112, 302A-1001, 302A-101, 368-1.5; 42 U.S.C. 2000d et seq., 34 C.F.R. 100; 5 U.S.C. 301, 34 C.F.R. 101; 29 U.S.C. 706, 794, 34 C.F.R. 104; 20 U.S.C. 1681, 34 C.F.R. 106; 42 U.S.C. 16101 et seq. 45 C.F.R. 90; 42 U.S.C. 12101 et seq., 28 C.F.R. 35)

School complaint board.

(1.) The Board shall be the complaint board for the school for the purpose of receiving and hearing complaints.

(2.) If any member of the Board is named as a respondent in a complaint, the chairperson shall appoint an alternate to hear the complaint;

(3.) If any member of the Board has reason to be disqualified from hearing a complaint, the chairperson may appoint an alternate to hear the complaint;

(4.) At each regularly scheduled meeting, the Board shall hear those complaints received at least fifteen days prior to the regularly scheduled meeting.

(f) A quorum of the Board shall be four board members or designees.

(g) Each board member or designee shall have one vote.

(h) A decision of the Board shall require the concurring vote of a majority of the board members or designees who are present at the board hearing on the subject complaint.

Decision-making authority. The authority to adjudicate complaints shall rest with the Board.

§8-41-6 Right to seek other relief. Nothing in this chapter shall be construed to limit or waive the right of the complainant to seek other relief as provided under federal and state laws. A complainant has the right to file a discrimination complaint with the federal or state government:

(1) without filing a complaint under this chapter;

(2) at the same time a complaint is filed under this chapter;

(3) at any time during the pendency of a complaint filed under this chapter; or

(4) after a complaint filed under this chapter has been adjudicated. [Eff. 4/21/86; am and comp OCT 28, 1995] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1101, 302A-1112, 368-3; 42 U.S.C. 2000d et seq. 34 C.F.R. 100)

§8-41-7 Right to counsel. Complainants and respondents shall have the right to seek counsel at their own expense in preparing, filing, and presenting any matter arising out of a complaint. [Eff. 4/21/86; comp OCT 28, 1995]

(Auth: HRS §302A-1112) (Imp: HRS §§302A-1101, 302A-1112; 42 U.S.C. 2000d et seq., 34 C.F.R. 100.9; 5 U.S.C. 301, 34 C.F.R. 101.11)

§8-41-8 Right to information. A complainant and respondent shall have access to information and records in the possession of the school which bear upon the validity of the complaint except for such information and records that must remain confidential in accordance with federal and state laws. (Eff.

4/21/86; comp OCT 28, 1995] (Auth: HRS§302A-1112) (Imp: HRS §§302A-1101, 302A-1112)

§8-41-9 Confidentiality. Complaint records shall remain confidential. They shall be maintained separate and apart from student and personnel files. [Eff. 4/21/86; comp OCT 28, 1995] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1101, 302A-1112)

§8-41-10 Right to discuss with School Director. Nothing in this chapter shall be construed to prevent or discourage a complainant from discussing discrimination concerns with the school Director prior to filing a complaint.

§8-41-11 Complaint procedure. (a) The complainant shall file a written complaint with the Board. The written complaint shall be filed within twenty days of the alleged violation and shall be made on a form provided by the school. There shall be no time limit for a complainant to file a written complaint alleging systemic discrimination. A copy of the written complaint shall be sent by mail, return receipt requested, to each respondent by the school within three days of receipt of the written complaint.

(b) The Board shall investigate and afford all parties a hearing on all written complaints as provided herein. All parties to a complaint shall be given written notice of the hearing by registered or certified mail, return receipt requested, at least ten days before the scheduled hearing. The notice shall include the following:

- (1) The date, time, place, and nature of the hearing;
- (2) The nondiscrimination law allegedly violated;
- (3) A statement of the issues or actions involved;
- (4) The fact that any party may retain counsel if so desired; and
- (5) The fact that any party who has difficulty speaking or understanding the English language may request appropriate assistance in that person's native language by the Board.

(c) Any party in a Board hearing who has difficulty speaking or understanding the English language shall be provided appropriate assistance in that person's native language by the Board. Reasonable modifications shall be made for any party in a hearing with a disability.

(d) The Board shall provide the complainant and respondent a written decision within ten days of concluding its hearing on the complaint. The written decision shall be a declaratory finding on the merits of the complaint. The written decision shall be sent by registered or certified mail, return receipt requested.

(e) A decision of a Board shall be final unless the Board is unable to reach a decision because there is no concurring majority.

(f) If a Board fails to reach a decision because there is no concurring majority as provided herein, the complaint, recorded proceedings of the hearing, and any and all evidence accepted at the hearing shall automatically be forwarded to the state superintendent of education or designee who shall hear and examine the evidence and render a decision on the merits of the complaint within fifteen days from the date the Board concluded its hearing. The decision of the state superintendent or designee shall be final under this section. The written decision shall be sent by registered or certified mail, return receipt requested, to the complainant and respondent. [Eff. 4/21/86; am and comp OCT 28, 1995] (Auth: HRS §302A-1112) (Imp: HRS §§302A-

1101, 302A-1112; 20 U.S.C. 1405, 29 U.S.C. 706, 794, 34 C.F.R. 104.7; 20 U.S.C. 1681, 1682, 34 C.F.R. 106.8)

§8-41-12 Waiver of time limits. The time limits established under this chapter may be waived for good and just cause at the discretion of the chairperson of the presiding Board, or at the discretion of the state superintendent of education or designee under section 8-41-11(f). [Eff. 4/21/86; comp OCT 28, 1995] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1101, 302A-1112; 5 U.S.C. 301, 34 C.F.R. 101.42)

§8-41-13 Remedy. If a decision of the Board requires remedial action by the school, the Board shall promptly and equitably determine an appropriate remedy and be responsible for its implementation.

§8-41-14 Withdrawal of complainant. A complainant may withdraw the complaint any time prior to the conclusion of the hearing by the Board. [Eff. 4/21/86; comp OCT 28, 1995] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1101, 302A-1112)

§8-41-15 Reprisal prohibited sanctions. Reprisal is prohibited against any person because that person has made a complaint, testified, assisted, or participated in any manner in a proceeding as provided herein. Any employee of the department who violates this section shall be subjected to disciplinary action. [Eff. 4/21/86; comp OCT 28, 1995] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1101, 302A-1112)

Attachment x. Staffing Chart Template (RFA Exhibit 4) (Section III.D)**Staffing Chart**

Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed. Please add the full name of your school to the footer of this document so that it appears on all pages.

Middle School Staffing Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2019
School Director	1	1	1	1	1	1
Add'l School Leadership Position 1 [Business Manager]	1	1	1	1	1	1
Add'l School Leadership Position 2 [Technology Leader]	1	1	1	1	1	1
Add'l School Leadership Position 3 [Curriculum Leader]	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	4	4.5	5	5.5	5.5	5.5
Classroom Teachers (Specials)	1	1.5	1.5	2	2	2
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Teacher Aides and Assistants	1.5	2	2.5	2.5	3	3
School Operations Support Staff	1	1	2	2	2	2
Total FTEs	11.5	13	15	16	16.5	16.5

High School Staffing Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2019
Classroom Teachers (Core Subjects)	4	4.5	5	5.5	5.5	5.5
Classroom Teachers (Specials)	1	1.5	1.5	2	2	2
Student Support Position 2 [Guidance Counselor]		1	1	1	1	1
Teacher Aides and Assistants	1.5	2	2.5	2.5	3	3
School Operations Support Staff	1.5	2	2	2	2	2
Total FTEs	8	11	12	13	13.5	13.5

Employee Handbook

School Year 2015-2016



Hawaii Arts Repertoire & Tech (HART)
Charter School

Office (808) XXX-XXXX

NewHawaiiCharterSchool@gmail.com

P.O. Box 3059, Kailua-Kona, HI 96745

Staff Handbook

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Welcome

Aloha HART Employees,

Welcome to the Hawaii Arts Repertoire & Tech (HART).

The Handbook is a working document. Please bring it with you to team meetings.

You will need to become familiar with the material in this Handbook in order to fully participate in your work at HART. If you have any questions or need clarification regarding the content of this Handbook, please feel free to contact the school office who will guide you to the correct person for your questions. My door is also open to you.

We are glad you are here!

Mahalo,

A handwritten signature in black ink that reads "Denise Mc Andrews". The signature is written in a cursive, flowing style.

Denise Mc Andrews

Director, Hawaii Arts Repertoire & Tech (HART)

ACKNOWLEDGMENT OF EMPLOYEE HANDBOOK

I have received a copy of the HART Team Handbook.

If I am an employee that is covered under a collective bargaining agreement, I understand that certain statements, guidelines and benefits in this handbook may differ from provisions of the collective bargaining agreement, and where there is a conflict, the terms of the collective bargaining agreement will apply. All statements, guidelines, and benefits present in this handbook that are not governed by the collective bargaining agreement will apply to my employment with HART.

I understand that the handbook is a general overview of some of HART's policies and guidelines and that these policies and guidelines, as well as any other policies and guidelines which may be adopted by the Board, are subject to modification.

I have read the material contained in this handbook. I understand that it is my responsibility to know the information herein and be able to do what is necessary to respond to this knowledge. I understand that violation of the policies and guidelines constitute reason for disciplinary actions up to and including discharge.

I understand that the intent of this handbook and of the school's policies and procedures is to support a positive learning community in which all students are supported to achieve excellence, and I support that goal.

NAME: _____
(Print Employee's Name)

SIGNED: _____
(Employee's Signature)

DATE: _____

(EMPLOYEE COPY)

At HART

Our mission is to facilitate delight-driven learning for students of Hawaii by engaging them creatively through art and technology to change their communities and the world.

Our vision is to empower students
in the ownership of their education in an
ever-changing world.

HART Essentials

These are how we will measure ourselves and how we will be measured.

1. Working in collaboration with students, parents, and, meaningful persons in the lives of students - such as mentors, internship hosts, or supportive peers - credentialed HART teachers develop an Individualized Learning Plan (ILP) for each student which is reviewed quarterly and adjusted as needed.
2. Teaching and learning will include opportunities for students to gain skills and experiences that prepare them to create new products and / or points of view.
3. Individual Learning Plans (ILP) and coursework will reflect choices which meet individual student goals, interests, and learning styles for the purpose of engaging students and maximizing success measured by students' individual improvements over prior performances.
4. Staff will utilize cutting-edge technology to increase efficiency and utility for the delivery of high-quality curriculum that meets standards.

See the back of this book for your Essential Terms Tracking Sheet.

HART Core Beliefs

We Aspire to Creativity

When a student is able to create an entirely new product from prior knowledge that student has exhibited the highest form of cognitive development.

Technology is a Tool

Technology allows us to support students individually. It allows students to take ownership of their education. It is a modern-day creative tool to be used to engage students. It is ever changing, requiring constant reflection on policies and practices

Students are Active Participants. Teachers are Facilitators.

Students deserve the opportunity to make choices about their learning. Learning should be delight-driven. Teachers recognize that their success is when students own their learning.

Mastery

Mastery (rather than a system of credits earned by time spent in class) determines completion. The emphasis is on what students know and are able to do.

Teaching and Learning

Students are assessed by multiple forms of evidence, ranging from ongoing observation to completion of specific projects, and are afforded opportunities to show their expertise before their community. Students are provided with timely support to meet standards.

Trust, Respect, and Empathy: Trust, respect, and true empathy are held in high regard on campus.

Commitment: All staff perceives their roles as helpers of all students.

Democracy and Equity: The school values diversity and builds on strength and challenges injustices.

Testing at HART

50% of our evaluations will be based
on the success of our students and our school!

In addition to multiple measures of formative and summative student, classroom , and school assessments to guide instruction and evaluate learning,

HART administers the Hawaii State Assessment each year, beginning in October and continuing through May. Specific testing schedules, developed during the beginning of the school year will vary.

- ✓ Smarter Balanced Assessments ELA/literacy and Mathematics for students in grades 6, 7, 8, 11.
- ✓ Science assessments (aligned to HCPS III) in grades 8, and the EOC Biology I exam for high school.
- ✓ HSA-Alt for students with significant cognitive disabilities (grades 6-8 and 11)
- ✓ ACT suite of assessments - EXPLORE for grades 8 and 9
- ✓ PLAN for grade 10
- ✓ ACT plus Writing for grade 11.
- ✓ EOCs: Algebra I, Algebra II, US History and Expository Writing.

HART INTERNET USE POLICY

1. Acceptable Use - The purpose of our Learning Management System (LMS), which is the backbone network to the INTERNET, is to support education by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and consistent with the educational objectives of HART.
2. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities by for-profit institutions is generally not acceptable. Use for product advertisement or political lobbying is also prohibited. Illegal activities are strictly prohibited.
3. Privileges - The use of LMS is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student who receives an account will be part of a training pertaining to the proper use of the network. Based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of HART may request the system administrator to deny, revoke, or suspend specific user accounts.
4. Netiquette - You are expected to abide by the general accepted rules of network etiquette. These include (but are not limited to) the following:
 - Be polite. Do not write or send abusive messages to others.
 - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
 - Do not reveal your (or that of other students or colleagues) personal address, passwords, or phone numbers.
 - Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - Do not use the network in such a way that you would disrupt the use of the network by other users (e.g., downloading huge files during prime time; sending mass e-mail messages; annoying other users).

5. Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify a system administrator. Do not demonstrate the problem to other users. Do not give your password to any other individual. Attempts to log in to the system as any other user will result in cancellation of user privileges. Attempts to log in to the LMS as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the LMS.
6. Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user. This includes, but is not limited to, the uploading or creation of computer viruses.
7. Updating Your User Information – our LMS may occasionally require new registration and account information from you to continue the service.
8. Exception of Terms and Conditions - All terms and conditions as stated in this document are applicable. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Hawaii, United States of America. To apply for an account, you must complete the contract provided to you in your school packet.
9. Retain this copy of the Terms and Conditions for your files.
10. Have fun learning anytime, anywhere!

Administrative & Instructional Roles

School Director, Denise Mc Andrews, is responsible for providing oversight and leadership to the school as a whole, creating and implementing the school's policies and procedures, overseeing the day to day operations of the school, and is responsible for personnel matters. The School Director is responsible for overseeing student discipline and implementing the school's Code of Conduct. She also serves as the liaison between HART, its School Board, its non-profit Board, the Charter Commission, governmental agencies, vendors, supporters, and the wider community.

Curriculum Leader, XXX, works under the direction of the Director and carries the responsibility for overseeing the curriculum. S/he mentors the faculty, develops and reviews the educational program, ensures ongoing and effective student assessment. S/he carries the responsibility for coordinating the special education, ELL and Title I programs and ensures that these services are delivered appropriately. S/he also coordinates the state standardized testing with assistance from the Director and the office staff.

Faculty

Given that the purpose of our school is to meet the educational needs of the student, the primary role of the Faculty is to implement a curriculum designed to meet those needs. The leadership provided by the faculty provides the guiding principles inherent in all the workings of the school.

Technology Leader, _____ Works under the direction of the Director, the Education Technology Coordinator will be a central team member responsible for the design, development, and implementation of technology based tools, resources and services that enhance the educational and instructional experiences for all staff, parents, and students ultimately resulting in increased student achievement, staff effectiveness and on-going development. Provide leadership in developing and implementing the school plan

Business Manager, works under the direction of the Director. S/he is responsible for ensuring that the school's financial life runs smoothly. S/He manages ongoing expenditures, develops school budgets, and provides a financial perspective on school programs. The Business Manager supports school programs by ensuring that necessary resources are in place for a rich educational program for all students. S/He oversees and evaluates the performance of the accountant.

Accountant, _____, manages the school's accounting, human resources, and payroll.

School Office is staffed by an **Office Manager**, _____, a **Student Records Clerk**, _____, and a **Receptionist**, _____. The Office is the busy, central hub of school. It is open from 8 a.m. to 5 p.m. on school days. During school holidays, the school office has reduced hours, which will be posted in the school newsletter, on our phone service, and on our school web site.

Governing Board

[§302D-12] Charter school governing boards; powers and duties

(a) No more than [thirty per cent] one-third of the voting members of a governing board shall be employees of a school or relatives of employees of a school under the jurisdiction of that governing [board; provided that the chief executive officer, chief administrative officer, executive director, or otherwise designated head of a charter school may serve as an ex officio, non-voting member of the governing] board. In selecting 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 non-profit governance; and (3) Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.

(b) No employee of a charter school or relative of an employee of a charter school may serve as the chair of the governing board of that charter 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 charter school.

(c) 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. The governing board shall ensure its school complies with the terms of the charter contract between the authorizer and the school. The governing board shall have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees.

(d) Governing boards and charter schools shall be exempt from chapter 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. Governing boards and charter schools are encouraged to use the provisions of chapter 103D wherever possible; provided that the use of one or more provisions of chapter 103D shall not constitute a waiver of the exemption from chapter 103D and shall not subject the charter school to any other provision of chapter 103D.

(e) Charter schools and their governing boards shall be exempt from the requirements of chapters 91 and 92. The governing boards shall:

(1) Make available the notices and agendas of public meetings: At a publicly accessible area in the governing board's office and the authorizer's office so as to be available for review

- during regular business hours; and On the governing Board's or charter school's internet website, if applicable, and the authorizer's
- (2) internet website not less than six calendar days prior to the public meeting, unless a waiver is granted by
 - (3) the authorizer or authorizer's designee in the case of an emergency; and
 - (4) Make available the minutes from public meetings within thirty days and maintain a list of the current names and contact information of the governing board's members and officers: In the governing board's office and the authorizer's office so as to be available for review during regular business hours; and on the governing Board's or charter school's internet website, if applicable, and the authorizer's internet website.

Current Governing Board

Karen Cochrane

Dana Chisholm

Laura Owens,

Christine Sommer,

LaWana Richmond,

Ex officio, Denise Mc Andrews

Employment Agreements & Benefits

This Team Handbook contains an overview of some of HART's daily procedures, as well as formal policies and procedures. These daily procedures, as well as any policies and procedures adopted by the Governing Board, are subject to modification as we continue to grow as a school.

In addition, please see the following documents for further information regarding employee rights, responsibilities and benefits:

- Your Hawaii Arts Repertoire & Tech (HART) employment contract
- Your union contract (HSTA, HGEA or UPW)
- Summary of Employee Benefits for State of Hawaii Employees
- Charter Schools new employee benefit guidelines

The Business Office can help answer questions regarding employee agreements and benefits.

Our Charter School

Public Charter Schools are independent public schools that are free to be more innovative and are held accountable for improved student achievement. They foster a partnership between parents, teachers and students to create an environment in which parents can be more involved, teachers are given the freedom to innovate and students are provided the structure they need to learn.

Charter schools are open to all students, regardless of income, race, or religion. They are independently designed and operated and committed to improving the academic achievement of all children.

HART.....contract info etc.

Calendars & Schedules

The School Calendar is managed by the school office. Below is the process for adding events to the School Calendar.

1. Check our School Calendar online on Google calendar before planning an event to avoid scheduling conflicts.
2. Email event name and information and proposed date and time to the school Receptionist.
3. If you receive no reply your event has been accepted and added to the School Calendar; you will be notified if there is a scheduling concern or conflict.

It is important to add your item to the School Calendar in a timely manner so as to alert faculty and staff to campus events and avoid scheduling conflicts.

Checking the HART Google calendar regularly will help you to stay updated not only about events that directly affect your schedule, but also to be aware of other classes' events on campus that may impact you indirectly.

Our Master Schedule and Daily Schedule follows. Awareness of and attentiveness to the schedule will help to create smooth transitions and regularity in the school day for our students.

Essential Terms Tracking Sheet

Essential Term	Quarter 1 Status Check	Quarter 2 Status Check	Quarter 3 Status Check	End of Year Status Check
1.) Working in collaboration with students, parents, and, meaningful persons in the lives of students (such as mentors, internship hosts, and supportive peers) credentialed HART teachers develop an Individualized Learning Plan (ILP) for each student which is reviewed quarterly and adjusted as needed.				
2.) Teaching and learning will include opportunities for students to gain skills and experiences that prepare them to create new products and / or points of view.				
3.) Individual Learning Plans (ILP) and coursework will reflect choices which meet individual student goals, interests, and learning styles for the purpose of engaging students and maximizing success measured by students' individual improvements over prior performances.				
4.) Staff will utilize cutting-edge technology to increase efficiency and utility for the delivery of high-quality curriculum that meets standards.				

Teacher Evaluation Pages Here

**PLEASE RETURN THIS BINDER TO THE OFFICE
BEFORE THE LAST DAY OF SCHOOL**
so that it may be updated during the summer.

THANK YOU!

Attachment z. DRAFT School director evaluation tool (Section III.E.5)

Name _____ Date _____

School Year _____

PRINCIPAL LEADERSHIP PRACTICE 50%

Professional growth and learning

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

School planning and progress

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

School culture

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Professional qualities and instructional leadership

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Stakeholder support and engagement

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

PRINCIPAL PERFORMANCE 50%

School-wide academic learning

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Growth in academic learning

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Essential Terms 1

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Essential Terms 2

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Essential Terms 3

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Essential Terms 4

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Other

☐ highly effective

☐ effective

☐ marginal

☐ unsatisfactory

Evaluator's Signature

Date

Director's Signature*

Date

*Director's signature indicates only that the director has read this report

☐ highly effective

☐ effective

☐ marginal

☐ unsatisfactory

Attachment aa. Teacher evaluation tool (Section III.E.6)

Name _____ Date _____

Subject(s) Taught Math ___ English ___ Social Studies ___ Science Art ___ Communications / Media ___
Other ___ Please list other _____

Probationary Year 1 _____ Year 2 _____ Year 3 _____ Year 4 _____ Other _____

Summary of Performance

Domain 1: Planning and Preparation

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Domain 2: The Classroom Environment

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Domain 3: Instruction

- ☐ highly effective
- ☐ effective
- ☐ marginal
- ☐ unsatisfactory

Domain 4: Professional Responsibilities

☐ highly effective

☐ effective

☐ marginal

☐ unsatisfactory

Areas for Further Development:

Evaluator's Signature

Date

Teacher's Signature*

Date

*Teacher's signature indicates only that the teacher has read this report

☐ highly effective

☐ effective

☐ marginal

☐ unsatisfactory

Teacher Evaluation Tools

The following is a list of items for the Teacher Evaluation Portfolio. Teachers may keep these items in their folder on the School's Learning Management System.

- ☐ Teacher Preparation Sheet
- ☐ Feedback Guide
- ☐ Guide for the Activity
- ☐ Guide for Communicating with Families
- ☐ Guide for Record-keeping
- ☐ Clinical Observation Notes
- ☐ Teacher Interview
- ☐ Teaching Lesson Reflection
- ☐ Informal Classroom Observations
- ☐ Formal Observation Summary
- ☐ Evidence for Domain 4
- ☐ Self Assessment of Practice
- ☐ Individual Professional Development Plan
- ☐ Log of Activities
- ☐ Reflection
- ☐ Artifacts Cover Sheet
- ☐ Formal Evaluation 1
- ☐ Formal Evaluation 2

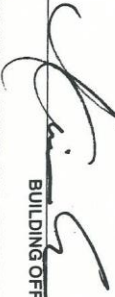
Attachment bb. School Specific Measures Template (RFA Exhibit 7)

HART SCHOOL SPECIFIC MEASURES

School-Specific Performance Goal #1	<p><i>What is your school-specific performance goal #1?</i></p> <p>HART students will meet or exceed Strive HI academic expectations for our area as measured by the HSA.</p>
Measure	<p><i>How will you assess and demonstrate performance toward this goal?</i></p> <p>HART students will be assessed using the Smarter Balanced Assessment in reading, math and science as required by the state.</p>
Metric	<p><i>How will you quantify this measure? Are you tracking this data now (for conversion schools)?</i></p> <p>We will quantify the measure through the DOE-supported reporting system.</p>
Targets	<p><i>What targets will your school achieve?</i></p> <p>Strive HI Performance System – HART will set targets in year 2 using a baseline from year 1.</p>
Rationale for Goal	<p><i>Why is this goal important to your mission?</i></p> <p>This goal is a measure of our academic success and provides students with optimum preparation for college and career readiness.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will you demonstrate both the reliability and scoring consistency of the assessment(s) you plan to use, of non-standardized?</i></p> <p>We will use the DOE state standardized method of scoring to ensure reliability and consistency.</p>
Baseline Data	<p><i>What is your beginning data point?</i></p> <p>Our baseline will be determined based on the HART student body as a whole and all sub-categories.</p>
Attachments	<p><i>Optional attachments to illustrate the assessment(s).</i></p> <p>N/A</p>

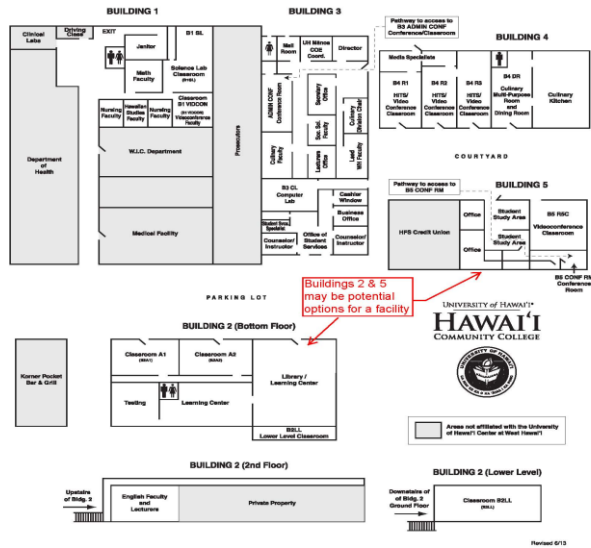
Attachment cc, Ideal Facilities, Large Warehouse in Kainaliu Village

PUBLIC RECORD DATA									
TMK # 3-7-9-9-5					79-7415 HAWAII BELT RD				
Owner: CAPTAIN COOK COFFEE CO LTD					Tenure: Fee Surr				
Tax Payer: CAPTAIN COOK COFFEE CO LTD					Annual Tax (2013): \$4,345.				
Tax Bill: P O BOX 818, CAPTAIN COOK, HI 96704 USA									
Assessed Value (2013)		Exemption	Size	Buildings: 1	Zoning: CV-7.5				
Land:	\$261,100	\$0	20,081 sqft	Dwellings: 0	PITT Code: 4-INDUSTRIAL(All Isla				
Total Buildings:	\$171,300	\$0	3,392 sq ft	Subdivision: Kainaliu Village	Land Use:				
Total:	\$432,400	\$0		Project:	Census Tract: 215.03				
				Bedrooms/Baths: 0/0	Lot#:				
SALES									
7/18/1989		DEED		\$250,000 B/P 23414/707					
		CPT COOK COFFEE CO LTD							
COMMERCIAL BUILDING DETAILS									
TMK # 3-7-9-9-5		Bldg 2 of 1		Card 2 of 1					
		Units: 1	Year built: 1991	Building type: (342) Stl Whse					
		Identical units: 1	Eff year built:	Living Units: 0					
		Pool: None							
3-7-9-9-5 Card 2									
No sketch available from tax office									
COMMERCIAL INTERIOR/EXTERIOR DATA									
Level From/To	Type of Use Size	Wall ht Perimeter	Exterior wall Interior wall	Framing Partitions	A/C Plumbing	Physical con Functional U			
01	WAREHOUSE	16	Steel	Steel	No	Normal			
01	3,200	242	100%	None	Normal	Normal			
01	OFF ENCL WAREHSE	8	None	No Cost Value	No	Normal			
01	192	56	100%	None	Normal	Normal			
OTHER BUILDING IMPROVEMENTS									
Type	Description	Quantity	Year	Area	Grade	Conc			
RC2	CARPORT OPEN BIT/CONC FLOOR	1	1941	2,076		F2			
BUILDING PERMITS FROM REAL PROPERTY TAX									
Date	Number	Amount	Status	Purpose					
8/28/1990	906161	\$100,000	Complete	ADDITION					
7/24/1991	915896	\$2,000	Complete	ALTERATION					
4/9/1998	985356	\$2,200	Complete	SHED					
This information has been supplied by third parties and has not been independently verified by Hawaii Information Service and is, therefore, not guaranteed.									
Copyright ©1/12/2014 by Hawaii Information Service									

	
88-1371	
County of Hawaii	
Certificate of Occupancy	
DEPARTMENT OF PUBLIC WORKS BUILDING DIVISION	
THIS CERTIFICATE ISSUED PURSUANT TO THE REQUIREMENTS OF THE UNIFORM BUILDING CODE CERTIFYING THAT AT THE TIME OF ISSUANCE THIS STRUCTURE WAS IN COMPLIANCE WITH VARIOUS ORDINANCES OF THE COUNTY-REGULATING BUILDING CONSTRUCTION OR USE FOR THE FOLLOWING:	
BUILDING PERMIT NO. <u>872073</u>	BUILDING OWNER & ADDRESS
USE CLASSIFICATION <u>Retail and Office</u>	<u>Kona Scenic Land, Inc.</u>
OCCUPANCY GROUP <u>B-2</u>	<u>Central Kona Center Bldg #5</u>
TYPE OF CONSTRUCTION <u>Concrete/Metal (YN)</u>	<u>Halekahi St. Kona, HI</u>
DATE ISSUED <u>June 20</u> 19 <u>88</u>	<u>TAX No. 8-1-03; por 59264</u>
 BUILDING INSPECTOR	 BUILDING OFFICIAL
THIS CERTIFICATE MUST BE POSTED AND PERMANENTLY MAINTAINED IN A CONSPICUOUS PLACE AT OR NEAR THE ENTRANCE OF THE BUILDING OR STRUCTURE REFERRED TO ABOVE.	

Attachment cc, Facility Option

University of Hawai'i Center at West Hawai'i
81-964 Haleki'i St. • Kealahou, Hawai'i 96750
(808) 969-8800



It is anticipated that the College will vacate these two separate spaces in the spring of 2015. See Buildings 2 and 5 on the map to the left.

See the bottom of this page for Building 2. Directly below is building 5. The certificate of Occupancy shown on the previous page is for Building 5. We have been in communications with the Landlord of Building 5 as an option.



Attachment dd, Evidence to Secure a Facility



Thomas J. Mc Andrews
Registered Principal
Investment Advisor Representative

79-7266 Mamalahoa Hwy Suite #8
Kealahou, HI 96750
(808) 747-1499
tmcandrews@ifgr.com

December 30, 2013

Dear HART Friends,

This is to confirm my donation of office space to you. As you are aware, I have a large office in the Honalo Business Center in Kealahou of which I have purchased the lease. A portion of the space is available to your team for use as the administrative headquarters for planning your proposed new charter school. It will also be an appropriate place to hold meetings for the community; to register students before school starts; and to complete much of the work you described as needing to be accomplished up until your organization locates a school facility. The space is equipped with WiFi, electricity, and its own private restroom facility.

Please consider the use of this space as my donation towards your endeavors. Should you need to account for the in-kind value of this contribution, I would estimate it at \$300 a month based on the size requirements you have explained to me.

I wish you great success in your vision of a new school for the kids of Kona.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas Mc Andrews', written in a cursive style.

Thomas Mc Andrews
Registered Principal

Registered Principal offering securities and advisory services through Independent Financial Group, LLC,
a registered broker-dealer and investment advisor. Member FINRA / SIPC.

Attachment dd, Donated Office, Honalo Business Center (see letter above)



Attachment ee, Start-up plan (Section III.I.1)

Budget Year 0, January 2014 – June 30, 2015

B U D G E T Y E A R 0	Task (See Narrative)	Timeline	Person/s Responsible	How Funded?
	Write grants (2 start-up grants, RFA's available in January 2014), continue Rockethub campaign through February. Collect data necessary for Federal CS start-up grant and apply in June 2014. Organize local fundraiser (July 2014) after receiving charter.	January 2014 – June 2015	Dana, Denise, Karen	Denise will donate up to 50% time in service if funds are not available to pay her. Dana will donate time to write grants. Karen will donate time to help with events and facility search.
	Hold 1st local fundraiser.	July 2014	Denise, Karen, Laura Brown, Industry Advisors	Use donations from local businesses as raffle prizes. Partner with Donkey Mill or other for assistance.
	Have an improv night at the Christ Church facility (free space) Sell tickets and raffles and food. Goal is \$12,000 total over 3 events.	Repeat again in October and March before June 2015.		
	Market school (recruiting students and staff and donations of in kind and cash contributions) at local July 4 parade; review list of 100+ local parent/community supporters, provide them with ¼ sheet fliers to be given out from their homes to "trick or treaters" at Halloween. Participate with other schools for a float in the Christmas parade to market in December.	July 2014 – December 2014	Denise, Karen, Parents and Community supporters (from existing list)	First priority for funds is to purchase marketing materials/forms and pay for recruitment activities such as rental of space in Kona or fee for parade. Pay for with existing Rockethub donations.
	Contact colleges to see when Job Fairs are for the Dept of Ed new graduates. Calendar to attend and share a booth with another org.	September 2014	Denise	Share pay for with other entity. Use Rockethub funds.
	Hold 2nd local fundraiser. Have an improv night at the Christ Church facility (free space) Sell tickets and raffles and food. Goal is \$12,000 total over 3 events.	Oct 2014 Repeat again in March 2015.	Denise, Karen, Laura Brown, Industry Advisors	Use donations from local businesses as raffle prizes. Partner with Donkey Mill or other for assistance.
	Set up office at free space donated by Founder's husband. Develop all registration forms and processes for students as well as application forms and processes for staff recruitment. Post information in various locations on line, radio, and in print media. Hang banners, signs, etc about "registration begins now" and "Now Hiring."	October 2014	Denise	Use existing banners and Purchase new ones using Rockethub funds on hand. Use free Big Island Weekly and free radio spots for ads. Office space donated.

Order phone line. Set up a system to start collecting “in kind” furniture, technical devices, etc, store at the office space being donated, locate other space to store items.	October 2014	Denise	If additional grants funds are available at this time, make a commitment to order a designated phone number for the school. If not, utilize the Office phone where space is being donated.
Schedule Talk Stories to share about the school with prospective parents. Advertise in local charter school newsletters, new school, registrations begin soon. Give details on where and when families can go to informational meetings, arrange meetings at local churches and community center (donated free space at Christ’s Church in Kealahou). Rent space from Quilt shop owner in downtown Kona for \$50 and hold meeting there for families in that area. Market to all people, via various methods to cover demographics.	October 2014 – February 2015.	Denise, Karen, Parents, Community Members	Free advertisement and free space for one local Talk Story location. Pay rental using \$50 from Rockethub funds on hand .
Begin accepting applications (ensure they are available on the school’s website and at the school’s office during this time). Prospective applicants may request one be mailed to them. Mailed applications must be return-postmarked within the application window.	February – March 2015 First business day of February at 7:30 am and ending on the last business day of March at 4:30 pm.	Denise, and if grant funds are available contract hire part time, hourly office help to assist. Otherwise, recruit parent volunteers.	Postage to be paid for from Rockethub funds on hand
Begin teacher / staff recruitment. Utilize all free media sites and colleges. Go to college fairs, etc.	February 2015	Denise / Karen	Pay for costs from Rockethub funds. Look for free ways to recruit. Go to Service Clubs, spread the word.
Hold 3rd local fundraiser. Have an improv night at the Christ Church facility (free space) Sell tickets and raffles and food. Goal is \$12,000 total over 3 events.	March 2015.	Denise, Karen, Laura Brown, Industry Advisors	Use donations from local businesses as raffle prizes. Partner with Donkey Mill or other for assistance.
Review and interview applicants	March 2015- June 2015	Board	Donated time.
Confirm to see if there needs to be a lottery and plan to conduct it accordingly.	April 2015 The lottery will take place at the school office on the third business day	Denise, Karen, parents.	Volunteers.

		after enrollment closes.		
	Make phone calls to students whose names were drawn. If a family cannot be reached by phone mail a letter.	April 2015 Within 3 business days after the lottery is complete.	Denise	Postage paid for by Rockethub funds.
	Analyze enrollment data in light of staffing plans and adjust budgets accordingly.	March 2015 – July 2015	Denise, LaWana	Donated time.
	Stagger hiring based on enrollments. Start these staff members on July 1: office clerk, Business Manager, Curriculum Lead, and tech.	March – July 2015	Board assist with hiring first year staff.	Inform applicants of first pay checks being on the 5 th of August, start these 4 staff members based on the July 1, 2015 start date. Allow them to calendar the rest of the year so their total working days matches their contract.
	Continue narrowing the facility search.	March – June 2015	Denise, Real estate agent, Karen.	Donated time – agent will get paid on contract with Landlord if we rent from him.
	Order materials, computers, supplies, equipment, and furniture based on enrollments.	March – June 2015	Denise	Grants
	Continue hiring remainder of staff (2 nd wave). This wave of staff will start July 28, 2015.	March – June 2015	Denise, Board	Donated time
	Meet with new staff members and start work using donated office space until we move into our space	July 1 2015	Denise Staff	Paid on Aug 5 for work completed July 1-15, 2015.
	Set up online curriculum.	July 2015	Tech Lead	Grants
	Rent a facility / move into space using donated furniture collected year prior (see above).	July 15, 2015	Denise	Pay deposit / July rent with Improv and other fundraiser / grant revenues. Back-up plan, rent on July 20, pay rent from revenues received that date. Use fundraiser dollars to pay deposit on facility prior.
	Bring in all remaining staff.	July 28, 2015	All Staff	These staff members will be paid from regular revenue in August.
	Start school	August 3, 2015.	Everyone	

Professional Development Phases (III Organization Plan)

Phase I – 2014 through May 2015 training of HART Governing Board and HART Friends Board

Phase II – Summer 2015 training of new staff, board, and teachers

Phase III – Year ONE 2015-2016, ongoing professional trainings, once a month on-site training days, annual retreat, peer-to-peer pairing and feedback, assessing needs of teachers and staff and implementing trainings as needed

Phase IV – Year TWO and beyond having worked out what level and frequency of training and conflict resolution and team building is needed, establish an ongoing calendar of events to support all teachers, staff and board members.

Financing for the proposed school's facility will come from grants and/or loans garnered in the start-up phase between 2014 and 2015, spring.	Board members Denise, Dana, LaWana, and Laura will write grants	Karen and Denise will search for appropriate property	Denise and Lawana will seek alternative funding options, bank loans, options
The school may open in other available locations such as those offered by community members until a facility can be leased and prepared. These involve the use of the Community Center at Christ Church in Kealahou and the office suite offered by a developer's husband.	Denise and Karen will search available sites to the school	In addition, the team will continue to pursue partnerships with the County of Hawaii and other local agencies for land and or facilities and other in- kind support.	
The start-up period will be funded by grants and fundraisers by HART Friends and volunteer work by the Director while she works part-time at her existing job	Dana, Lawana, and Denise will continue to write grants and seek private funding	Enough funds will have been raised to hire the School Director, Denise, fulltime	
Two Board members will continue to work towards the opening of the school. Include all plans for fundraising and grant writing. Describe any specific fundraising opportunities and grants the applicant has identified. There are two specific grants for community start up projects that involve building capacity and educating children and families.	Dana and Denise will write the grants for start up funds from the government – ongoing Lawana will work to establish accounting systems.	Application due in June	
The school is in the process of a RocketHub campaign which will close in the end of February and has already reached over 50% of its \$10,000 goal within the first 30 days.	Lawana is heading up the Rocket Hub project – all are involved.		
HART Friends is awaiting its 501 c 3	Bylaws and school structure will	Board training will be scheduled for all board	

status from the IRS -	continue to be refined to meet our needs.	members (see below)	
The team has been successful in marketing -	Flyers, surveys, educational efforts in the community will continue		The team will continue to work with all three local charter schools to achieve enrollment numbers from their waitlists.
Preparing for staff	Curriculum will be sought by Denise and members of the board	Training materials will be created	Implementing teacher training and recruitment
The plan is in place for the existing HART Friends Board to move to the school Board to serve as the proposed school governance board. These bylaws, policies, and procedures will be adopted by the school Board at its first meeting. The founders will work to place new members on the HART Friends Board prior to that time	Transition members to Governing Board	Denise and Laura will meet in the community to recruit HART Friends' second board	
2014 through May 2015 training of HART Governing Board and HART Friends Board		Board training weeks and planning retreats	New board member training sessions
Summer 2015 training of new staff, board, and teachers	Denise, Board Member or other on contract provided grant funds available,	Staff, Conduct staff training – Dana and Board & advisors for particular topics	Teachers to their supplies and “stations”
Students	Enroll students		

Attachment ff. Financial Plan Workbook (RFA Exhibit 6) (Section IV.A.5)
This document is in a separate download.

6. The basis for revenue projections is 90% per pupil ADA to build in a safety net. Staffing levels are staggered and will be based on student enrollment where commitments to staff will be made in three phases:

1.) an initial hiring of main staff members: Director, Business Manager, Curriculum Leader, and Technology Leader will start the workings of the school.

2.) A second phase, will involve the hiring of teachers where the first set of core (math, language arts, science, and social science) and an arts elective teacher will be hired. Should the school not reach its desired enrollment, hiring will only take into account the best ratio of teacher to students possible with available revenues and the requirement to meet credential needs for single subjects. It's possible that the school may consider hiring a 6th grade teacher if the numbers are large enough to sustain one teacher for that level. The Director will evaluate the enrollment data and make this decision with the Board at the appropriate time to be reflexive of need.

3.) The third phase is to repeat the second phase as the enrollments support the additional team of core and another elective teacher, this teacher will specialize in technology. Should HART not be able to start with a technology teacher, the Technology Leader will be available to help teachers support their students in technology during year 1. These contingency plans along with a budget that has a 10% safety net built in, make for an effective strategy to ensure sound financial growth in year one.

The costs for these positions have been compared to that of those at a neighboring charter school as well as the positions themselves in light of HART's mission and vision. The school budget will rely little on variable income (e.g., grants, donations, fundraising) and has been calculated on solid revenue expected. However, it does rely on in kind support of volunteers in year 0 as well as donations of furniture and equipment throughout year 0 and 1. There is a basic budget for these items which will accommodate minimally the needs for the school and it is covered in the revenues.

a. The development team has applied for 501 c 3 status and to date has received over \$8,000 in cash and in kind contributions. The team will submit two grant applications in January 2014 for small start ups for which it meets the requirements. Additionally, should the school receive the Federal CS grant, it will be used to purchase wish list items that otherwise are not afforded in year 1, including starting staff development in June 2015 and hiring the key leadership sooner. Note which are secured and which are anticipated.

The proposed school currently has a fund-raising campaign in process where \$6,702 has been collected in approximately the first 30 days of the campaign. Of the total, \$5,000 is in the non-profit's bank account and \$1,700 is in the RocketHub account. The only restrictions on these funds is that they help to develop, HART, a new charter school on the Big Island. In addition, in kind support has been provided in the form of: airfare/ground transportation/meals for trips to Commission trainings on Oahu from Big Island; fees for the non-profit application State of Hawaii and Federal fees for the 501 C 3, and donations of thousands of hours of time provided by over a dozen individuals to research and prepare to open a new charter school.

b. Discuss the proposed school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. The Director and the Board will closely monitor enrollments and expected revenues and expenses and make adjustments to capacity based on funding. Facilities, staffing, equipment, furniture, and materials and supply costs can be scaled back if the school anticipated revenues are less than expected.

c. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening. We will utilize a staggered plan for hiring and explain to new-hires the payroll dates: The core leadership team will be offered positions which start July 1, 2015. Their pay for the July 1-15 time period will be deposited to them on August 5, 2015. This ensures the staff members are paid but allows the school a chance to start preparations early in July 2015. Additionally, the Director and the board will volunteer labor until the school is able to show grant or other revenues. This will alleviate cash flow issues for the early part of 2015. The Board is capable of completing the required tasks until staff can be hired and paid. Dana will continue to work on organizational aspects and Chris and Denise, along with the tech advisors, will continue to work on curriculum. All are available part time. The Director will be available to work nearly full time prior to the start and understands that payment may not be available.

If cash flow is not met for facilities or full revenues of equipment and materials and supplies, Plan B will take effect: The school will open with the use of neighboring facilities at Christ's Church and nearly 1000 square feet available of donated space provided by a Founder's husband. Teachers will use low tech curriculum and students who have devices will be asked to bring them from home. In such a case, the school will order materials and supplies on July 20 and take possession of a rented facility on August 1st. Prior to that time, the school will have its office at the donated space mentioned above. Students are due on campus August 3, 2015. So, we believe this back up plan is sufficient should expected cash flows not allow full application of all planned purchases/agreements.

d. For the virtual online component, necessary costs include: a technical leader on staff. This person would ideally be dedicated to the job of assisting teachers and students with the development of online curriculum and managing the hardware, software, cloud, and the Learning Management System, Moodlerooms (Joule)(LMS). In addition to this staff position, other costs will be incurred specific the blended learning model of which the backbone is online learning such as licenses for online curriculum (Apex Learning) and (Edmentum) assessments and ESL curriculum as well as elective packs; teacher training relative to curriculum use; and the LMS fees. Hardware costs involve the purchase of Chrome Books and staff computers; headsets; and Wi-Fi services are anticipated to be free after year 2 through the State program for fiber optic, high speed internet.

NAME: Hawaii Arts Repertoire & Tech (HART)

Functional Category		Year 1
100	Administration	300,650.00
110	Subtotal - Local School Board (LSB)	14,573.00
111	Contracted Services - Financial Audit, GB Development	13,240.00
112	Travel and other expenses	1,000.00
113	Supplies & Materials	333.00
120	Subtotal - School Leadership	77,700.00
121	Denise Mc Andrews, Director	70,000.00
122	Payroll HR Contract, Bank fees, Community Contact System	7,700.00
130	Subtotal - Business and Finance	81,600.00
131	Salaries - Professional Business Manager	60,000.00
132	Contracted Services Charter Commission Office 2% estimated	21,600.00
160	Subtotal - Info. Management & Technology	40,000.00
161	1 FTE Technology Leader	40,000.00
170	Subtotal - Development	1,000.00
173	Fundraising	1,000.00
180	Subtotal - Other Administration	85,777.00
181	Salaries - 2.5 FTE Clerical \$30,000 each FTE	75,000.00
182	Recruitment/Advertising	2,000.00
183	Travel and other expenses	1,000.00
184	Office Supplies, Materials, Postage	5,700.00
185	Other: Charter School Network Dues	2,077.00
200	Instructional Services	798,000.00
210	Subtotal - Instructional Leadership	62,000.00
211	Salaries - Professional Curriculum Leader	60,000.00
214	Supplies and Materials	2,000.00
220	Subtotal - Classroom and Specialist Teachers	450,000.00
221	Salaries - 6.5 FTE Teachers, Classroom \$50,000+%	350,000.00
222	Salaries - 2 FTE Teachers, Specialists, \$50,00 +%	100,000.00
230	Subtotal - Other Teaching Services	162,000.00
231	Salaries - 1 FTE SPED Teacher \$52,000	52,000.00
232	Salaries - 3 FTE of EA's (\$30k regular EA, \$35 SPED EA)	92,000.00

234	Contracted Services - Substitutes	18,000.00
240	Subtotal - Professional Development	4,750.00
242	Contracted Services Staff Development	4,000.00
243	Supplies and Materials	250.00
244	Travel and other expenses for PD all staff 3 years	500.00
260	Subtotal - Materials, Equipment & Technology	119,250.00
261	Textbooks & Related Media/Materials	4,000.00
262	Other Instructional Materials	4,000.00
263	Instructional Equipment Copier Lease/maintenance	7,000.00
264	General Instructional Supplies	4,000.00
266	Classroom Instructional Technology, Chrome Books for students/staff, pc's office	57,250.00
267	Other Instructional Hardware	5,000.00
268	Licenses for LMS, Apex Learning, ESL, Tests, Instructional online use fees	38,000.00
300	Pupil Services	64,000.00
350	Food Services	64,000.00
400	Operation & Maintenance of Plant	151,000.00
415	Utilities	15,000.00
420	Maintenance of Buildings & Grounds, Contracted custodial services	11,000.00
425	Maintenance of Equipment	1,000.00
430	Networking and Telecommunications	3,000.00
435	Depreciation of Equipment, Building, & Grounds	
440	Rental/Lease of Buildings & Grounds	90,000.00
445	Rental/Lease of Equipment	
450	Other: Desks, Chairs, other furniture equipment	26,000.00
455	Other: Custodial and First Aid Supplies	5,000.00
500	Benefits and Other Fixed Charges	5,000.00
530	Warranty/Insurance student devices for take-home	5,000.00
800	TOTALS	1,318,650.00

Funds Evidence – this is part of our RocketHub campaign as is the next page = \$5,800 to date.

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CHECKING DEPOSIT RECEIPT

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HART Start Campaign for New Kona, Hawaii Arts and Technology Charter School

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Status: **Launched**

18%

\$1,800

Raised towards \$10,000 goal

5 Funders





Last funded by Bryan Riley on 01/09/14

59 Days Left

Ends on 03/13/14 12:00 am EDT

Social

Project Leaders

 Dana Chisholm
  Denise
  La'Vana Richmond
  Karen Cochran, PhD

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Analytics & Tracking

Goal: \$10,000 End Date: 03/13/14

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Dashboard: Project ... 1.11.14 RFA REVIEW ... 7:05 PM

Items relative to Conversion Charter Schools are **Not Applicable** as this is a proposed start up.

- hh. Certification and supporting documentation for conversion of charter schools (Conversion Addendum, Section B.1)NA
- ii. Certification and supporting documentation for conversionNA
- jj. Evidence of community support (Conversion Addendum, Section B.3)NA
- kk. Non-profit organization’s bylaws or policies (business and conflict of interest) (Conversion Addendum, Section I.3)NA