

Application Cover Sheet

Applicant Group or Non-Profit Corporation	
Name: IMAG Academy (Community)	
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Partner Information <i>(if applicable)</i>	
Education Service Provider or Charter Management Organization	Name: Not Applicable Primary Contact: Mailing Address: Phone: Email:
School Director	
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Applicant Group Members <i>(add lines as needed)</i>	
Name: Momi Akana Email: momi@keikiokaaina.org Current Job Title and Employer: Executive Director, Keiki O’Ka Aina Learning Centers Position with Proposed School: Board Member	
Name: Cheryl Burghardt Email: wgcb16@aol.com Current Job Title and Employer: Elementary School Teacher Position with Proposed School: Board Member - Instructional Leader/Teacher	
Name: Sheila Buyukacar Email: kila1099@yahoo.com Current Job Title and Employer: Executive Director, Focused Reality, LLC Position with Proposed School: School Director	

Name: Jennifer Padua Email: jpadua@hawaii.edu Current Job Title and Employer: xxx, University of Hawaii, College of Education Position with Proposed School: Board of Director	
Proposed School	
Name:	IMAG Academy
Opening Year:	2015
Geographic Area:	Waipahu/Pearl City
Grades Served Year 1:	K, 4, 5, 6
Grades Served at Capacity:	K - 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

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

School Overview

Proposed School						
Name: IMAG Academy						
Opening Year: 2015 – 2016						
Geographic Area: Waipahu/Pearl City						
Grades Served Year 1: K, 4, 5, 6						
Grades Served at Capacity: K-12						
Target Student Population						
Describe the student population you anticipate serving.	%FRL:	60%	% SpEd:	8%	% ELL:	30%
<p>Other: Based on HI DOE information reviewed about the schools in the area, we believe the majority of the students will be Filipino (60+%) with a number of other ethnic groups being represented, such as Native Hawaiian, Micronesian, Samoan and Japanese. The percentage of students having attended preschool will be approximately 30-40%. Hawaii State Assessment (HSA) test school percentages of children meeting standards vary widely depending on the school a children is currently attending. In general, we can probably count on about 50% of the students to initially score below the state's established targets.</p> <p>As an educator within this community, I have found my students to be respectful and pleasant to work with and they truly want to do their best, but do need guidance. In most cases, family and friends are extremely important.</p>						
Proposed School Description						
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative	<input type="checkbox"/> Language Immersion (<i>specify</i>):				
	<input type="checkbox"/> Arts	<input type="checkbox"/> Military				
	<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Montessori				
	<input type="checkbox"/> Career and Technical Education	<input checked="" type="checkbox"/> STEM				
	<input checked="" type="checkbox"/> College Prep	<input type="checkbox"/> Virtual or Virtual Hybrid				
	<input type="checkbox"/> Cultural Focus	<input checked="" type="checkbox"/> Other (<i>list</i>): V-BASE (Value added Business, Arts, Applied Science, Engineering)				
	<input type="checkbox"/> Disability (<i>list</i>):					

School Enrollment Projection

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 (specify)	235	235	K, 4, 5, 6
Year 2	370	370	K-1, 4-7
Year 3	505	505	K-2, 4-8
Year 4	655	655	K-9
Year 5	730	730	K-10
At Capacity (2023)	930	930	K-12

School Overview

A. Executive Summary

*If children acquire knowledge and skills, they feel worth.
If children feel connection and belonging, they give with their heart and mind.
If children experience giving and acceptance, they create success.*
Sheila Buyukacar (2009)

1. Mission and Vision.

Vision

IMAG Academies are community resources raising generations of innovative, mindful, accepting, and giving citizens grounded in their knowledge and capabilities to create and sustain successful and peace-filled communities.

An Academy would provide youth the permission to dream, environment to thrive, confidence to succeed, skills to act and the expectation to create a collaborative and peace-filled society!

Mission

Our mission as a K-12 public charter school is to provide a small, family-like environment to prepare mindful citizens capable in excelling in college, career and life through creating a continuum of experiences where the strengths and potential of the individual and community can flourish.

Values

- ~Innovation and mindfulness are pillars to sustainable communities.
- ~Acceptance and giving creates unlimited learning experiences built on positive interactions.
- ~All citizens are capable, curious, and creative.
- ~Everyone and everything is connected.
- ~Learning is a continuum of social experiences.
- ~Knowledge, skills, and persistent action ensure success.
- ~Mastery uncovers confidence and value within oneself and community.
- ~Challenging real world experiences enhances relevance and a sense of belonging.
- ~Relationships foster collaboration as we strive to enable a peace-filled world.

2. Essential Terms.

The Essential Terms of the Academy are described below. Although they do not encompass all of the essential elements of The Academy, they are captured in everything we do.

IMAG culture. IMAG stands for innovative, mindful, accepting and giving. Being an IMAG is what the school strives to be as its own entity and with all of its stakeholders. Example: School director, personnel, and students are innovative, mindful, and accepting of others during the decision making process. In addition, an action or

Knowledge, Skills, Action. Action is required to be successful, therefore The Academy will build upon the development of a student's knowledge and skill in our content subject areas, but will incorporate action as the culminating activity to really assess if learning has taken place.

Examples: All learning is centered around the knowledge and skills of the content area being learned as it supports the student in taking action

V-BASE and Project Learning. V-BASE stands for value added Business, Arts, Science and Engineering. It represents the concept that knowledge and skills have to be applied through action to ensure learning and possible mastery is achieved. Community based V-BASE projects also encompasses our vision of becoming a community resource in raising capable citizens in creating and sustaining a peace-filled society.

Examples: Class or school projects apply the content area knowledge through their applied disciplines of business, arts, science and engineering resulting in value-added products or services for the school or/and community

3. Geographic Area, Educational Need and Anticipated Student Population.

The geographic area we've chosen is in the Waipahu Complex which span across six square miles from Leeward Community College to the entrance to Ewa. Our anticipated student population varies and will be dependent upon our final site location, but based on our review of each Waipahu school's reported figures we can expect approximately 60% of our students will qualify for free and reduced, 8% requiring SPED services, and 30% of our students will consider English as their first language. In addition we believe the majority of the students will be Filipino (60+%) with a number of other ethnic groups being represented, such as Native Hawaiian, Micronesian, Samoan and Japanese. The percentage of students having attended preschool will be approximately 30-40%.

Hawaii State Assessment (HSA) test school percentages of children meeting standards vary widely depending on the school a children is currently attending. In general, we can probably count on about 50% of the students to initially score below the state's established targets. As educators serving within this community, we have found our middle and high school students to be respectful, pleasant, and willing to go the extra mile when an engaging learning environment is created. Family and friends are central to these students' life and can play a critical role in their level of success.

4. Academic Plan and School Design.

The Academy will be employing a number of frameworks to ensure a caring and nurturing environment within three aspects of the organization. Its concern with the people, processes, and infrastructure in its student's learning environment, our teacher's teaching community, and our organizational infrastructure as a school. We will be integrating the Conscious Discipline framework to ensure social and emotional developments of our students are guided with its language, routines, rituals, and structures. The International Baccalaureate framework will ensure a global and worldly view and our IMAG culture will ensure our students will think with innovation, mindfulness, acceptance and giving in all decision making efforts. Hands on projects will be the application necessary for mastery of a content area to be accomplished.

Community based V-BASE projects will culminate our student's learning with community engagement at its core.

5. Community Engagement.

The Academy is all about community engagement. From the application team made up of moms and an educator to the incorporation of community based V-BASE projects, The Academy through its vision, mission and instructional strategies, it strives to become a community resource for all community members. Community engagement is part of our DNA and is inherent in our IMAG and IB culture.

6. Applicant Experience.

The team is made up of both governing board members and volunteers with expertise in handling some of the struggles that most charter schools experience. Our team has had experience in every aspect of creating a charter school, creating and building several preschools, to developing new educational program capacity.

7. Contribution to Public Education System.

The Academy will have an immediate contribution on the alternative choices for a child in Waipahu. With most schools in the complex having over 700 students and being some of the largest schools in the state, The Academy would be able to offer 235 students a smaller more family oriented learning environment. In addition, once certified, we would be the only school in the area to be an International Baccalaureate World School. We will be one of only 3 or 4 in the state.

B. Enrollment Summary

Enrollment Plan: The following table illustrates the proposed school's five year enrollment and capacity plan. All grades, K-12 will be served. Capacity at 930 students will be reached in 2023.

Grade Level	Number of Students					
	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2023
K	60	60	60	60	60	60
1	-	60	60	60	60	60
2	-	-	60	60	60	60
3	-	-	-	75	75	75
4	75	75	75	75	75	75
5	50	75	75	75	75	75
6	50	50	75	75	75	75
7		50	50	75	75	75
8			50	50	75	75
9				50	50	75
10					50	75
11						75
12						75
Totals	235	370	505	655	730	930

Rationale: The First Year

There are several reasons that support the rationale for the grade levels and the number of students to be served in year 1. As our academic plan creates a learning environment strong in combining and applying both content and the IMAG culture it became critical to commence with students starting a new phase of their school career; kindergarten and grades 4, 5, and 6. As the upper grades of primary school (4, 5, and 6) these grades are considered the beginning of the transition years to adolescence and intermediate or middle school. Engagement and interaction is especially critical during these transitions in laying (or re-laying) the foundation to a life of exploring, learning, and positive interactions and collaborative relationships. It also fit as we explored the IB framework and pedagogical strategies and to ensure a positive continuum of experiences.

As the number of students (235) was a result of our decision to offer two or three classes per grade, the number of classes were determined due to two concerns. First, in both groupings (kindergarten and 4-6) it fostered our desire and ability to provide our teachers a community of support which would allow each educator a group of colleagues in the same situation to interact, collaborate and share knowledge and skills. It also provided them built-in resources to not only share their strengths, but to take action. If we had only offered one kindergarten class, it would be extremely difficult to create the necessary space for support, especially during the first year. The result would be the educator would be left to start not just a new class, but a new school. Although, we do realize it brings its own problems, we believe having two or three teachers per grade would be a better recipe for success in implementing the academic plan and supporting our teachers, students, families, and community members.

For example, having seven classes across the upper primary grades allowed the school infrastructure to support hiring a variety of content experts without having to hire part time teachers to provide specialized instruction in Music, Art, and Physical Education. If enrollment is what we plan, having 7 teachers would provide us with a lot of flexibility in our instructional strategies and in the variety of content area teachers that can be hired. As important, one of the major concerns we experienced with smaller numbers of students was the lack of a support system for our teachers. Seven vs three or even five teachers in a “group” could improve capacity for collegiality, co-teaching opportunities, content area focusing across the “looped” grades and the many unknown challenges of a new start-up charter school.

Rationale: School Size

There were several different major reasons for the suggested number of students for our school. First, a study which reviewed a myriad of educational research of school size effects on a variety of student and organizational outcomes, found small school size provided the weight of evidence clearly favoring smaller schools. It found smaller schools were better able to support students who traditionally struggle at school and/or are students from disadvantaged social and economic backgrounds.

The second reason for the school size is related to the rationale stated during the first year. For instance, multiple classes within a grade will enhance our ability to put into place an IMAG culture that would foster teacher collegiality as well as better support our V-BASE School and Community Projects. .

Economies of scale is the third factor that helped us to determine our school size. At a certain point, the school became financially feasible with the right number of students and teachers to not only support our learning community, but to foster our teaching community as well.

Academic Plan Design & Capacity

“Relationships are also a critical factor in young people’s engagement and motivation at school”

Andrew Martin & Martin Dowson (2009)

A. Academic Plan Overview and Academic Philosophy

The academic plan and philosophy of The Academy is grounded in our ability as educators to provide youth the permission to dream, environment to thrive, confidence to succeed, skills to act and the expectation to create a peace-filled society. It is one thing to write or say these words and another to actually deliver. The Academy will be ready to deliver on all organizational levels. As we are family driven, student focused and community centered, we will uncover the motivation and self-efficacy requiring us to engage our students in learning integrated within our classroom, school and community. As our teachers create and connect the relationships, the relevance will become easily apparent, triggering a child’s natural curiosity to quickly seek the knowledge and skills they will need to excel in whatever they deem important.

The Academic plan will create an environment where everyone thrives and flourishes in uncovering their strengths and potential across academic learning, as well as their social interactions with each other and the community. The Academy’s culture is the holistic system of our beliefs and behaviors that sets the stage for us to create, develop, and integrate the continuum of experiences for all school personnel to be about to connect and strengthen our potential as innovative, mindful, accepting and giving citizens and communities. As The Academy’s students engage, interact, and strive to solve the most challenging problems, they will grow and excel to the highest standards we set in front of them. As we guide our teaching by the various National Standards for our diverse content offerings and the Common Core State Standards for its English Language Arts and Mathematics, the children will continue to improve on their Hawaii State assessments. Through hands-on activities and V-BASE community driven projects, students will be able to apply what they’ve learned in school to create sustainable solutions in solving the needs of the community.

Assessment is a welcomed activity at The Academy. Teachers, as well as students and other instructional personnel perform informal and formal formative assessments on a regular basis to enable on-going adjustments to be made. In addition, to a quarterly review of a student’s Performance Achievement Record (PAR) for Evidence of Achievement Goals and Learning (EAGLs) an end of year paper and presentation culminate a student’s year of accomplishments. Report cards summarize appropriate achievement levels for the academic subject areas and IMAG behavior and their progressive improvement.

These types of hands-on activities and projects provide a perfect venue for our population of children. These types of purposeful connects has been cited to optimizes

the use of their multiple intelligence to trigger their ongoing accomplishments in the basics as well as advance levels of thinking and creating solutions.

B. Curriculum and Instructional Design - Our Basic Learning and Teaching Environment

As curriculum is defined many ways, we have chosen the following definition to ensure its most comprehensive view is used here. In addition, we've also used a more detailed breakdown in order to be more concise in our development plan.

"Curriculum is all the experiences that learners have in the course of living (Marsh & Willis 2003)." It also helps to be able to further identify the actual products or outcomes included in a curriculum. Therefore, we've chosen to define it as "the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives" (Wikipedia, 2013).

Therefore, it is our belief, as knowledge is acquired from all experiences (Dewey, 1938) and through social interaction with one's environment (Bandura, 1989), curriculum should be comprehensive in its ability to help students to construct their place in this world (Dewey, 1938). These beliefs requires us to look at the world as our campus and everyone in it as capable assistants of learning (Vygotsky, 1978) to incorporate and integrate venues to tap into a child's capabilities, strengths, and multiple intelligences (Gardner, 1991).

B1. The Basic Learning Environment. The basic learning environment at The Academy will utilize hands-on experiences to ensure core subject area material is purposefully connected and integrated into real world situations and solutions. The learning and teaching environment will be driven by relational (Boyd, et al, 2006) and connective (Gadow, 1999) pedagogies that refer to creating positive relationships between student and teacher and making meaningful connections interpersonally, as well as to external sectors and significant others.

Although on the outside, an IMAG Academy may look like any other school in the US, it is the IMAG (innovative, mindful, accepting, and giving) culture that will permeate all aspects of the school; student, teacher, parents, community and the on-going social learning interactions between them. This culture maintains these beliefs and its resulting behaviors as the norm, not the exception.

Core knowledge areas to be taught are Language Arts, Mathematics, Science, Social Studies, Art, Music, a World Language, and Physical Education. Integrated V-BASE projects will enhance a student's use of their knowledge, skills, and decision making capability to experience the real world relationships around them. The project outcomes will be value added (V-) solutions to the school and community through products or services related to business, arts, applied science or engineering (BASE). This type of comprehensive application of the core subjects is essential to having students make relevant connections to the real world and to see how their capabilities can make a difference to those around them.

Our practices are based on being family driven, student focused, and community centered. In The Academy village, everyone is capable and brings with them their strengths and potential. With the focus on the student and the concepts of family and community, active, inquiry-based community engagement will result in internal and external relationship-based communication and connections.

Curricular aims and learning progressions will allow the Common Core State Standards to be a baseline to measure against as on-going formative assessments will allow not only the teacher, but the student to make learning adjustments (Popham, 2008) to exceed these baselines. These progressions will help engage our students in their on-going acquisition of knowledge, mastery of skills, and resulting choices and decisions required of productive citizens of a community. These informed adjustments will only enhance our student's performance on the Smarter Balanced Assessments used within the Strive Hi system. As research has shown when education is social and relevant from the learner's point of view, test scores improve and in some cases, dramatically (Leithwood & Jantzi, 2009). In addition to that expectation, we would also predict our student's confidence will soar from their own internal motivation and self-efficacy as they see their knowledge and skills connected to relevant projects within their own school and community (Leithwood & Jantzi, 2009).

The standard class size will range from 20 to 25 students. Although there are many factors that may aid a student's learning, studies have shown both in educational and psychological research, it is the relationship and positive learning environment created between teachers, students and peers (Leithwood & Jantzi, 2009) that has been the most significant difference in a child's academic achievement (test scores). To support this, co-teaching and teacher assistants will be used extensively to better enable personalized teacher-student relationships and more positive peer interactions. This type of classroom structure will also help in differentiating instruction when necessary.

Faculty looping will also be employed as faculty members accompany their students for at least 2-3 years. This type of "looping" has proven to provide the students with a myriad of positive learning environments both through peer assistance to better relationships between teacher and student.

The K-12 looping structure at capacity will be, K – 1, 2 – 3, 4 – 6, 7 – 9, 10 – 12.

B2. Overview of the Planned Curriculum and Alignment to the Common Core State Standards. This section will consist of a description of our ideal instructional strategies framework and an accompanying curriculum development plan as we work towards integrating our culture with the necessary organizational structures and curriculum. Our overall goal is to provide our students a continuum of experiences (Dewey, 1938) informed by the Common Core State Standards and National Standards and driven by our school's mission to prepare mindful citizens capable of excelling in college, career and life through creating a continuum of experiences where the strengths and potential of the individual and community can flourish.

The Curriculum Framework.

Our mission, vision and educational philosophical pedagogy align perfectly with those known as International Baccalaureate® World Schools. In order to provide this type of progressive environment to our students we will be aligning our teaching and learning culture, academic, and organizational practices and policies to allow The Academy to mindfully and naturally be accepted as a World School. The International Baccalaureate® (IB) “aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (IBO, 2013)”.

Within an International Baccalaureate® World School, curriculum is comprehensive and encompasses not only the associated instructional strategies within the classroom, but the school’s culture as it is represented within the beliefs and actions of its personnel and reinforced by its subject offerings, programs, daily schedule, policies, decision making processes, organizational structure and physical infrastructure.

Although the IB framework is comprehensive in its instructional strategies and approaches to creating an IMAG learning and teaching environment for both students and teachers as we grow our K-12 community, The Academy, will also have to create and maintain the foundational organizational structures (culture, beliefs, policies, processes, rituals, and routines) to enhance student and personnel motivation, engagement, and achievement across the entire school campus. In addition to the IB framework, Conscious Discipline® will also be used to guide the necessary language, rituals, routines, and campus and classroom structures to uncover the natural IMAG nature of people.

In line with our vision to become a community resource in creating a collaborative and peace-filled society, it will be essential for the culture and instructional strategies to be closely integrated for it will be the foundation of not only student learning, but teacher, family and community innovations, mindfulness, acceptance, and giving. It is not a cliché when we say, the child is our future. At The Academy, we strive to make it a reality.

At this current time, the decisions on the specific content materials cannot be made without more research and discussion. However, in most cases we will use common content materials being used in schools for the appropriate grade levels. Our task will be to ensure several conscious alignments of applicable standards are identified across all subjects, if possible. Upon identifying the appropriate standards for the specific grade, we will then have to apply it within each content area. For example, most if not all of the Common Core Content Standards can also be integrated and observed in Social Studies, Math, and Science.

As we take the next step from instruction to V-BASE application, identifying the applicable standards and assessment points across our hands-on exercises and class, grade level, or school wide projects will be necessary and essential to assessing a student’s knowledge, skills and action abilities. In addition, proper assessments will

also have to be identified to aid in our understanding of a student's growth in areas not covered by the Hawaii state assessments, but important to their abilities as IMAG citizens. This type of understanding will not only heighten our awareness of the possible learning that may have occurred, it will also help us to better observe the innovation, mindfulness, and acceptance of a person's choices. As important, it will better enable all teachers, including teacher assistants to understand what is being taught, what is being expected, and to be able to make the link to those student connections that were truly innovative and mindful.

As we feel we need to better understand and integrate National, Common Core and IMAG standards before identifying the instructional materials, the materials chart templates (**Attachment b**) will not be included.

The Curriculum Development Plan.

As we have defined earlier, curriculum is comprehensive in its structure and application. Because of our belief that learning occurs through the continuum of experiences and each experience affects the next, it is imperative that these opportunities are purposefully planned. As John Dewey recommends, our jobs as educators are to judge and organize these experiences to the best of our abilities, but to do so these experiences must be purposeful in engaging the student to continue to learn (Dewey, 1938).

As you will see, the curriculum development plan is more than just identifying materials to be used to achieve the content standards in the core subject areas in an academic setting. By using the backward design method, we would better select the material choices that best fit our target objectives. As our students learn the materials and skills of our core subjects, it is not enough to know it; they must be able to apply it in real world situations. At The Academy, our students will be asked to take it one step further and apply their knowledge, skills and actions to solve problems or create a better community by being innovative in their thinking and actions, mindful of the effects of their decisions and actions, accepting of what is and others circumstances, and giving of themselves, their knowledge, and their strengths. This expectation must be purposeful, created and orchestrated.

In summary, the application of knowledge, skills and action is one of the essential tenets of not only the learning environment, but the underlying foundation to the teaching and working environment of The Academy. The Common Core State Standards and the national level standards for the core subject areas taught in school will identify the academic knowledge and the methods and processes of each subject. But knowledge isn't power or helpful until it is applied to help someone's life improve in some way. Therefore, the knowledge and skills learned in school will then be applied through the use of hands on experiences and classroom, grade level, school and community integrated V-BASE projects.

Attachment c will provide a curriculum development plan outlining the objectives, individuals involved and a timeline.

B3. Primary Instructional Strategies. In order to ensure and enhance a continuum of experiences (Dewey, 1938) and purposeful learning, a multitude of different instructional strategies will be used to enable and enhance interactions to occur between students, teachers, and community members. Along with the International Baccalaureate® framework, projects, learning centers, hands on exercises, small group discussions, dyad exchanges and student presentations will play an important part in creating an environment of mutual exchange and assisted learning (Bandura, 1989). As described in research, these types of engaging activities suits all types of learners and also serves to create the necessary caring and nurturing relationships especially important during our children's developing years with adults and peers.

The International Baccalaureate® and Conscious Discipline® frameworks and our own connective and relational pedagogies will drive the necessary decisions to ensure real world relevance, engagement and connection. In order to support our teachers in their instructional strategy choices, The Academy will employ its own IMAG culture as it will strive to provide the reflective and growth organizational structure for sustaining a collegial, supportive, professional, and collaborative community. Almost daily community gatherings and weekly formalized professional development are part of the Academy's organizational schedule and norms.

On a daily basis, we will need to meet students where they are in their learning and education; therefore differentiated instruction will be more of a norm than the exception. With that said, teachers will be informed by their on-going formative assessments to help identify alternative instructional strategies for students striving to meet their particular learning situation (struggling or thriving). Depending on the subject area and the student, the International Baccalaureate® framework and our IMAG culture requires teachers, teaching assistants, and peers to use a variety of instructional strategies to help assist in a student's acquisition of knowledge, mastery of skills and decision making choices.

B4. Virtual or Hybrid Online Component. Although our proposed school plan does not contain a virtual or hybrid online component as its major instructional method, a flipped instructional strategy (IBO-video) will be used to introduce time consuming, but basic and essential subject area content knowledge. This type of "flipped" classroom will allow students to view basic and introductory lessons as homework assignments and on their own time schedule. Most importantly students will be able to stop and start lessons as many times as required. This will be especially helpful for English Language Learners (ELL) and other students needing a slower paced session or others to assist them to better understand what is being discussed. Students may also be able to utilize "watch" and study groups or partners, enhancing relationship building and peer social interaction.

Lessons will be available in a number of medium (via internet and DVDs) and students will be able to use school, public library or home computer or television equipment. In our schedule, Wednesday mornings has been set aside specifically for peer tutoring, watch and study groups.

C. Pupil Performance Standards

The Academy's assessment goals will employ the Common Core States Standards to guide English Language Arts and Mathematics and the appropriate National Standards for other content areas. As important and in order to accomplish our mission to prepare mindful citizens capable to excel in college, career and life, other academic and citizenship knowledge and skills standards will also inform the continuum of learning experiences of our students.

C1. Pupil Performance Standards. It is important to note that although national and state standards play a role in exit knowledge and skills identification, curriculum, delivery strategies and resulting learning progressions will require a multi-subject and -disciplinary approach that integrates core academic knowledge, methods and skills across multiple, if not all learning progressions (Popham, 2008) and experiences.

C2. Academic Standards. A table of the subject areas to be taught at The Academy and the standards to be employed is located in **Attachment d**. Another important consideration is that the standards may be observed across most if not all content areas. This type of integrated approach to assess our students will require a purposeful alignment and better understanding of all standards; therefore allowing multiple teachers in different content areas and learning environments to observe the student. Please note that the Exit Knowledge and Skills column within **Attachment d** is a placeholder, to be used by faculty during the start-up period to align and integrate grade level standards across subject areas and learning environments. The Curriculum Development Plan is located in **Attachment c** and it provides the guidance and timeline to align standards across subjects, infuse our vision and mission through an IMAG and IB lens allowing us to match our V-BASE exercises and projects to extend learning opportunities and for the students to make relevant real world connections. During the curriculum development we will then be able to purposefully align the exit knowledge and skills of the lower grade level to the next grade level to better enable a smoother vertical integration and progression between each grade level.

C3. Additional Academic Standards. As described in paragraph C2, additional standards and exit knowledge and assessment type artifacts and criteria will be determined during the start-up phase as part of the Curriculum Development Plan (located in Attachment C). Due to our vision and mission and the use of the IMAG and IB frameworks, it will be required for every student to take part in an additional exercise and/or project in order for real world application of subject area learning to be extended and assessed. For example, the IB Middle Years (middle school) program requires students to do service learning as well as a personal project as a way to culminate the year of learning a myriad of subjects. In addition, part of The Academy's V-BASE community projects, these types of activities will be on going.

Throughout a student's time at The Academy, artifacts or Evidence of Achieved Goals and Learning (EAGLs) will be created by each student. These artifacts will be kept in a student's Performance Achievement Record (PARs). These PARs will be part of the ongoing formal and informal assessments, in order to better understand a student's

learning and needs. The Academy will incorporate a myriad of tools to help the student and be used to communicate to parents and students alike.

C4. Proposed Exit Standards for Graduating Students. As our curriculum development task force takes the task to align/integrate the different subject standards across a student's educational program, we will be better informed of the exit standards for each division's "graduation" at the lower grades. Although the task force will revamp this to align the necessary standards and frameworks, **Attachment e** holds an initial attempt at some of the proposed school's exit standards.

D. High School Graduation Requirements

In order to maintain a connection to other high schools in Hawaii and to allow our and other students to transfer between schools and not lose valuable earned credits, our high school graduation requirements will align with those of the 2016 graduation requirements of the Hawaii Board of Education (BOE). In addition to those credits required by all public high schools, as an International Baccalaureate (IB) World School, a student exhibition will also be required by all graduating seniors. A request will be made to allow this senior exhibition to satisfy the Senior Project and the BOE Recognition Diploma.

D1. Graduation requirements. Twenty five credit hours will be required to graduate from an IMAG Academy. Twenty- one core credit hours will be earned with an additional 4 hours in electives in accordance with the Hawaii BOE graduation requirements. One credit will be earned upon satisfactory completion of the IB student senior exhibition.

D2. Requirements ensure readiness. Although the subject areas have been narrowed to correspond to those of the Hawaii BOE, our instructional strategies and V-BASE projects will expand these subjects into real world application across business, the arts, applied science and engineering. Our social interactions with other students and community members will help the student to better understand the knowledge and skills learned and how they are used to be innovative, make decisions, and take action while being mindful, accepting and giving participants.

Subject	Credits
English	4
Social Studies	4
Mathematics	4
Science	4
Physical Education	1
Health	1/2
Personal Transition Plan	1/2
Foreign Language	2
Senior Exhibition	1
Electives	4
Total	25

Table 2.1, Graduation Credit Hours

D3. Systems and Structures. There are a number of structures and instructional strategies as part of the normal organizational infrastructure that will be in place to increase a student's readiness to go to college or start a career after high school. These strategies will also help those students at risk of dropping out or not graduating.

- a. Faculty looping
- b. Weekly Watch and Study Groups
- c. Weekly Community Gatherings
- d. Collaborative and integrated projects
- e. Peer assisted groupings
- f. On-going formative assessments
- g. Self-adjusted learning strategies
- h. Teacher and student action/intervention planning
- i. Student and Staff intervention planning
- j. Alternative resource investigations and arrangements (ie work/study partnerships)

These structures have been built into the organization to address a student's needs at the earliest possible opportunity within the classroom. Our belief that all students are capable of learning with some sort of assistance, therefore teachers and administrators will continue to work with a student (and family) to create the necessary evidence to help a student to uncover their motivation, build upon their self-efficacy and to take responsibility of their learning and success.

E. School Calendar and Schedules

The annual academic schedule coincides in most instances with the normal DOE calendar. The 2013-2014 HI DOE calendar was compared and used to inform our proposed 2015-2016 calendar.

E1. Calendar Reflects Needs of Academic Plan. Our proposed schedule has 181 instructional days if 3 professional days for teachers would be required. There are several differences that accommodate our focus on the student and their families. The biggest difference is the length of time for our Winter break. We will propose a 3-week break to accommodate two concepts. First is a family focus. We feel the length of time families can spend on vacation should be increased. As most of our students will be of Filipino and other non-Hawaiian ethnic groups with families in other countries, this would allow a longer time for these types of trips as well as a possible break in price due to the return being after most high cost tickets. Another reason for a three week winter break is to have extracurricular school and community intersession projects and trips. Three weeks (vs 2 weeks) will allow downtime during the normal HI DOE public school, but will also accommodate about 1 week with other schools in session. This will aid our community projects and possible visits to other schools.

Another accommodation we will be requesting is to give family's an option of having our parent/student conferences during the evening. This would allow instructional time to continue and not be eliminated and give our working families a break from having to

take non-paid time off. A waiver will be requested for this as alternative time off or compensation for this proposed requirement.

The proposed school calendar for the first year can be found as **Attachment f**.

E2. The Structure of The Academy's academic schedule. The structure of The Academy's day and week is in direct support of our relational and connective pedagogies. The schedule framework was borrowed from SEEQs, and is optimized for our vision and mission. It enhances learning to happen through social interaction in and around school as well as in the classroom. This type of sustainable effort must be modeled and it is done here in our daily and weekly schedule. It encapsulates our understanding that learning takes place through social interactions (Bandura, 2008). There are several major differences with our daily and weekly schedule that is quickly noticeable from a normal public school.

First, is the school gathering time in the beginning of the day. With the use of research done by Dr Becky Bailey, the use of a Smart Start and transition from home life (or early morning study time) to school life with peers and teachers is an essential practice for the brain to engage at higher levels of thinking (Bailey, 2000). This time allows "re-connection" and a time to foster a sense of belonging to the school as well as each other.

Second, is the project time scheduled in the afternoons. Application of knowledge and processes taught is essential for learning to transition to a level of mastery.

Third, is the community, staff and family partnership time on Wednesdays. As our mission is also for our students to create and sustain communities, it was imperative we gave focus to our family, staff and community members with consistent and recurring time within our schedule.

Fourth, the schedule is very consistent which accommodates a pattern seeking brain. School start and dismissal times are the same every day of the week with the majority of the mornings devoted to core subject knowledge acquisition and processes. The afternoon is spent in the application and connecting core subject knowledge to the world around them through community centered V-BASE projects.

The Academy's school hours are 8:30 am to 3:30 pm.

The School Schedule: The schedule was built to optimize 1750 minutes of instructional time each full week of school. Although we consider our core subjects to include the arts, foreign language, and the application of knowledge and skills learned through our community project time, the instruction in language arts, math, science and social studies range from 150 to 245 minutes per day to total 845 minutes per week. Although not dedicated to a specific core subject, the community project time will incorporate further instruction in language arts, math, science and social studies. The community time accounts for 45 to 115 minutes per day which equates to 505 minutes per week. The non-core subjects of art, physical education, foreign language are scheduled for 100 minutes per day with a total of 400 minutes per week.

K-6	Monday	Tuesday	Wednesday	Thursday	Friday
Core 845/week	150	150	245	150	150
Non-Core 400/week	100	100	-	100	100
Application 505/week	115	115	45	115	115
Total Minutes 1750/week	365	365	290	365	365

Table 2.2, Total Minutes – By Day and Week

E3. A proposed day and week schedule of The Academy can be found as **Attachment g**. Although similar, each school level, primary, middle and secondary, is presented within this attachment.

F. School Culture

An organization's culture drives everything from its organizational structure to the processes that drive its member's daily interactions and decisions. A school's culture transcends even further, as its beliefs and ideals are taught to its students through the language, rituals, routines and classroom/school structures used to convey the academic content knowledge (facts and methods and facts). In fact how a school assesses what and how its students have learned and its teachers have taught is also driven by a school's ethos. If not purposefully and mindfully developed and nurtured, a culture will emerge to reflect what its members believe and how they think and behave. Negative or positive, a culture exists. The Academy has chosen to create a culture that solidifies and synergizes our efforts in fulfilling our vision and mission. It has identified the IMAG characteristics a person within this organization should uncover and has identified two frameworks aligned with helping its members to uncover these characteristics. These two frameworks are Conscious Discipline and the IB framework.

F1. The Academy's Grounding Ethos. The guiding belief or ideal of The Academy is everyone is an innovative, mindful, accepting and giving citizen and is capable of offering strength to others. This belief is further grounded in its stated values as listed below.

Values

- ~Innovation and mindfulness are pillars to sustainable communities.
- ~Acceptance and giving creates unlimited learning experiences built on positive interactions.
- ~All citizens are capable, curious, and creative.
- ~Everyone and everything is connected.
- ~Learning is a continuum of social experiences.
- ~Knowledge, skills, and persistent action ensure success.
- ~Mastery uncovers confidence and value within oneself and community.
- ~Challenging real world experiences enhances relevance and a sense of belonging.
- ~Relationships foster collaboration as we strive to enable a peace-filled world.

F2. Creating, implementing, and maintaining The Academy Culture. The IMAG culture of The Academy has already taken shape as we've carefully selected to describe the synergistic concepts of innovation, mindfulness, acceptance, and giving through the further details of our vision, mission, and values. In addition, the holistic frameworks of Conscious Discipline and the International Baccalaureate Programme help us to give it form and evidence-based structure. Both will provide a view of the world that recognizes the importance of the choices individuals and groups make with the understanding that these choices are driven by not only the knowledge and skills of an individual, but their underlying beliefs, thinking, feelings, and behaviors...their culture. Both frameworks have also brought with it the necessary language, routines, rituals and educational structures to allow these ideas to uncover and become part of a person's normal way of life. The culture of The Academy strives to provide the organizational structure, the necessary processes, and the essential infrastructure for all members to excel at being IMAGs. It is a place where everyone can do their best work as an individual or as part of a group. It is a place where everyone can feel safe, valued, supported to be unique in their beliefs and thinking. It is a place where everyone can feel The Academy is their home

Its implementation has also begun with the identification of the preliminary infrastructure, naming of The Academy, and the writing of this application. The culture will continue to evolve as the infrastructure, organizational structure, processes, and people continue to be fine-tuned for each major subcomponent of the organization; learning community, teaching organization, and school.

The Academy's governing board and school director will continue to reflect on how best to maintain this culture through its organizational behavior, the resulting decisions, processes and infrastructure changes.

F3. Our Culture is built upon being Inclusive. The culture of The Academy is inclusive of all people because we believe we all have special needs, some more often than others. In some cases, due to our current ways, we have had to label those needing help to ensure the inequities are not perpetuated within the educational system. From a system standpoint, this has been quite helpful in fulfilling our duty to provide a free and appropriate education to those needing more specialized and professional services outside of our normal offerings. With that said, our IMAG culture embraces the beliefs and behaviors of mindfulness, acceptance and giving. One structure that is

put in place is the support systems for instructional teachers as they are part of the school's teaching environment as they are a key part of the student's learning community. It is important to note, although these strategies may cross over all of the environments of the organization, the table below attempts to identify the level of the strategies in which they begin and are supported. For example, in most schools, the strategy of flipping instruction is a teacher's strategy, but at The Academy it is a universal school strategy and used and supported by the organization with support from teacher assistants and office staff vs just used by one teacher.

School Organization	Teaching Organization	Learning Community
IMAG Mentality	IMAG Mentality	IMAG Mentality
Multi-age grouping	Co-Teaching	Dyad Editing
Assisted Tutors	Teacher Assistants 1 for every 2 teachers	
After School Activities		
Watch and Study Groups		
Mentor groups		
Project based learning		
Flipped instruction		

F4. A Typical Day in the Life of a Student IMAG. A one page description of a typical day of an IMAG 5th grade student during our first year is included in **Attachment h**.

F5. A Typical Day in the Life of a Teacher IMAG. A one page description of a typical day of an Academy teacher during our first year is included in **Attachment i**.

G. Supplemental Programming

There are many different supplemental programming ideas that will fit into the vision and mission of The Academy. We hope to be innovative and mindful as we work to put those in place over our growing years.

In this section, supplemental programs will be defined as those outside the normal, published school schedule. As we are family centered, student focused, and community driven, simple and integrated supplemental programs will be imperative to fulfil our vision and mission and should be in place from the first day of school. These programs, when infused and integrated into the school's culture and academic offerings, can continue to extend our efforts in the mental, emotional and social development of our students, their families and communities.

G1. Summer Program. As our vision of becoming a trusted resource for the community is seriously analyzed, we have come to realize a parent's or guardian's work does not stop during our school breaks, therefore we must meet our family's needs whenever possible.

In order to ensure our supplemental programs are given dedicated time and focus, a part time Extra Curricular Coordinator/Manager will be hired to organize and manage these supplemental programs. During intersession and summer programs this position will transition to full time and will manage the necessary activities of the specific program.

Like the after school program, the summer program will serve similar goals; extended learning opportunities and a safe and nurturing place a family can trust. It will focus on incorporating V-BASE application and hands-on experiences with field trips around the local community.

The summer program will attempt to be V-BASE with an emphasis on the arts and business. For example, it will provide sessions in a variety of areas, such as music, performing and visual arts, computer programming, robotics, foreign language, and business development.

Table 2.3, Supplemental Program – Information, provides an overview of both the summer and intersession programs.

The number of participants will be dependent upon our facilities. The following is determined according to our acquiring a location with the minimum size of 6000 square feet.

Session Info	Specifics
InterSession	Dec 21 – Jan 8 2015 and Mar 21 – 28 2016
Summer dates	Jun 20 – Aug 12 2016
Daily Schedule:	8:30-3:30
Participants:	150 max (first year)
Open to the public (estimate to have 80% Academy students) Fee based (scholarships will be available) Marketing: In school flyers, district school flyers and announcements, public announcement and community (Mid-Week) and partner calendars Session Leaders: Academy teachers, other DOE teachers, business providers Management Personnel: Extra Curricular Coordinator and an administrative assistant	

Table 2.3 Supplemental Program – Information

G2. Intersession Programs. Like the after school program, the Intersession program will serve similar goals; extended learning opportunities and a safe and nurturing place a family can trust. It will focus on incorporating V-BASE application and hands-on experiences with field trips around the local community.

The intersession program will incorporate the themes already being used in school. Table 2.3 Supplemental Program – Information, attempts to estimate the details of the intersession program. At the minimum, the intersession and summer programs *may* be able to act as the funding source for our facilities (rent, utilities, maintenance, insurance, etc) during our break and vacant times. In the best possible win-win situation, as we model our own IMAG and V-BASE strategies with the resources we have within our community, the intersession and summer programs could also become a sustainable fundraiser for the school to not only cover facility costs, but to also provide a consistent revenue stream to the school. A business model used by Kamaaina Kids would be to have a totally different management staff plan and lead these programs. Current teachers and staff could be used as supplemental personnel based on their desire and availability. This would ensure our normal school teachers would not be overwhelmed or have it detract from either effort. More research will have to be done based on our final facility location, partnerships and alliances, available grants, and programming.

G3. Programs or Strategies to Address Student Development and Health. As part of all programs involving The Academy, the Conscious Discipline framework will guide and inform language, routines, rituals, and structures. Conscious Discipline is a framework based on child and brain development research. Its main focus is for adults to become conscious of their actions and start to respond with respect to others and the children around them. Through understanding our brain states and how each affects our behaviors, Conscious Discipline suggests we respond from the higher centers of our brain to discipline ourselves as well as our children. This modeling not only teaches our children respectful communication, but enables them to self-regulate, build empathy, create positive relationships amongst peers and adults. It has been found that positive social interactions and relationships are the foundation to cooperation (Bailey, 2000).

G4. Other Student-Focused Activities. This section will address The Academy's Before and After School Program.

Before School Program: This program will be essential to lessen the burden of those families with work requirements not conducive to our normal school drop off hours. The specific program characteristics will also be based on the needs of the families requiring before school care. This program will be managed by the school staff and a person will be hired or contracted with the appropriate child care credentials required by the state of Hawaii.

This program will be initially offered for a fee paid by the parents/guardians. Due to our projected large population of socially and economically disadvantaged families, other sources of funding will have to be sought.

After School Program: An after school program will serve several goals. First, is to extend the learning of the students involved. Second, is to provide a safe and nurturing place for families to feel their children are secure and well taken care of without

scheduling or transportation concerns. The goal for this program is to grow and be integrated with the V-BASE community projects done in school.

At the onset, this program will fulfil the basic needs of childcare for the family; therefore it will be funded by a combination of several resources. First, A+ is one source of funding for those eligible. The other source of funding will be parent/guardian fees.

When possible, we hope to transition the focus of this program from child care to extra-curricular activities during the course of the year and to organized learning sessions in areas such as music, visual arts, performing arts, computer programming, science games/projects, aquaponics, etc. This type of offering will be dependent upon community partnerships and costs. Grants may have to supplement fees to ensure these sessions are available to all students.

H. Special Populations and At-Risk Students

An enriched Free and Appropriate Public Education (FAPE) is inherent in the vision and mission of our school, therefore it is a foundational belief it is a right to all students and not only those identified within government created categories of focus. We believe all children are capable and must be met at their current level of development and educational need. We believe each person comes with their own strengths and potential and finding out where they are is our job as educators.

Although we understand the need for our federal and state health and education systems to use these categories, we understand the effect of these labels on our children's self-efficacy and confidence. In fact, these categories and other more subtle labels used freely within schools and classrooms are at the core of why The Academy is applying for charter approval.

With the above understanding, the school director and all staff members will work diligently with the District Area Special Education Office (DES) to explore options for those students and families found in circumstances needing a more customized continuum of care necessary to aid them in reaching their goals.

H1a. Overall Plan to Serve Students with Special Needs. As a school located within the Waipahu/Pearl City area, our student population will be dependent upon where we find a suitable facility, but we have anticipated having to serve all the special and at-risk populations identified in this section. In fact, based on our research on locations in Waipahu, we estimate that we will most likely be a Title 1 school with more than 60% of our students eligible for free and reduced lunch. We are also estimating that approximately 30% of our students will be English Language Learners and 8% will be categorized as requiring Special Education and have IEPs or 504 plans (HI DOE, 2013).

Based on a review of 2011-12 HI DOE (2013) information about the schools in the area, we believe the majority of the students will be Filipino (60+%) with a number of other ethnic groups being represented, such as Native Hawaiian, Micronesian, Samoan and Japanese. The percentage of students having attended preschool will be approximately 30-40%. Hawaii State Assessment (HSA) test school percentages of children meeting standards vary widely depending on the school a child is currently attending. In general, we can probably count on about 50% of the students to initially score below the state's established Smarter Balanced targets.

H1b. School Strategies. As we look at the categories of students identified, they ARE our students. In fact the reason we choose the Waipahu/Pearl City location was to provide an alternative way of learning and experiencing education. The whole school's ethos, vision and mission points to differentiated instruction and to meet the child where they are at, not where a standardized test tells them they should be. We understand and believe in a continuum of experiences (Dewey, 1988) and that every child brings with them their own strengths and ways of using their multiple intelligence (Gardner, 1999). These beliefs have created The Academy and everything it stands for, therefore all of the instructional strategies we have identified will help teachers and students do their best work, for themselves as well as for others.

In fact, all students will have for their use, their own Performance Achievement Record or PAR. PARs are where Evidence of Achieved Goals and Learning, EAGLs are held. So borrowing these terms from golf; everyone gets a PAR and a bunch of EAGLs to boast and brag about to their peers, siblings, parents, or kupuna. A PAR is a portfolio that holds the evidence for everyone to see what has been achieved...including the student.

Another norm The Academy will embrace is the fact that research and logic tells us teachers, other than a peer, are the most influential factor in a child's engagement level. We understand this fact and have built a total system of support around it. Teachers hired at The Academy will have the mindset conducive to the International Baccalaureate framework and emulate the IMAG culture and The Academy's vision and mission. In addition to this, teachers will be supported to use the most engaging instructional strategies through the use of co-teaching and teacher assistants. As important and to ensure hands-on learning is a major way a child applies what they have learned, The Academy will be integrating a V-BASE project framework that will bring the world right into the classroom. Better yet, we hope it will bring the classroom back out to the community around them. Through this purposeful interaction, strengths not normally engaged in the traditional classroom will be able to flourish in creating more EAGLs for all to see!

Rest assured, teachers at The Academy will employ the necessary instructional strategies, therefore IEPs will be welcomed and inclusion within the classroom and school will be normal practice. In fact, \$20K has been budgeted for staff professional development in the first year allowing us to survey our students needs and train accordingly.

Children identified as Gifted and Talented will be able to use their abilities to apply the IMAG lens to everything they do, ensuring their thinking to be truly innovative and mindful. Being at The Academy will be a 180 degree turn away from the traditional classroom and school and provide all types of learners a chance to be themselves in a caring, nurturing, and accepting environment.

H1c Identification. Initial formal and informal assessments along with those prescribed will be done automatically. On-going formative assessments will help both the teacher and student to make necessary learning adjustments to help them flourish.

As with any child or family found in a difficult circumstance, even those facing homelessness, an assessment of the child's academic and personal development will

be made and monitored. The Academy's before- and after-school programs and intersession programs may become a great way to extend learning and time the student can spend within a safe and nurturing place.

H1d. Continuum of Services. The Academy considers all students and their families as having needs. It will be important to develop a way to keep track of our family's needs and the services and interventions employed. In order for The Academy to ensure we keep a focus on this, a counselor will be employed in every school division. To ensure all school members understand the importance of the continuum of services. In addition, a dedicated counselor will help the school to monitor all of the strategies used and possibly integrate them in order to make them seamless.

H1e. Monitoring and Evaluating Progress. There will be a number of school personnel monitoring and evaluating a child's progress when enrolled in The Academy. Again, formative assessments will continue to be done by teacher and teacher assistants. In addition, a counselor will be a part of the each division to be able to focus on these important areas.

H1f. Promotion of Graduation. Promoting graduation at every division will become a norm, therefore it will continue throughout high school. As part of our vision and mission, The Academy has an expectation for every student to graduate from high school. With that expectation comes a level of responsibility for all Academy personnel along with the students and their families to do their best in setting up the necessary environment for graduation to be a normal and desirable progression.

H1g. Staffing. In addition to our teachers and teacher assistants in the classroom, each division will have their own counselor. Although each may help in supporting each other, they will be able to focus on their specific grade levels. Due to the size of our primary school division the counselor for the intermediate be advising students from the sixth grade.

H1h. Online program. Although we do not have an online component, we will incorporate "flipped" classes. These are very useful because it gives each student control over the homework or lecture. These are especially helpful for ELL students or those needing more time to digest the knowledge and skills being presented. To ensure all students have access, students may use school and public library equipment. In addition, videos will be made available through an online source or on a DVD.

H2. Other Special Populations. As there are never enough categories to cover all people, we feel the assessments we will be using in helping to identify students in need, as well as their academic and personal development, will serve any population and will guide us in the identification, monitoring and caring of our students and their families. As mentioned above, a counselor will be part of the leadership team for every decision and whether or not a person has an IEP or 504 plan, our staff will be responsible for working with all necessary personnel to acquire the necessary services for each family,

I. Student Recruitment, Admission and Enrollment

Based on student demographic information published in each school's 2011-12 School Status and Improvement Report SSIR, we foresee The Academy being a Title 1 school due to our Waipahu location.

I1. Student Recruitment. As we plan to inform families via local school flyers across Waipahu, public announcements and press releases to local newspapers, outreach to a diverse student group to include families in poverty, academically low-achieving students, students with disabilities and other at-risk youth will be accomplished.

Timely admission to The Academy will require enrollment during an open enrollment period from January to March of the preceding school year, with informational meetings requiring attendance before an application can be accepted. As The Academy is a public charter school, there is no tuition for attendance. In addition, all student recruitment, admissions, and enrollment decisions will be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language.

I2. Enrollment Priorities. In order to support a consistent educational environment for all of the children of each family that chooses to join The Academy, enrollment priority will be as follows:

- a. Children of The Academy's staff, founding or permanent Governing Board members;
- b. Siblings of currently enrolled students;
- c. Siblings of newly admitted students;
- d. All other Hawai'i students

If there are more students seeking enrollment into a particular grade than can be accommodated, The Academy will employ a public lottery within a week of the end of the open enrollment period.

Siblings of currently enrolled students must submit an application for admission to receive a position on our school roster. Siblings will be given a space in the appropriate grade if a space is available. If a lottery is required, siblings will not participate in the general lottery process.

Students not admitted as a result of the lottery process will be placed on a waiting list according to their selection position in the lottery. Once the initial admissions have been made and accepted, any remaining openings will be offered to those on our waiting list. See the Attachment j for more details regarding our enrollment policy.

I3. Enrollment Policy. The proposed Student Recruitment, Admission and Enrollment policy is located in **Attachment j** and covers enrollment priorities and selection, the application period and an explanation of how the school will receive and process applications. It will also have a tentative timeline, answers regarding wait lists, withdrawals, re-enrollment, and transfers.

J. Student Discipline

J1a. Our Approach to Discipline. As a school that has embraced the Conscious Discipline framework, children are seen as capable human beings and discipline as being conscious guidance from another. This different definition allows us to view problems as learning opportunities and a way to acknowledge someone's call for help through their behavior and resulting consequence. Although, we don't expect all behavior problems to be eliminated, we will apply the language of understanding and love and through our modeling, routines, and classroom structures we hope to curb the most serious behaviors.

J1b. Offenses leading to suspension or expulsion. A list of offenses that the school must (non-discretionary) and may (discretionary) have a student suspended or expelled for is included in the school's Student Conduct and Discipline Policy located in **Attachment k**. The non-discretionary portion of the list is here

The offenses identified as non-discretionary are those that can result in the very next act being fatal, therefore the safety of all school and community members must be protected to the fullest ability of our staff.

Offense	Definition
<i>Dangerous instrument, or substance; possession or use of</i> <i>Non-discretionary</i>	<i>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.</i>
<i>Dangerous weapons; possession, or use of</i> <i>Non-discretionary</i>	<i>"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.</i>
<i>Firearms; possession or use of</i> <i>Non-discretionary</i>	<i>"Firearm" means:</i> <i>(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;</i> <i>(2) The frame or receiver of any such weapon;</i> <i>(3) Any firearm muffler or firearm silencer; or</i> <i>(4) Any destructive device. The term "destructive device" means:</i> <i>(A) Any explosive, incendiary, or poison gas:</i>

	<p>(i) Bomb;</p> <p>(ii) Grenade;</p> <p>(iii) Rocket having a propellant charge;</p> <p>(iv) Missile having an explosive or incendiary charge;</p> <p>(v) Mine; or</p> <p>(vi) Device similar to any of the devices described in the preceding clause;</p> <p>(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</p> <p>(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.</p>
<p>Homicide</p> <p>Non discretionary</p>	"Homicide" means causing the death of another person.
<p>Illicit drugs; possession, use, or sale of</p> <p>Discretionary</p>	"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.
<p>Intoxication</p> <p>Discretionary</p>	"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.
<p>Robbery</p> <p>Non-discretionary</p>	<p>"Robbery" means, in the course of committing a theft, or hijacking, a student:</p> <p>(1) Attempts to kill another person, or inflicts or attempts to inflict serious bodily injury upon another person; or</p> <p>(2) With or without a dangerous instrument:</p> <p>(A) Uses force against the person with the intent to overcome the owner's physical resistance or physical power of resistance;</p> <p>(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</p> <p>(C) Inflicts serious bodily injury upon another person.</p>
<p>Sexual offenses</p> <p>Non-discretionary</p>	"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

	<i>contact despite the other person's clearly expressed refusal or mental or physical inability to consent.</i>
<i>Terroristic threatening</i> <i>Discretionary</i>	<p><i>"Terroristic threatening" means:</i></p> <p><i>(1) A threat, by word or conduct, to cause bodily injury to another person or serious damage to property of another person;</i></p> <p><i>(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</i></p> <p><i>(3) Displaying a "look-alike" gun or weapon.</i></p>

J1c. Rights of Students. All students, to include those students with special needs and/or disabilities, have rights and the control of their situations, especially during disciplinary actions and proceedings. Mindfulness of all involved will be essential.

J1d. Suspension and Expulsion. As we are not fully supportive of Chapter 19, we understand its intent to keep all children and school personnel safe. As our belief that hurtful behavior towards oneself and others is a cry for help, therefore it requires non-judgmental acceptance and giving of oneself. The procedures for due process and appeal when a student is suspended or expelled as a result of a violation to the code of conduct will be followed as outlined within the HI BOE's Chapter 19. In addition, the review of this process will be reviewed during the start-up phase by our Start-Up Task Force on Policy.

The environment created at The Academy will be one of care and respect and the use of the IMAG lens will be critical during this time of learning on both parties involved. Therefore, if a student is expelled for more than ten days, a group of school personnel will work as a team to keep the student and family informed of their homework, other educational opportunities, and other responsibilities. In addition, this team will also meet to collaborate on other resources that may be available. Therefore, all areas within the school will embrace the language, rituals, routines, and structure of the Conscious Discipline framework. All school members, to include non-instructional staff will be expected to use the framework. Professional development will be on-going to ensure support to understand and to use its language will take place.

Learning opportunities will definitely be a part of our daily routine, how we choose to interpret them will be through the eyes of the Conscious Discipline, International Baccalaureate and IMAG lenses. Therefore we will only invoke Chapter 19 as a last resort and in order to keep everyone safe, including the child.

J1e. Notification of Disciplinary Policy. Parents will be informed of the proposed school's discipline policy during the application process. It will be part of the application package and will require a signature for its receipt and its understanding. It will also be posted on our website.

Students will be informed of the proposed school's discipline policy during the first week of school. To ensure its understanding and to allow for questions to be answered on a more personal level, it will be presented by their primary teacher during a class discussion time.

Teachers will be informed of the proposed school's discipline policy during their application and hiring process. Once hired, it will be a point of discussion during a teacher's orientation and professional development will be given and supported on a continuous basis.

K. Parent and Community Involvement

The Academy's ethos, vision, mission and the underlying frameworks being integrated are the brainchild of a parent and supported by parents. Our drive to provide what we know is possible is the only reason why we have banded together in this effort.

K1. The Role of Parents in the Development of The Academy. Although the women of this application team bring together a wealth of knowledge and the capability proven through years of professional experience in business and education, we have actually been brought together because of our dedication to our children and our dedication to all of our children.

Now that the first draft of the A team has been assembled, we will continue to solicit help to fill our governing board vacancies in the areas of legal issues and accounting. As we solidify our positions and understandings, the next step is to get out into the community away from what is familiar to us to start to ask questions and listen. from those having expertise to

K2. Assessment of Demand. This application is the first step to building parent and community involvement. because it is the team is made up of five parents and a 4th grade teacher all living and/or working in the Leeward area. letting us show you and prove to everyone that this type of innovative, mindful, accepting, and giving, IMAG environment can be uncovered in every single classroom and home. Even the research has shown for years what these five mothers and an educator know is possible.

The Academy's vision is to be a community resource in raising generations of innovative, mindful, accepting and giving (IMAG) citizens. This application is all about moms being IMAGs and putting up instead of accepting what we know in our hearts and minds is not right by our children.

Existing proof of parent and community involvement is this application to open up a public charter school.

The Academy is about parents taking this monstrosity of a step to show the world what we mean and it is the ultimate step in parent involvement and being our children's best teacher.

L. Non-Profit Involvement

L1-3. Non-Profit Association. Currently no associated non-profit has been identified. Our plan is to solidify a partnership with a suitable non-profit organization while we wait for charter approval and our non-profit status. Although there are many ways a non-profit organization can support us, our major advantage they will help us with would be

to act as a fiduciary agent for our planned grant proposals/requests in May 2014. As we identify possible and suitable organizations, we will investigate other support activities they may be able to offer.

M. Geographic Location

The proposed geographic location for The Academy is in the Leeward, Waipahu/Pearl City Complex.

M1. Description of the Geographic Area. The Waipahu area spans across six square miles surrounded by main highways and freeways. With a population of over 60 thousand people, the median household income has been reported as \$75,980 per year. There are eight schools that make up the Waipahu complex. Based on HI DOE information reviewed about the schools in the area, we believe the majority of the students will be Filipino (60+%) with a number of other ethnic groups being represented, such as Native Hawaiian, Micronesian, Samoan and Japanese. The percentage of students having attended preschool will be approximately 30-40%. Hawaii State Assessment (HSA) test school percentages of children meeting standards vary widely depending on the school a children is currently attending. In general, we can probably count on about 50% of the students to initially score below the state's established targets.

As educators within this community, we have found our students to be respectful and pleasant to work with and they truly want to do their best and open to assistance.

M2. Rationale for Selection. This location was selected for its diverse ethnic population, lack of school alternatives in the area, and the opportunity to make a difference in the lives of the local children. In addition, the demographics for this area also hold a large number of socially and economically disadvantage families and children. Table 2.4, Student Enrollment – Waipahu Complex shares with you a frightening visual of the alternatives for the children in the area in regards to school size.

School/Grades	Students Enrolled
Waipahu High 9-12	2450
Waipahu Inter 7-8	1289
August Ahrens K-6	1427
Waipahu Elem K-6	1044
Kaleiopuu K-6	987
Honowai K-6	805
Kanoelani K-6	729
Waikele K-6	614

Table 2.4 Student Enrollment – Waipahu Complex

N. Academic Plan Capacity

The academic plan is an essential part to the success of The Academy. Each person on the application team brings an impressive level of professional experience in education, documented success as educators and program administrators, and graduate degrees in education or business.

N1. Key Leadership Members. The entire application team will play significant roles in bring this school out of the concept phase and into reality. Each one of the women brings with her an extensive experience in new business and program start up. In addition, the team has the academic credentials to back up the as well as extensive experience in business and program start up. Two of us have graduate degrees in both Business Administration. Collectively, our group has over 100 years of experience educating and guiding young people. In addition, three of us have over 53 years of business management of which 33 years have been focused on new start-up and program leadership. Three of the members have opened up their own educational programs, while two are currently Executive Directors of pre-school programs on Oahu. One has built her learning centers and family services on Oahu and Maui and soon to be on the other islands by providing one-of-a-kind programs to all members of the family; infant to Kupuna. Collectively, our experiences have given us insight and exposure into every aspect (100%) of operating a school, therefore our experiences will enable us to know when and who to turn to for help and professional advice and services.

As important, all members have and continue to be involved in some aspect of school management, leadership, teacher training, or curriculum development.

N2. Leadership Teams Qualifications. Although the team is made up of both governing board members and volunteers, all members have experience in all of the areas recommended in the RFA, Table 2.5, Member Professional Expertise, highlights where each member feels most comfortable, therefore where they will be the most helpful to The Academy. In addition, we've added two other areas we feel would be extremely helpful in converting The Academy from an idea to reality; Organizational Development and New Program/Business Start-Up.

Member Professional Expertise	
Area Most Comfortable	Team Member
School/Program Leadership Administration Governance	Momi Akana Mary Ancheta Cheryl Burghardt Sheila Buyukacar Cheryl Cudiamat
Curriculum	Cheryl Burghardt Jennifer Padua
Instruction	Cheryl Burghardt Jennifer Padua
Assessment	Mary Ancheta Jennifer Padua

Performance Management	Momi Akana Jennifer Padua
Parent and Community Engagement	Mary Ancheta Sheila Buyukacar
Organizational Development	Momi Akana Sheila Buyukacar Cheryl Cudiamat
New Program/Business Start Up	Momi Akana Sheila Buyukacar Cheryl Cudiamat

Table 2.5, Member Professional Expertise

N3. Teams’ ties to the Community. In addition to our team members having the experience to implement an exceptional academic plan, they all have ties to the Leeward area in some form. With one except we all live between Makakilo, Mililani, and Pearlridge. The following table, Table 2.6, Member Ties to the Area, outlines our ties and knowledge of the community and student population in our desired location.

Member Ties to the Area	
Member	Ties to the Area
Momi Akana	Non-profit w/ services throughout the Leeward Area
Mary Ancheta	Counselor and previous teacher at Waipahu High School – Lives and grew up in Waipahu - Graduate of Waipahu High School
Cheryl Burghardt	Teacher at Mililani Mauka – Lives in Mililani
Sheila Buyukacar	Long term substitute teacher at Waipahu High School – Lived and grew up in Waipahu – Graduate of Waipahu High School – Children attends public school in Waimalu – Lives in Pearlridge
Cheryl Cudiamat	Non-profit preschool in Pearl City – Children attend public school in Pearlridge – Lives in Pearlridge
Jennifer Padua	Child attends public school in Ewa – Lives in Makakilo

Table 2.6, Member Ties to the Area

N4. Essential Partners during Implementation. As we look for a facility, there are plans to invite community participation through parent, student, and business awareness and partnerships. This will become essential to our successful implementation of The Academy.

N5. Partners in planning. There are several advisors from the University of Hawaii, College of Education we will be soliciting help regarding such areas of multi-cultural curriculum and special education issues and concerns. Another valuable partnership that has developed in the last couple of months is our contact with Dr Randy Palisoc regarding his experiences with opening up one of the most successful charter schools in

south Los Angeles. As a Waipahu High School graduate, Dr Palisoc lived and grew up in Waipahu and brings a special vantage point to our charter school leadership and management. He has given invaluable insight into the organizational operations of his successful and nationally acclaimed charter schools; Synergy Academies. He has committed to assisting us in any way possible. As proof to his commitment, **his resume and biography is included in Attachment .**

No other organizations are partners in planning and establishing The Academy.

N6. The School Leader. The School Director we have chosen to lead The Academy is Sheila Buyukacar. We feel her professional experience and academic credentials both from a business and educational viewpoint and her passion for excellence far exceeds the essential qualifications of a new start up public charter school leader. We feel these qualifications require expertise in leadership, management, strategic planning and especially in integrating a student's learning environment with a teacher's teaching strategies and organization with the necessary current and strategic organizational structure essential to continuous improvement, longevity and sustainment of The Academy's vision and mission.

It has been proven that the educational philosophy of its leader can set the foundation of an organization's success. Sheila's educational philosophy, her passion, her professional leadership experiences and educational credentials are evidence of her capability to be an exceptional school director. A statement of her qualifications, biography and resume are in Attachment m.

N7. Other Leadership Qualifications. At this time the other leadership position at the Academy has been identified as a Counselor. We feel this person will be able to fulfill a number of functions, but most notably the person must have the children as the main focus with the parents and then community following. No person has been identified at this time. According to our start up plan, recruitment for a counselor is slated to start in January or February 2015 with a selection to be made between March and May. Start-up funding will probably be the show stopper in this schedule. Our plan is to start a list of applicable grants within the next couple of weeks with our first grant to be submitted in mid May; upon charter approval.

N8. Development Lead. As you may suspect, Sheila Buyukacar has agreed to work, pro bono, on a near full-time basis following approval and will lead the development of the proposed school. She has foregone any compensation until funding can be acquired in early 2015.

O. Third-Party Education Service Providers and Charter Management Organizations

A third-party education service provider or charter management organization will not be contracted by IMAG Academy.

Organizational Plan & Capacity

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

Frank Martinelli, 2000

A. Governance

A1. Vision and Mission of the Board. As the school’s vision and mission results in implementing the essential culture and elements of the learning and teaching environments, the vision of the governing board is to uphold the academic, organizational, and fiscal capabilities of the Waipahu/Pearl City (The) Academy. Its mission is to invest, develop, implement, ensure, and maintain sound and proven governance practices across all aspects of The Academy in order to provide an innovating, mindful, accepting and respectful environment. Upon The Academy’s charter approval, the governing board must work diligently to transform the ideas and this plan into a rewarding and engaging learning and teaching environment by creating and implementing the necessary policies and resulting processes and procedures upon hiring its first staff and faculty member in order to sustain it into the future.

The school’s governing board By-Laws and the following governing policies are presented in Attachment q and have been developed for review, modification, and acceptance by the governing board during the start-up period. Table 3.1 Governing Board Documents outline the documents included in the Attachment section of this document.

Governing Board Documents		Attachment
	By Laws	q
1	Code of Ethics	u
2	Board Responsibilities	q
3	Conflict of Interest	u
4	Separation of Duty	q
5	Non Discrimination Practices	q
6	Public Complaints of Concerns	w
7	Conflict Resolution	q

Table 3.1, Governing Board Documents

A signed copy of The Standards and Assurance statement can be found in **Attachment r**.

A2. Organizational Chart. An organizational chart, **Attachment s** is included showing the proposed school governance structure.

A3. Governing Philosophy. The vision and the mission of the governing board is to uphold the academic, organizational, and fiscal capabilities of The Academy. Its mission is to invest, develop, implement, ensure, and maintain sound and proven governance practices across all aspects of The Academy in order to improve and sustain it into the future.

A4. The Governing Structure. Along with the organizational chart in Attachment s, Table 3.2, Roles and Functions of the Governing Structure includes the different bodies and their overall roles. The school governing board will be guided by the school's vision and mission. Although, each will take shape during the start-up phase of The Academy, each will continue to evolve throughout the life of the school.

Roles and Functions of the Governing Structure	
Role/Function	Description
School Governing Board	<p>A 9 person (or less) group of community members passionate about the education of our children. They will be looked upon to ethically govern The Academy by investing, developing, implementing, ensuring, and maintaining sound and proven governance practices across all aspects of The Academy.</p> <p>They will be responsible to represent and maintain the vision and mission of The Academy while being responsive to the School Director.</p> <p>Possible Start-Up Committees: Finance, Governance, Academic Excellence</p> <p>Possible Start-Up Phase Task Force: Facilities, Organizational Processes/Policies, Strategic Planning</p>
IMAG Academies, Inc	<p>Its sole purpose is to serve as the non-profit foundation for this and any subsequent schools. It will be formed upon approval of this academy's approval. Its designation as a 501(c)3 organization will be dependent upon state and federal designations.</p>
School Director	<p>To create the culture to ensure the implementation of the vision and mission of the school and to enhance its service to the students, families and community members.</p> <p>To be the "conductor" in creating and adjusting the necessary mixture of people, processes, infrastructure and organizational structure. Uses data to identify trends and inform responsive decision making.</p> <p>Responsible for the appropriate use of resources by all school personnel in providing a purposeful learning and teaching environment in order for all school members to thrive individually as well as a family.</p>

Teachers	Our educators are the lynchpin and the foundational “touchpoint” for our students and families. These educators must be IMAGs individually and amongst their colleagues and students. As professionals in their craft, they are charged with creating a continuum of positive experiences within a student’s learning and teaching environments. At The Academy, these experiences must be relevant and engaged within the community.
Staff	Our school staff will become the operational structure that will enhance the performance of students, families, community members, educators, the school director, and governing board members. Their belief in what we do and their expert knowledge are essential to the smooth and legal execution of the policies and processes of the school.
Advisory Boards (Students, Parents, & Community Members)	<p>Advisory boards will be made up of representatives from each stakeholder group; students, parents, teachers, staff, and community. Each group will grow as the school matures. In the initial years each group will have a single advisory representative to the governing board. With each subsequent year, the governing board will guide its growth through continued review. The following growth sequence will be used as a guide.</p> <p>Year 1 – Each advisory board will have one representative and will be designated as above.</p> <p>Year 2 - Each Student, Parent and Teacher Advisory Board will consist representation for a number of grades. Each “grade group” will have representation into its respective advisory board with only one advisory board representative bringing the concerns of the all “grade group” advisory boards to the governing board. The staff and community boards will retain one representative.</p> <p>An advisory board representative will represent K-1 and another 4-7.</p> <p>For example in Year 2 there will be 2 student, 2 parent, and 2 teacher representatives.</p> <p>Year 3 – Group representatives: K-2, 4-6, and 7-8</p> <p>Year 4 – Group representatives: K-3, 4-6, and 7-9</p> <p>Year 5 – Group representatives: K-3, 4-6, and 7-10</p> <p>Year 6 – Group representatives: K-3, 4-6, 7-9, and 10-11</p> <p>Year 7 – Group representatives: K-3, 4-6, 7-9, and 10-12</p>

Table 3.2, Roles and Functions of the Governing Structure

A5. Proposed School Governing Board Members. The current school governing board members are listed in the following table, Table 3.3, Current School Governing Board, along with their expertise. **Attachment t** includes all of the resumes, professional biographies, and signed Board Member Information Sheet.

Current School Governing Board	
Member	Main Expertise
Momi Akana Executive Director, Keiki O'Ka Aina Learning Centers	Non-profit school/program start up, Grant Writing, Governance
Cheryl Burghardt Teacher, Mililani Mauka	International Baccalaureate Program, Curriculum Development, and Assessment
Sheila Buyukacar Executive Director, Focused Reality, LLC	School and Organizational Culture, Organizational Capacity, Processes and Policies, Project Integration, Partner and Community Engagement
Jennifer Padua Pre Service Teacher Training Coordinator, UH, Manoa	Project Management, Curriculum Development, and Assessment
Vacant	Legal
Vacant	Financial/Business Operations

Table 3.3, Current School Governing Board

Although not all board members have accepted their position, there is a plan to identify and recruit board members during the post application and early in the startup phase to serve as founding governing board members.

Currently, there are two important areas needing more focused professional expertise. These are in the legal and the financial/business operations area. Although, there are current members that have had experience with these areas within their organizations, they are not professional and technical experts in the details and methods of these areas, therefore we feel it would be advantageous to find committed board members with these professional qualifications. If this isn't possible, the current governing board has included a line item within the startup budget to contract these services, if necessary.

A6. Non-Profit Affiliation. This section does not apply because this application is not being submitted by an existing non-profit organization.

A7. Selection of the Board and Plans to Build Capacity. The current proposed school governing board members were selected based on their educational and business experience and willingness to serve as a board member of a new start-up

charter school. Each member brings their knowledge and experience in start-up and ongoing organizational processes. Each has had their own share of organizational and capacity building in the area of personnel, processes, infrastructure, and decision making systems.

Meeting frequency: During the start-up phase, the board plans on conducting quarterly face-to-face meetings with monthly updates throughout 2014. Monthly meetings will commence at the beginning of 2015 to discuss the status of the implementation plan and other new developments. Email contact will be an essential tool and will be used to keep board members updated until face-to-face meetings.

Committees: There will be two different categories of board groups; standing committees and tasks forces. Standing committees will be those groups requiring board membership throughout the year and will focus on the on-going operational and organizational operations of the school's governance and capacity. Although there are many options in the committee one can form, the following are the proposed committees; Finance, Governance, and Academic Excellence.

Tasks Forces are those committees that will be formed to take care of non-recurring activities and concerns. The following are the proposed tasks force to be implemented during the startup phase and when deemed necessary; Finance/Grant, Facilities, Personnel Recruitment, Curriculum Development, IB Application, Board Capacity, Organizational Processes, and Documentation/Forms. Descriptions of these can be found in **Attachment ee** along with the Start Up Calendar and supporting documents.

Pre-application phase board committees: Although, there are no chairs identified during this pre-application phase, the current composition of the governing board has drawn across a multitude of needed areas. In Table, 3.3, Current School Governing Board, describes the expertise that will most likely be used during the post application and start-up periods and assigns initial POCs.

A8. Board's Ethical Standards. The ethical standards and procedures have been set forth in the governing board policies presented in **Attachment u**. At this time, the only possible existing relationship that could pose actual or perceived conflicts of interest is the advisory relationship between Sheila Buyukacar and Dr Randy Palisoc. Dr Randy Palisoc just recently founded (January 2014) his own educational curriculum company. The curriculum he developed as a founder of the successful South Los Angeles, Synergy Academies, may be considered for The Academy. Although during his pre-application advisement there has been very little discussion on curriculum. We have focused on start-up concerns and school operations. An actual or perceived conflict will be mitigated in two ways. The first is our focus of his advisement will continue to be on start-up lessons learned, school operations and grant writing. In addition, the curriculum development effort will be an effort of two other board members not in discussion with Dr Palisoc. In addition, they will be creating and following criteria before any content curriculum will be evaluated and selected. Dr Palisoc's curriculum, if selected to be evaluated, will go through the same evaluation as any other.

A copy of our Code of Ethics and Conflict of Interest policies are located in **Attachment u**.

A9. Increasing Board Capacity. As identified in Table 3.3, Current School Governing Board, during the post-application phase there are several board positions vacant. The plan is to identify professional and experienced members for these important areas. If this is not successful, budget line items have been included and will be used if necessary. Start-up funding will be applied for shortly after approval in hope that funds will be made available at the end of 2014 or no later than early 2015. In addition, continued board recruitment will take place for these major areas.

According to many charter school research documents, the development of the governing board is extremely important. There are two concerns. The first concern is the transition of our founding members to either their positions within the school, transition to the permanent school governing board, or completion of their board service. The second concern is orientation, development, and training of the current and permanent board. This diagram highlights board and academic framework orientation and training on board governance development. Further thought and plan development will have to be done by the founding board members to mitigate common pitfalls and difficulties of the transition to a permanent board.

B. Advisory Bodies

To ensure relationships are fostered and our practices are informed by those most affected by our practices and decisions, an advisory board will be formed to ensure our vision and mission represent our major stakeholders. There will be three advisory groups that will be part of our governing board structure; parents', students', and community. See Table 3.2, Roles and Functions of the Governing Structure for a brief summary of some of the roles and a breakdown of the proposed membership of the Advisory Board.

The plan for training and development of these boards will be a part of the Start-Up Task Force on Governing Board Capacity. There hasn't been a person asked to serve on the advisory board, therefore there **Attachment v** has not been used.

C. Complaints Procedures

A Complaints Policy is located as **Attachment w** and explains the procedure our governing board and school will follow. All policies will be reviewed by the Start-Up Task Force to ensure is applicable and useable in its proper form. If not, it will be modified, reviewed and approved before school starts. This procedure can be us by a parent or student with an objection to a policy or decision made within the school.

D. Staff Structure

An advisory body will be used to organize the different stakeholders of the school. For a brief summary of some of the characteristics of the Advisory Board see Section III. Organizational Plan and Capacity, paragraph B and Table 3.2, Roles and Functions of the Governing Structure. The Advisory Board is made up of representatives from all personnel and school members; teachers, staff, parents, students, and community partners. It is part of the staff structure to allow free and organization to a staff members voice.

As a whole, the Advisory Board will be able to share their ideas and concerns with either the School Director or the Governing Board. Authority lines can also be seen on

the Organizational Chart in **Attachment s**. In addition, the Governing Board will also be able to ask the board for their opinion of a variety of situations. It is hoped this type of two way conversation will foster a deeper sense of belonging among all stakeholders in the school.

D1. Staffing. Attachment x, holds a copy of the Staffing Chart Template being proposed by the governing board.

D2. Staffing Rationale. It is built upon the number of students projected to enroll and the size of school we would like to develop. This staff chart also supports some of the teacher support programs to foster collegiality and sharing of content expertise.

D3. Staff Relationships. As the proposed class size ranges from 20 to 25, it is also important to understand the hiring of teacher assistants for every two regular FTE HQ teacher. This makes the adult/student ratio 1:10 of 1:13. Although the Teacher Assistant may not always be there, the opportunity for personalized and customized differentiate lessons is a focus for this staffing decision.

Due to our population of students and our understanding of their possible needs, a full time counselor, a health aide, Art and Language teachers, and a half FTE special education teacher has been budgeted. We hope that with this extra personnel and our culture, the Conscious Discipline structures, the IB and IMAG frameworks, this will aid our students in reaching both their academic and social development goals.

D4. Hybrid Component. Although we do not have a hybrid online component, the use of “flipped” classes will be used for tedious and usually basic lecture style instruction. This allows the student to watch a video or do research on the subject to be learned before coming to class. This instructional strategy is especially helpful to English Language Learners and students struggling to keep up with a fast talking teacher. This type of instruction allows the student to stop and go as they see fit. It also allow them to get assistance from a more capable other (Vygotsky, 1988) during our Wednesday Watch or Study Group time.

E. Staffing Plans, Hiring, Management, and Evaluation

The hiring, staffing, management and evaluation of our school staff is a very important function. It is essential to our ability to accomplish our vision and mission. Because of its importance, it is critical to have a focused number of people to work on its development.

E1. Personnel Policies. As our Start-Up Task Force will not start until after charter approval, the specific personnel policies and its resulting employee’s manual has not been developed. We do have task forces identified to develop this capability and the necessary documentation. Therefore, Attachment y has not been used.

E2-4. Recruiting, Hiring of HQ Teaching Staff. As our Start Up Task Force for Personnel Hiring, comes together to determine the details of this important function, we understand the importance of instructional freedom, collaboration vertically and across grade levels is a teacher’s dream. Some of the major disappointments that research has uncovered about being a teacher are the un-supportiveness of colleagues and their administrators. These types of concerns have been identified and built into the culture and infrastructure of the Academy’s organizational infrastructure and structure. Staffing

levels are evident within the staffing chart and budget estimates that strives to ensure connections are made to develop a comprehensive teacher support system with such opportunities as co-teaching, teacher assistants, initial and recurring International Baccalaureate training and certification and other professional development opportunities.

E5. School Director Evaluation. The school director will be the lynchpin between the plans set forth in this document and will be supported by the governing board. Upon charter approval, the governing board will be adding an additional task force to build the necessary documents, policies, process and procedures to better plan and document the necessary support, development efforts, and evaluation system to ensure our school director continues to be supported. Evaluation tools have not been developed; therefore Attachment z has not been used.

E6. Teacher Support System and Evaluation. Formalization of the teacher support and evaluation system will result from three start up task force; School Personnel Hiring, Organizational Processes, and Documentation. Consideration of any Master Collective Bargaining Agreements will be taken into consideration. Evaluation tools have not been developed therefore; Attachment aa has not been used.

E7. Handling of Unsatisfactory Leadership. Although this type of situation would require the governing board's extensive involvement, the current Governing Board Bylaws and the current Advisory Board may be the first steps to uncovering this type of unsatisfactory leadership concerns. There are a number of board policies to be reviewed and approved during the start up phase and the task force for building board capacity is tasked to ensure our complaint policies are up to par.

E8. Deviations from Master Collective Bargain Agreements. At this time, there are no intention to deviate from any union agreements. All of the support systems being entertained by the task force will be in support of teacher development and efficacy.

F. Professional Development

F1. Professional Development Expectations. Professional development is a critical concern for The Academy and that is why we have initial training starting in the next couple of weeks. Our School Director will be attending an International Baccalaureate workshop to start integrating the frameworks correctly. In addition, board members are slated to attend these workshops as well. More importantly, a Start Up Task Force has already been identified to ensure our hiring process includes providing professional development for our teachers and staff. Budget line items are also included.

F2-3. Ongoing Professional Needs. The needs of all staff members will be a high concern for the board and the school director. Along with weekly meetings to address instructional concerns, an advisory board has been put in place to have any person be able to voice their needs, if the other more one-on-one meetings do not produce the desired results. In addition, budget line items are a continued resource for staff to receive professional development training. Board policy development has and will continue to review this process to make sure all concerns are heard in a timely manner.

F4-6. Supplement Professional Development. Sheila Buyukacar, our school director will be ultimately responsible for coordinating the necessary initial and recurring

professional development. In addition, our Start-Up Task Force on Personnel Hiring will also be looking at the initial and recurring professional development for all personnel.

G. Performance Management

At this time and in order to be baselined against other schools, The Academy has chosen to use the Strive High performance standards. There are a number of specific measures we would like to incorporate into our assessment systems. Upon receiving International Baccalaureate training at the end of January 2014, our school direct and Ms Cheryl Burghardt will be able to overlay our vision, mission, and essential terms to ensure we incorporate these in specific measures for our students, therefore attachment bb has not been used at this time.

G1. Assessments. The Academy, will identify other necessary assessment tools through their Start Up Task Force. In addition to these findings, we will employ informal assessments to enable our teachers to determine what formal formative assessments may be more appropriate.

G2. Evaluation of Student Progress. We have a plan to not only use the Start Up Task Force information, but to employ our new teachers ahead of time to incorporate their experiences and ideas in this important process.

G3. Personnel. Although we have planned on a number of staff to help our teachers with assessments and data, the start up period and the early hiring of our staff is imperative to our plan. During the early start up activities our task force will be concerned with identifying the necessary frameworks.

G4-5. Training and Corrective Action. It is imperative that these actions are considered within our task force focus areas. We will review the necessary HI DOE policies and research based processes and ensure they are worked within our solutions.

H. Facilities

H1. The Ideal Facility. As charter school facilities must comply with applicable state and county health and safety requirements, the specifics of our facility requirements due to our continued growth over seven years is still being investigated. Because of this growth and the location we have identified, it will become important to attempt to focus on more than just our first or second year requirements.

H2. Future Facility Requirements. Although our ideal facility for our K-12 campus tops out at approximately 40,000 square feet, to get started our facility for the 3rd year would be a location with approximately 11,000 square feet. We would also entertain a location with approximately 6,000 square feet that could grow into at least the square footage needed throughout our 3rd year.

It is hoped we would be able to partner with a number of Waipahu businesses or non-profits in the area to realize this type of requirement. Therefore, we will be searching for a place with approximately this range of area, but with the potential to grow with additional buildings being added over time.

Some of the partnerships in Waipahu we will be investigating are the Hawaii Plantation Village and the YMCA. Although all of the schools in the Waipahu Complex seem to be large, we will also visit with those administrators to see if any facilities may be available.

H3. Facility Readiness Plans. A Start Up task force has been identified and led by Ms Cheryl Cudiamat and Sheila Buyukacar. Cheryl and her husband has had extensive experience in this area. In fact her husband is a certified contractor that has offered to be on the facility readiness task force. They both have extensive experience with the county planning review procedures and the necessary certifications, permits, and inspections.

H4. Memorandum of Understanding. We do not have an agreement for a facility at this time; therefore Attachment dd has not been used.

I. Start-Up Period

I1. The Start-Up Plan. Attachment ee contains lists of activities, timelines, and associated POCs for all of the major tasks needing to be completed before opening up The Academy in July/August of 2015. Table 3.4, Task Force lists the seven Start Up Tasks Force we have identified. As we get started, we will make necessary adjustments.

Task Force (Description of Activities in Attachment)	
1	IB Certification Process
2	School Personnel Hiring
3	Organizational Processes
4	Documentation
5	Facility Readiness
6	Governing Board Capacity Building
7	Finance/Grants Readiness

Table 3.4, Task Force

J. Ongoing Operations

J1. Transportation. The school will not provide transportation services in the near future.

J2. Safety and Security. The safety and security of our students and staff is extremely important. As our facility has not been identified, we hold the details of how this will work out in the back of everything we do. In keeping with the IMAG culture, the decision making process is very mindful of those around us. Safety is a part of every decision we make. At this time, the personnel we have focused on is our teachers, teachers assistants, staff and facility personnel. Again, the number of staff members were determined to keep the ratios of student to adults to a 1:10 or 1:13 ratio. With the use of our Conscious Discipline and the IB framework this concept of safety and mindfulness

of others also encompasses our behavior and the safety and security repercussions. As we get closer to the opening of The Academy and the selection of the facility is made, these security questions will be entertained again in a number of the different task force startups. For example, the Facility Readiness task force will be directly addressing some of these concerns.

J3. Food Service. As we understand the importance of nutrition and food, we will not be able to provide food service at this time. A certified food service provider will be contracted to provide this service.

K. Operations Capacity

The capacity of our team of volunteers to take a concept and turn it into reality will be an exciting endeavor. The group has had continuous successes in their own endeavors.

K1 – 2. Key Members and Qualifications. The entire founding governing board will play significant role in actualizing the concepts of The Academy. In addition, outside advisors have volunteered their expertise and time to creating the necessary capacity in all three areas. The table below is re-introduced here from Section 2 as it applies to the vast amount of expertise our volunteers have across all organizational requirements.

All of these individuals have had extensive experience with understanding the necessary staffing complexities, professional development requirements, management of performance and the general operations of the organization. Three of the team members have developed their own educational programs into viable schools. Collectively and collaboratively, our synergy and energy has been focused through the use of our Start Up Task Forces.

Member Professional Expertise	
Area Most Comfortable	Team Member
School/Program Leadership Administration Governance	Momi Akana Mary Ancheta Cheryl Burghardt Sheila Buyukacar Cheryl Cudiamat Randy Palisoc
Curriculum	Cheryl Burghardt Jennifer Padua
Instruction	Cheryl Burghardt Jennifer Padua
Assessment	Mary Ancheta Jennifer Padua
Performance Management	Momi Akana Jennifer Padua
Parent and Community Engagement	Mary Ancheta Sheila Buyukacar
Organizational Development	Momi Akana Sheila Buyukacar Cheryl Cudiamat
New Program/Business Start Up	Momi Akana Sheila Buyukacar

	Cheryl Cudiamat Randy Palisoc
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Table 2.5, Member Professional Expertise

Sheila along with the key members identified throughout this document brings a myriad of knowledge and will be the first “responders” to the organizational plan. We all understand that our individual and collective expertise will play an important role into the initial efforts upon approval, but also will set the tone for the identification, recruitment and selection of future board members. We also understand that the best laid out plan is just that, a plan and that unexpected challenges will require “rethinking” our original plans and in some ways its intent.

K3. Capacity. In addition, to our governing board members, Dr Randy Palisco, Ms Mary Ancheta and Ms Cheryl Cudiamat will be act as outside advisors. Table 3.4, Key Advisors and Volunteers, outline their possible expertise and contribution as non-board members. These members have agreed to help us with our Start Up Task Forces identified in Attachment ee.

Key Advisors and Volunteers	
Advisor/Volunteer	Main Expertise
Mary Ancheta Counselor, Waipahu High School	School Administration Practices and Policies
Cheryl Cudiamat CEO, Keiki Care Centers of Hawaii, Inc	Non-profit school start up, Business Management, Governance, and Real Estate/Facilities Renovations, Expert knowledge in state real estate codes and requirements.
Advisor - Randy Palisco Founder & President, Ironbox Education	Charter School Start-up and Operations, Grant writing

Table 3.4, Key Advisors and Volunteers

K4. Partners in Planning. At the current time there are no organizations, agencies, or consultants we have partnered with in planning and establishing of the organizational plan.

K5. Organizational Lead. Sheila Buyukacar has been identified as the lead for the Organizational Development. She is intensely involved in its development and would be the best member to lead The Academy’s opening. As she understands the need to create not only a learning community, but a teaching and a supportive organization that supports all of its stakeholders through the creation and fostered sustainment of the organizational culture, its infrastructure in support of The Academy’s vision, mission, people, policies, and processes.

4. Financial Plan & Capacity

A. Financial Plan

There are many areas of managing the financial concerns of an organization that require detailed rules of engagement. The Academy will maintain a number of accounting processes, controls and systems in an ongoing drive to ensure proper fiscal management agency and best practices. Each area is proposed to ensure expenditures are authorized by and in accordance with amounts specified in the board-adopted budget. It also ensures that the school's funds are managed and held in a manner that provides a high degree of asset protection and that all transactions are recorded and documented in an appropriate manner.

A1. Systems, Policies and Processes. The Academy will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the Business Manager with the approval of the School Director or School Director with the approval of the governing board and shall be made in the best interest of The Academy and upon considering the totality of the circumstances surrounding the procurement. Circumstances may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings.

A1a. Segregation of Duties. The Academy will maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved prior to the expenditure. The School Director will review the proposed expenditure to determine whether it is consistent with the board-adopted budget.

All transactions will be posted in an electronic general ledger by the business manager. To ensure segregation of recording and authorization, the business manager may not co-sign check requests for purchase orders.

A1b. Budget Transfers. The School Director may transfer up to 10% of an allocated amount in a sub-category to supplement another sub-category in the same major category. The School Director shall notify the governing board of such transfers at the next regularly scheduled meeting.

A1c. Banking Arrangements. The Academy will maintain its local school accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts.

The school's business manager will reconcile the school's ledger(s) with its bank accounts or accounts on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The School Director and finance committee will regularly review these statements. The school will deposit all funds received as soon as practical upon receipt. All funds received shall be deposited or transferred into the school's local bank accounts at the earliest possible convenience and in no event later than two business days after receipt.

A1d. Purchasing Procedures. All purchases over \$500.00 must show a good faith effort to secure the lowest possible cost for comparable goods or services. All purchases in excess of \$10,000 must be bid by a board approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services. The following will fall under the Purchasing Procedures.

Small Purchases. A small purchase is an expenditure of less than \$5,000. Small purchases shall not be parceled by dividing the purchase of same, like or related items of goods, services, or construction, during any 12 consecutive month period, so as to evade the competitive source selection requirements.

Competitive Proposals. Unless otherwise provided by policy, contracts of \$5000 or more for goods, services, or construction shall be made pursuant to the competitive proposal process. Competitive proposals include the solicitation of proposals containing the scope of work, purchase description, specifications, and the contractual terms and conditions applicable to the procurement. A minimum of three proposals are to be obtained. Award is made to the lowest responsive and responsible proposal.

Sole Source Procurement. Sole source procurement may be authorized with the approval of the School Director and governing board, when there is only one source available for the goods, services, or construction for \$5,000 or more. To justify a sole source purchase it must be established that: (1) The good, service, or construction has a unique feature, characteristic, or capability; (2) The unique feature, characteristic, or capability is essential in order for the agency to accomplish its work; and (3) The particular good, service, or construction is available from only one source.

Professional Services. Professional services of \$5,000 or more are generally procured through a process that requires the development of a list of professional service providers who have been qualified through The Academy to perform an anticipated professional service for The Academy. When the need for the professional services arises, the School Director and governing board shall establish a review process resulting in a ranked order of those providers determined to be the most qualified. The Academy shall negotiate a contract beginning with the first ranked professional service provider. If a contract cannot be negotiated with the first ranked provider then The Academy shall move on to the next highest ranked provider and so on until a contract with a provider is negotiated. After award, debriefing of non-selected provider(s) will be held, upon written request by non-selected provider(s).

Reimbursements. Reimbursements of expenditures made by The Academy staff for the benefit of The Academy are permitted under the following circumstances:

- a. Approval by the School Director or governing board

- b. Written substantiation of the expenditure is provided which includes the purpose, time and place and original invoice or receipt for the purchase
- c. Reimbursement of meals must also include a list of attendees and the business purpose of the meeting
- d. Reimbursement requests must be made within 45 days of the date of the expenditure

A1e. Record Keeping. Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

A1f. Property Inventory. The School Director shall ensure maintenance of an inventory of all non-consumable goods and equipment worth over \$500.00. This inventory shall include the original purchase price and date where available, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis.

A1g. Payroll Services. The Academy will contract with the Department of Education and/or a reputable, bonded, and insured payroll contractor to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The School Director will establish and oversee a system for preparing time and attendance reports and for submitting payroll check requests. The School Director and board treasurer will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, and an accounting of the use of sick leave.

A1h. HI DOE Electronic Student Attendance Accounting

The School Director (with support of an administrative assistant) will use the HI DOE's eSIS, electronic Student Information System to maintain an appropriate attendance accounting system to record the number of days each student is actually in attendance at the school and engaged in the activities required of them by the school.

A2. Leadership Roles and Responsibilities. In addition to the policies, processes and systems described above, there are key positions to ensure proper financial management roles and responsibilities are divided. At The Academy, the govern board treasure, finance committee members, our business manager and the School Director play major roles and properly authorizes and controls the finances of the school. Table 4.1, Financial Roles & Responsibilities, highlights these roles and responsibilities.

Position	Roles & Responsibilities	Difference between the Governing Board
School Director	Submits Operational Budget of the School Provides purchasing approval for identified amounts Aides the board in establishing review processes Acts in the purview of given authority Maintains operational control of inventory Closes the books with Business Manager and Treasurer	Keeps the Director accountable to his budget and financial policies Gives authority to the Director Establishes the review processes Acts in the purview of generally accepted accounting principles
Business Manager	Administers the procurements and contracts for the School Closes the books with Director and Treasurer	Provides approval through the Director Keeps the Business Manager accountable to the level of authority approved
Board Treasurer	Reviews statements Reports on financial situation Aides staff in financial matters Closes the yearly books with Director & Business Manager Readies documents for audit	Acts upon recommendations from the Treasurer
Finance Committee members	Makes preliminary reviews with the Director for the board	Uses the findings to make decisions

Table 4.1, Financial Roles and Responsibilities

A3. Annual Audit. An audit of our financial practices will be conducted annually. The governing board will annually appoint an audit committee to lead this effort. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall contract annually for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to an audit of the school's internal controls and practices. The audit shall be completed, reviewed by the governing board, and submitted to the state's public charter school commission's administrative office. The cost of an audit of \$10,000 (PCSN, 2013) has been budgeted and included as an entry in the IMAG Academy's Financial Plan Workbook.

A4. Contracted Services. The services planned and budgeted to be contracted are outlined in Table 4.2, Services to be Contracted. Most of these budgeted amounts were either taken from a financial worksheet provided by the Public Charter School Network or quoted from discussions with another charter school with the similar student population.

At this time, although there were a couple of cons, we did select the HI DOE Payroll System due to the extensive services and their interconnectivity with a lot of other services.

	Services to be Contracted	Amount
1.	Alarm Services	5,000*
2.	Refuse removal	5,000*
3.	Annual Audit	10,000*
4.	Copier Service (Color – 3 Copiers with full maintenance service)	20,000**
5.	Computer Tech Support	10,000*
6.	HI DOE Payroll System	10,000**
7.	Insurance – Board of Directors*	--***
8.	HR Services – Ceridan	6,000**
9.	Accountant Services (not audit)	4,000*
10.	Training – Board Development – Capacity Building	1,500
11.	Consultant Services – Fundraising-SPED Coach-Legal	3,000*
12.	IT Services - Website	2,000
13.	eSIS – HI DOE Student Information System	Free**
14.	eCSSS – SPED Accountability System	Free**

Table 4.2, Services to be Contracted – 2015-2016 SY

*Source: Public Charter School Network: Common Budget Items

**Source: Lanikai Elementary: 1st year student enrollment similar to The Academy

***More research will be needed regarding this requirement. All insurance to be covered by the State of Hawaii B & F.

A5. Financial Workbook. A per pupil annual revenue projection was used based on \$6000/pupil. Table 4.3, Summary of Projected Per-Pupil Revenue quickly illustrates the revenue and enrollment numbers from Year 1 to Year 9 (Capacity). Note, we did not adjust the per-pupil amount for any type of inflation.

K-12	Year	Project Enrollment	Projected Revenue
Year 1	2015-16	235	1,410,000
Year 2	2016-17	370	2,220,000
Year 3	2017-18	505	3,030,000
Year 4	2018-19	655	3,930,000
Year 5	2019-20	730	4,380,000
Year 9	2023-24	930	5,580,000

Table 4.3, Summary of Projected Per-Pupil Revenue

A6. Budget Narrative. A Budget Narrative is located in **Attachment gg** and highlights the detailed descriptions of assumptions regarding revenue estimates for the initial start-up phase and first three years.

B. Financial Management Capacity

Financial management of the school is one of the most important functions. Purposefully building its capability through the processes and systems is just one important factor.

B1. Key Financial Team Members. The key members of the current financial team to play a substantial and on-going role in the successful implementation of The Academy's financial plan will be Ms Momi Akana, Ms Cheryl Cudiamat, and Ms Sheila Buyukacar. Their immediate focus will be in three areas. Although all members have experience in this area, they also know The Academy will be better served with someone with experience and professional credentials of an accountant or business manager. Their first focus will be to find a suitable board member with the professional expertise we can trust to give us an additional level of technical confidence about our projections and resulting policy development, financial operational processes, and fundraising efforts. This search will begin in the next couple of weeks, by the end of January 2014.

The second focus will be to write a start-up grant request to be submitted in May 2014, as soon after we receive charter approval. Their third focus area will be to review and keep the current budget updated in order to trigger any decision making action regarding our finances.

B2. Team Qualifications. During the pre-start up time, Ms Momi Akana will be providing her business knowledge and expertise she has acquired through the non-profit financial system that she founded over 18 years ago and continue to manage today as the Executive Director. Her expertise as a successful grant recipient is well documented and continued proof of her capabilities to align needs with those of funders.

She and Ms Buyukacar will be the start-up POCs for grant and funding concerns. A timeline and possible activities can be found at **Attachment ee** - labeled Start Up Task Force: Finance/Grants.

The Academy POCs have experience in financial management, accounting and internal controls through the management of their own companies. In addition, all three also have earned their graduate degree in Business Administration and have experience, knowledge, and ability to identify, plan, implement, and control the financial matters of an organization. Their collective knowledge equates to over 30 years of financial management. Ms Akana has extensive experience in Fundraising and Development. Her grant identification and grant writing capabilities have garnered Keiki O’Ka Aina more than \$35 million in grant funding. Ms Cudiamat currently manages the business and financial matters for both her preschool learning center and provides her financial expertise for her husband’s company. Ms Buyukacar has continued to manager her own businesses’ finances for the past 10 years.

To add to Ms Akana’s expertise, as the Executive Director of a non-profit, Sheila was able to take control over and revamp the financial operations and better control the flow of money across the organization. It resulted in an immediate realization of a funds surplus available in the bank. This allowed the Board of Directors to allocate their time on other areas needing their focus, a first in many years of operations for the organization.

B3. Partnerships. Currently there are no other organizations providing planning services in establishing the proposed school’s Financial Plan.

B4. Financial Development. During the start-up phase, Ms Cheryl Cudiamat, with the help of Ms Buyukacar and the guidance of Ms Akana, will lead the further refinement of the proposed school’s Financial Plan.

Attachments

Attachment c – Curriculum Development Plan		
Time frame	POC & Contributors	Activities
Jan - Apr	Cheryl B Sheila B All other Members	Give us an overview of the International Baccalaureate Primary Year Program Attend an IB course-29 Jan 2014 – School Director Visit Cheryl’s class to experience IB instructional strategies and outcomes Visit other Oahu IB World Schools (Haha’ione, etc) Share Models/Ideas – IB, Conscious Discipline, KSA, IMAG Projects
Feb - Mar	Sheila B	Define and Solidify the IMAG characteristics to be used for assessments Was the student being an IMAG during the project? Does the service/product/solution have characteristics of IMAG? Define/create a rubric for project assessment Apply the Knowledge, Skills, and Action model to the subject area standards Send to Cheryl and Jennifer
May	Cheryl B Jennifer P Contributing Educators Sheila B	Overlay all applicable standards across all subjects – categorize by KSA Incorporate IB PYP viewpoint Incorporate IMAG process and IMAG solution assessments Incorporate project assessment criteria If applicable, overlay Conscious Discipline Update with above work and add Grade 6 to the Program of Inquiry Determine the exit knowledge and skill criteria per grade Identify knowledge and skills to be included in promotion criteria for each grade. Identify “graduation” Provide a recommendation on each grade’s requirement to be promoted to the next grade criteria (ie
Jun- Jul	Cheryl B	Review available publisher written curriculum materials for applicability to the standards and

	Jennifer P Contributing Educators Sheila B Board Members	assessment criteria Brainstorm possible projects to be integrated into subject areas
Aug - Dec	Cheryl B Jennifer P Sheila B Contributing Educators	Finalize curriculum – Write Lesson Units Knowledge, Skills, Action (KSA) Objectives/Expectations Material choices Instructional strategies Lesson resource kits Assessment criteria Assessment documents
Sept	Cheryl B Sheila B	Finalize materials to buy – Get approval Put materials on order
Oct - Dec	Sheila B All members Contributing Educators	Identify possible projects/partners applicable to lessons Identify educators willing to pilot in class
Jan 2015	Cheryl B Sheila B	Order materials
Jan – Mar	Cheryl B Jennifer P Sheila B	Continue to write/refine Lesson Units Start to recruit teachers and teacher assistants
Mar - Apr	Sheila B Cheryl B Jennifer P All members Contributing Educators	Teacher recruitment – Continue to refine curriculum
May - Jul	Sheila B Cheryl B Jennifer P Contributing Educators Recruited Teachers	Teacher Professional Development – Curriculum Focused Activities IB framework IMAG/KSA/Conscious Discipline Refine Units into applicable lesson plans in all subject areas Incorporate content (books/materials)

		<p>Create exercises</p> <p>Incorporate project(s)</p> <p>Align assessments</p>
Jun - Aug	<p>Sheila B</p> <p>Board Members</p> <p>Recruited Teachers</p> <p>Students & Families</p> <p>Friends</p> <p>Partners</p>	Ready Facility/Equipment/School

Attachment d		
Grade All Grade Levels		
Subject	General Standards	General Knowledge & Skills
Language Arts	CCSS ELA	Elements of Communication Reading Writing Presentation
Mathematics	CCSS Math & CC Math Practices	Mathematical Operation Mathematical Practices
Science	Next Generation Science Standards	Scientific Process
(Engineering)	Next Generation Science - Engineering	Tenets of Creation – Design, Build, Maintain
Social Studies	National Social Studies Standards	History World Perspectives Communications Life Skills Music
Arts	National Standards for Visual Arts	Basic Design Elements Presentation of work
World Language	National Standards for Learning Languages World-Readiness Standards for Learning Languages	Speaking Writing Cultural Perspectives
Infused in All Areas	IB Learner Profile	World and Global Views
	Conscious Discipline -	Relationship Communications
	IMAG Solution and Behavior	IMAG Decision Making IMAG Solutions/Choices

Although all areas have their own standards, a team of educators will have to integrate common knowledge and skills across all content area. This will be handled by our Start Up Task Force.

This integration between grades would allow and enhance the assessment of a student's accomplishment across all content areas. As important, is the application of the knowledge and skills through the school and community V-BASE projects.

Attachment e		
Grade 8		
Subject	Exit Knowledge & Skills	Source
Language Arts	Use language to persuade Identify emotional evidence Mix emotional evidence with facts Integrate the mixture of emotional and factual evidence in writing Consistently uses proper language Verbal communications Written Public Speaking	CCSS
Mathematics	Basic understanding of rationals Basic understanding of exponentials Understanding differences of measurements Understand the use of transformations	CCSS
Science	Link scientific evidence to experimental conclusions Communicate the significant components of experiments Understand how science influences our society and the resulting technology different Understand how change affects other organisms Understand how things in nature can give us information about other things	HCPPS III
Social Studies	Explain the impact of current events Explain the some of the past decisions have affect us today Understand the differences and consequences of using poor information for decisions Explain how technology of the past has affected us today	HCPPS III
Arts	Identify design elements within common everyday life Incorporate storyboards into decision making Use design elements within projects	
World Language	Spoken and writing capability at an intermediate level Knowledge of the cultural aspects of language Ability to read text and understand the plot of story	Based on at least 2 years of the same language
General Leadership Skills	Extensive Evidence of Use Business Management Methods Brainstorming, Relationship Communications IMAG Decision Making Process Solutions with evidence of IMAG Conflict Resolution Skills	
Hawaii State Assessment	Passing Score or Growth over time	

Attachment e – Exit Standards Grade 12

The exit standards have not been developed for Grade 12 and will be addressed in the coming years. It will be a necessary and essential part of our growth as we encompass the International Baccalaureate Diploma Program (high school) and the possibly their Career and Technical Certificate.

Attachment f – School Calendar

IMAG Academy Calendar Year 2015-2016 (Estimates)

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
2014												
2015							START Teacher PT	START Teacher FT Aug 3 Student Aug 17				END Dec 18 Holiday Break 3 weeks (15 days)
						Jun 15 – Aug 7 Summer Program				Parent conferences		Dec 21 – Jan 8
2016	Start School		Spring Break (6 days)			End School Jun 10	START Teacher PT	START Teacher FT Aug 15 Student Aug 22				
	11 Jan	Parent conferences	Mar 21-28			Jun 20 – Aug 12 Summer Program						

Semester 1 (Aug 17 – December 18): 90 days

Semester 2 (Jan 11 – Mar 18 and Mar 29 – Jun 10): 104 days

Total days (without in week holidays) = 194 days

Parent conferences...early evening for the majority—work with
Each family.

Holidays 10* days = 184

PD 3* days = 181

* based on 2013-14 calendar (182 school

Family Vacations – School & Community Service Activities
College Visits – Spring Break Mar 21-28days)

Attachment g – Daily & Weekly Schedule

The schedules in this attachment are divided to cover the following “loop groups” across our growth to full capacity.

Final	1 st	2 nd	3 rd	4 th	5 th	Year
Loop Group 1 : K – 1	K	K – 1	K – 2	K – 1	K – 1	
2 : 2 – 3	4 - 6	4 – 5	4 – 5	2 – 3	2 – 3	
3 : 4 – 6		6 – 7	6 – 8	4 – 6	4 – 6	
4 : 7 – 9				7 – 9	7 – 9	
5 : 10 - 12					10 – 12	

TEACHER Middle and Secondary grades – Loop Groups 3, 4 and 5

	Monday	Tuesday	Wednesday		Thursday	Friday
8:30-9:10 (40 mins)	Community	Community	Teacher Professional Development	8:30-9:25 (55 mins)	Community	Community
9:15-10:30 (75 mins)	Math	Engineering/ Science	Math	9:30-10:30 (60 mins)	Math	Engineering/ Science
10:35-11:50 (75 mins)	Language Arts	Historical Perspective	Language Arts	10:35-11:35 (60 mins)	Language Arts	Historical Perspective
11:55-12:25 (30 mins)	Lunch	Lunch	Lunch w/ Mentors	11:40-12:25 (45 mins)	Lunch	Lunch
12:30-1:30 (60 mins)	Arts	Business/ Citizenship	Community	12:30-1:15 (45 mins)	Arts	Business/ Citizenship
			Historical Perspectives	1:20-2:20 (60 mins)		
1:35-3:30 (115 mins)	Community Projects	Community Projects	Engineering/ Science Explorations	2:25-3:30 (65 mins)	Community Projects	Community Projects

STUDENT Middle and Secondary grades – Loop Groups 3, 4 and 5

	Monday	Tuesday	Wednesday		Thursday	Friday
8:30-9:10 (40 mins)	Community	Community	Peer Tutoring, Watch and Study Groups	8:30-9:25 (55 mins)	Community	Community
9:15-10:30 (75 mins)	Math	Engineering/ Science	Math	9:30-10:30 (60 mins)	Math	Engineering/ Science
10:35-11:50 (75 mins)	Language Arts	Historical Perspective	Language Arts	10:35-11:35 (60 mins)	Language Arts	Historical Perspective
11:55-12:25 (30 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:40-12:25 (45 mins)	Lunch	Lunch
12:30-1:30 (60 mins)	Arts	Business/ Citizenship	Community	12:30-1:15 (45 mins)	Arts	Business/ Citizenship
			Historical Perspectives	1:20-2:20 (60 mins)		
1:35-3:30 (115 mins)	Community Projects	Community Projects	Engineering/ Science Explorations	2:25-3:30 (65 mins)	Community Projects	Community Projects

Attachment g – Daily & Weekly Schedule

Student – Lower Grades – Loop Group 1 and 2

	Monday	Tuesday	Wednesday		Thursday	Friday
8:30-9:10 (40 mins)	Community	Community	Teacher Professional Development	8:30-9:25 (55 mins)	Community	Community
9:15-10:30 (75 mins)	Language Arts	Historical Perspective	Language Arts	9:30-10:30 (60 mins)	Language Arts	Historical Perspective
10:35-11:50 (75 mins)	Math	Engineering/ Science	Math	10:35-11:35 (60 mins)	Math	Engineering/ Science
11:55-12:25 (30 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:40-12:25 (45 mins)	Lunch	Lunch
12:30-1:30 (60 mins)	Physical Ed	Arts	Community	12:30-1:15 (45 mins)	Arts	Physical Ed
			Business/ Citizenship	1:20-2:20 (60 mins)		
1:35-3:30 (115 mins)	Community Projects	Community Projects	Engineering/ Science Explorations	2:25-3:30 (65 mins)	Community Projects	Community Projects

Attachment g – Daily & Weekly Schedule

TEACHER Lower Grades – Loop Group 1 and 2

	Monday	Tuesday	Wednesday		Thursday	Friday
8:30-9:10 (40 mins)	Community	Community	Group 2/3 and Peer Tutoring, Watch and Study Groups	8:30-9:25 (55 mins)	Community	Community
9:15-10:30 (75 mins)	Language Arts	Historical Perspective	Language Arts	9:30-10:30 (60 mins)	Language Arts	Historical Perspective
10:35-11:50 (75 mins)	Math	Engineering/ Science	Math	10:35-11:35 (60 mins)	Math	Engineering/ Science
11:55-12:25 (30 mins)	Lunch	Lunch	Lunch w/ Mentors Parents	11:40-12:25 (45 mins)	Lunch	Lunch
12:30-1:30 (60 mins)	Physical Ed	Arts	Community	12:30-1:15 (45 mins)	Arts	Physical Ed
			Business/ Citizenship	1:20-2:20 (60 mins)		
1:35-3:30 (115 mins)	Community Projects	Community Projects	Engineering/ Science Explorations	2:25-3:30 (65 mins)	Community Projects	Community Projects

Attachment h – A Typical School Day for a Student

Nicole is up early and excited to start her way to school. Although most of her classmates live in the area and walk to school, there are about 10% of the 235 students on a geographic exception. She loves getting dropped off early since the daily community gathering starts at 8:30am. Getting there early allows her to meet up with her friends in the common area. She says the community gathering is like a big meeting, but they not only talk, they exercise and learn cool activities to start their brain and their day. They say it's a time to transition back into being a student. It must be working, Nicole can't seem to stop talking about how much she is learning. Another plus about getting Nicole there early, she has time to spend with her friends. They can sit, talk and have breakfast. There's a lot of people reading among a lot of happy chatter...everyone seems to love being there.

As we pull up, someone is already there greeting the families as they drop off their student. Good Morning, Nicole! Do you want a high five or a low ten? She seems to like the low ten, it's the same greeting she picked yesterday. I love watching the smiles from all of the students brighten as they enter campus.

Nicole is early enough to get into the "watch" group so she can watch her homework lecture one more time. She'll get to ask questions or better yet, she'll be able to listen to those around her to see what they understood. This time, the group really offered her help she didn't even know to ask about. It seems to be like that a lot!

At the community gathering, she'll feel a sense of belonging as they start on the first of many sessions on Hula – robics. Everyone's up and going, even the sleepy head middle schooler. One more high five and it's off to the first period of the day. Rebecca is there early. She'll make sure she greets everyone as they enter...Nicole says it really does help the spirit of the class and brightens up everyone's day. Everyone contributes, everyone has a job. Nicole's job this week is the kindness recorder. She is responsible for recording and having others record acts of kindness throughout the class period. She beamed with pride when she shared over 20 of them with me last week.

The work during class is difficult, it's following the International Baccalaureate framework and Nicole tackles it and proves to herself that she can do it. Everyone's excited and everything they learn is integrated into either a hands-on application or a school/community wide V-BASE project. It allows Nicole to understand how value-added business, arts, science and engineering concepts uses her knowledge and skills to solve issues and concerns within our community. Everything is connected. Seeing subjects come to life and are extremely helpful to all students. In fact the after school, intersession and summer programs are tied into the school's curriculum and have extended Nicole's learning. She can't wait to go to summer school.

Attachment i - A Typical School Day for a Fourth Grade Teacher

I'm a 4th grade teacher and I love being at school. I can't wait to get back in the morning. This is the first time in a long time I feel connected to my students and challenged by my work. The atmosphere on and around campus helps me to do my best teaching and learning. They call it the IMAG culture. It is built around being innovative, mindful, accepting, and giving in all you do. It encompasses everything done at the school and allows me to share and be heard by everyone without feeling awkward. In fact, there has been many times, my ideas and those of my colleagues have been used across the entire school. My students love how all of their classes and their teachers are connected and extend upon everything they learn.

As I arrive on campus, kids are already there greeting others with a high five or low ten. I choose a warm hug from a colleague and the school director. They're already in a deep discussion about the morning's community gathering and ideas for the next session of lessons on leadership. We not only share and collaborate on our ideas, the ideas are put into action through a number of different venues. It's challenging and fun to see your thoughts come to action. Did I say I love it here?

As I head to my classroom, the kids are already there discussing the video lecture, they had for homework. I know they will be ready to move on to the application of the lesson, saving us time for the fun part of learning...the application of how it all ties into the world around us. Being a school following the International Baccalaureate World School framework compliments the IMAG culture. That's one of many things I love about being here, we use instructional strategies that help engage the student in their own learning about the world around them. In our community V-BASE projects, they not only hear about the connections on how algebra is important in their life, they are actually put to the test as they use the knowledge and skills they've learned to discuss, collaborate with others, identify the issues and concerns across many dimensions, and come up with options to take advantage of the opportunities they've uncovered.

My class is a microcosm of the community and it brings with it certain challenges that this school thrives on. The Academy seems to take a different path on a lot of seemingly complex problems. The school director is great at uncovering the gold nuggets of what everyone is and can be best at. Not only are the students met at where they are academically and socially, the parents are asked to do their best as well. Everyone is celebrated and acknowledged and parents are amazed at how their child has blossomed and find their homework interesting. They are grateful.

Our classes are inclusive and sometimes it can pose challenges for everyone, but the IMAG culture encompasses everything we do. The school has already provided grade level teacher assistants that are full-time and vested collaborators in the planning and implementing of our curriculum. As a team we feel that anything is possible. It's the first time I not only feel, but know it is possible!

Attachment j – Admission and Enrollment Policy

III. STUDENT MATTERS

POLICY #3

STUDENT ENROLLMENT

The Academy welcomes all children in the State of Hawaii and who are in the grades currently being offered. We encourage all families in the area and surrounding areas to consider enrolling their children in The Academy.

Eligibility

The Academy is a public charter school and as such is open, based on available space, to any student in the State of Hawaii who is eligible for the grades we currently serve (K, 4, 5, and 6) during the 2015 – 16 School Year.

The vision and mission of The Academy supports full inclusion into our school and classrooms. Families of students with an Individualized Education Plan (IEP) or section 504 plan must inform the school as soon as possible upon selection into the school. This will help us to ensure the appropriate services are provided for your student. Parents will be required to meet with a team made up of members of your child's current school and a team from The Academy to outline the appropriate services required.

Enrollment Requirements

Students and their families must attend a free mandatory orientation before applying to The Academy. These are held several times a month during the open enrollment period. The acceptance decisions are not made until after the open enrollment/application period is completed (and after a lottery, if necessary).

Enrollment Priority

In order to support a consistent educational environment for all of the children of each family that chooses to join The Academy, enrollment priority will be as follows:

- a. Children of The Academy's staff, founding or permanent Governing Board members;
- b. Siblings of currently enrolled students;
- c. Siblings of newly admitted students;
- d. All other Hawai'i students

If there are more students seeking enrollment into a particular grade than can be accommodated, The Academy will employ a public lottery within a week of the end of the open enrollment period.

Siblings of currently enrolled students must submit an application for admission to receive a position on our school roster. Siblings will be given a space in the appropriate

grade if a space is available. If a lottery is required, siblings will not participate in the general lottery process.

Students not admitted as a result of the lottery process will be placed on a waiting list according to their selection position in the lottery. Once the initial admissions have been made and accepted, any remaining openings will be offered to those on our waiting list.

Sibling Policy

If a family has more than one child applying and one student is offered a space and there is no space available, the sibling(s) will be placed at the top of the waiting list for the grade to which they are applying. If there is already a child that is a sibling who is first on the waiting list, the sibling will then be placed after those previously placed on the waiting list and in the order they were selected in the lottery.

If more siblings apply than there are spaces available in a class, a lottery will be held for those siblings for that grade in the same manner and at the same time as the general admissions lottery. When the class is full, the siblings will be placed on a waiting list in the order they were chosen in the lottery.

If during the lottery process a student is selected for a class, their sibling will be given priority and will be given an available space in the class in which they are applying. If there are no spaces available, the sibling will be placed at the top of the waiting list. If there is a sibling already at the top of the waiting list, the new sibling will be placed on the waiting list below siblings already on the list.

If during the lottery a student in a lower grade is given a space and they have an older sibling who was placed on the waiting list for a higher grade during the lottery, the older sibling is given an available space in the class over a previously selected student that does not have a sibling. The displaced student becomes first on the waiting list.

Siblings of currently enrolled students have admissions preference over siblings of newly admitted students.

Application Process and Timeline

Applications will be accepted during an open enrollment period from mid January to mid March prior to the start of a new school year. If the number of applicants exceeds the number of student openings for any given grade, a lottery will be held within one week of the end of the open enrollment period.

Attending a free orientation session during the open enrollment period is required for those applying for admission.

Once the initial admissions have been made and accepted, remaining openings in the school will be filled from the waiting list. Any applications received after March 15th will be considered during the rolling admissions period. Rolling admission runs from mid-Apr to mid-October of each year. During this time, applications are accepted and

admission is offered on a “first come first serve” basis if space is or has become available. During the rolling admissions period, students offered spaces are given three weeks to notify the office of their intent to accept or decline the space. After August 1, this notice period may be shortened as required.

If a student applies for enrollment in a class that is at full capacity, that student will be placed next in order on a waiting list (please see above in the case of siblings).

Selection Notification

Families are notified of admission by electronic mail.

If a family declines a space or does not reply to the offer of admissions, and then changes their mind, they may re-activate their application. The student will be offered admission or be placed next in order on the waiting list.

If an applicant who has declined admission would like to be considered for admission the following school year, they must re-activate their application during open enrollment and enter the lottery for the next school year.

Students offered spaces in the lottery have until April 20th to notify the school that they are accepting the space and complete the enrollment documents. Failure to respond by April 20th will result in forfeiture of the space and the next person on the wait list will be offered the space. If that student would still like to be considered for enrollment at a later date, they may re-activate their application and be added to the bottom of the waiting list.

No new students will be enrolled after October 15th, with the exception of siblings of currently enrolled students or children of our staff, contingent on space availability.

Enrollment Status

Pursuant to the school’s Attendance Policy, if a new student entering school misses more than nine days of school during the first month of school without a doctor’s note, the student will be un-enrolled, and the vacancy will be offered to a child on the waiting list.

Enrollment After October 15th

If a space becomes available in a class after October 15th and the next student on the waiting list is the child of an Academy staff member or a sibling of a currently enrolled student, the student may enroll after the October 15th enrollment cut off date.

Withdrawal After October 15th

Any student withdrawing after October 15th who wishes to re-enroll at The Academy will need to re-apply for admission during the open enrollment period of the following year. If a student withdraws after submitting re-enrollment documents, their re-enrollment is no longer valid.

Admission After Dismissal from The Academy or Other School

If a student applies who has previously been dismissed or suspended for a Class A offense under Chapter 19 from The Academy or another school, the student will be offered admission only after it is determined that The Academy can provide the services required to ensure the student's safety and success in the school environment, as well as the safety of all Academy students and personnel.

Generic Enrollment Process and Timeline

2015-2016 Application and Enrollment Process and Timeline	
January - March:	Open enrollment period New Family Orientation Sessions –Mandatory for new families
March:	Acceptance of students Enrollment lottery (if necessary)
April:	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
April - October:	On-going (Rolling) enrollment will be based on first come, space availability

STUDENT ENROLLMENT

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Students and their families must attend a free mandatory orientation before applying to The Academy. These are held several times a month during the open enrollment period. The acceptance decisions are not made until after the open enrollment/application period is completed (and after a lottery, if necessary).

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Students not admitted as a result of the lottery process will be placed on a waiting list according to their selection position in the lottery. Once the initial admissions have been made and accepted, any remaining openings will be offered to those on our waiting list.

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If a family has more than one child applying and one student is offered a space and there is no space available, the sibling(s) will be placed at the top of the waiting list for the grade to which they are applying. If there is already a child that is a sibling who is first on the waiting list, the sibling will then be placed after those previously placed on the waiting list and in the order they were selected in the lottery.

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If during the lottery a student in a lower grade is given a space and they have an older sibling who was placed on the waiting list for a higher grade during the lottery, the older sibling is given an available space in the class over a previously selected student that does not have a sibling. The displaced student becomes first on the waiting list.

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be considered during the rolling admissions period. Rolling admission runs from mid-Apr to mid-October of each year. During this time, applications are accepted and admission is offered on a “first come first serve” basis if space is or has become available. During the rolling admissions period, students offered spaces are given three weeks to notify the office of their intent to accept or decline the space. After August 1, this notice period may be shortened as required.

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Enrollment Status

Pursuant to the school's Attendance Policy, if a new student entering school misses more than nine days of school during the first month of school without a doctor's note, the student will be un-enrolled, and the vacancy will be offered to a child on the waiting list.

Enrollment After October 15th

If a space becomes available in a class after October 15th and the next student on the waiting list is the child of an Academy staff member or a sibling of a currently enrolled student, the student may enroll after the October 15th enrollment cut off date.

Withdrawal After October 15th

Any student that withdraws after October 15th who wishes to re-enroll at The Academy will need to re-apply for admission during the open enrollment period of the following year. If a student withdraws after submitting re-enrollment documents, their re-enrollment is no longer valid.

Admission After Dismissal from The Academy or Other School

If a student applies who has previously been dismissed or suspended for a Class A offense under Chapter 19 from The Academy or another school, the student will be offered admission only after it is determined that The Academy can provide the services required to ensure the student's safety and success in the school environment, as well as the safety of all Academy students.

Attachment 1 – Generic Enrollment Process and Timeline

2015-2016 Application and Enrollment Process and Timeline	
January XX - March XX:	Open enrollment period New Family Orientation Sessions –Mandatory for new families
March XX:	Acceptance of students Enrollment lottery (if necessary)
April Y:	Decision deadline for families of accepted students. Families must respond with an acceptance or risk losing their acceptance opportunity.
April Y - October XX:	On-going (Rolling) enrollment will be based on first come, space availability

Attachment k – Student Discipline Policy

III. STUDENTS

POLICY #2

STUDENT CONDUCT AND DISCIPLINE

- A. Oversight and administration of matters related to student behavior are the collective responsibility of school personnel. The School Director.
- B. The Conscious Administrative Regulations and Procedures regarding expectations for student conduct and disciplinary procedures shall be communicated to students and parents/guardians annually and will be available in the school administrative office.
- C. Appeal of administrative decisions may be brought to The Academy's Governing Board by parents/guardians as indicated in the school handbook.
- D. Both in-school and out-of-school suspensions as a result of student misconduct are sanctioned by the governing board as part of the school's discipline system.
- E. A list of those offenses that may (discretionary) and must (non-discretionary) lead to a student's expulsion or suspension is included in this policy. Circumstances will dictate how the situation is handled, but immediate and continued safety is essential and should drive the decision to act quickly and decisively.

Definitions:

In-school suspension is an alternative to out-of-school suspension in which students remain at school in a designated area.

Out-of-School Suspension means the immediate exclusion of a student from school in an emergency because the student's conduct presents a clear threat to the physical safety of self or others or is so extremely disruptive as to make the student's removal necessary to preserve the rights of other students to pursue an education free from undue disruption. For further information, see Administrative Regulations and Procedures regarding Suspension and Expulsion.

The following is a list of non-discretionary and discretionary offenses leading to suspension or expulsion. The Hi BOE's Chapter 19 is used as a reference in defining each offense.

Offense	Definition
Assault Discretionary	"Assault" means intentionally, knowingly, recklessly, or negligently causing serious bodily injury or bodily injury to another person with or without a dangerous instrument.
Burglary Discretionary	"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.
<i>Dangerous instrument, or substance; possession or use of</i> <i>Non-discretionary</i>	<i>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.</i>
Dangerous weapons; possession, or use of Non-discretionary	“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; possession, use, or sale Discretionary	“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 Discretionary	“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

	<p>or withhold such action;</p> <p>(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</p> <p>(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;</p> <p>(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</p> <p>(3) Makes or finances any extension of credit, or collects any extension of credit by extortionate means.</p>
<p><i>Firearms;</i> <i>possession or use of</i></p> <p><i>Non-discretionary</i></p>	<p>"Firearm" means:</p> <p>(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;</p> <p>(2) The frame or receiver of any such weapon;</p> <p>(3) Any firearm muffler or firearm silencer; or</p> <p>(4) Any destructive device. The term "destructive device" means:</p> <p>(A) Any explosive, incendiary, or poison gas:</p> <p>(i) Bomb;</p> <p>(ii) Grenade;</p> <p>(iii) Rocket having a propellant charge;</p> <p>(iv) Missile having an explosive or incendiary charge;</p> <p>(v) Mine; or</p> <p>(vi) Device similar to any of the devices described in the preceding clause;</p> <p>(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</p> <p>(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.</p>
<p><i>Homicide</i></p> <p><i>Non-discretionary</i></p>	<p>"Homicide" means causing the death of another person.</p>
<p>Illicit drugs; possession, use, or sale of</p> <p><i>Discretionary</i></p>	<p>"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.</p>
<p>Intoxication</p> <p><i>Discretionary</i></p>	<p>"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.</p>
<p><i>Robbery</i></p> <p><i>Non-discretionary</i></p>	<p>"Robbery" means, in the course of committing a theft, or hijacking, a student:</p> <p>(1) Attempts to kill another person, or inflicts or attempts to inflict serious bodily injury upon another person; or</p> <p>(2) With or without a dangerous instrument:</p> <p>(A) Uses force against the person with the intent to overcome the owner's physical resistance or physical power of resistance;</p> <p>(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</p>

	property; or (C) Inflicts serious bodily injury upon another person.
<i>Sexual offenses</i> <i>Non-discretionary</i>	“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.
<i>Terroristic threatening</i> <i>Discretionary</i>	“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.

Attachment m – School Director's Statement of Qualification

Upon reviewing a number of job descriptions and articles about charter school leadership it became apparent there are four essential environments Sheila will have to help the governing board to create, develop, implement, and maintain. In fact, we don't just want her to maintain it, we want The Academy and everything it does to become a community resource of excellence. The Academy must not only have to thrive as a learning institute, but it must excel as a teaching institution, work organization and community leader, provider, and partner.

This type of challenge will require more than just an educator with school administration background. It will require a business woman passionate about the possibilities the world has to offer its children and citizens. The leader will have to make the necessary connections from student learning, our teachers teaching strategies to provide an organization that is a leader and provider to its school community and a partner with its community. Sheila has done that with the combining the IMAG culture, International Baccalaureate programs and the focus of our V-BASE projects. A leader that understands it will take our best in teaching, learning, and acting is essential. More importantly, it will not only require the vision, knowledge and skills to synergize a school to become a place of learning, but a place to challenge and solve the concerns and issues of its community.

Sheila brings with her, years as a leader in one of the most bureaucratic organizations in the US. As a retired military officer, she will be able to use her leadership knowledge and skills to act appropriately within the Hawaii Department of Education organization. Her experience and mission oriented mentality will also become essential to being able to exploit the resources it also has to offer. She has a proven record of success within these types of organizations.

As a business owner she has continued to incorporate leadership, management, marketing, and financial expertise to offer educational programs in hands-on and experiential learning. On a number of occasions, she has created programs from a concept into a place where children have enjoyed learning and acquiring knowledge and skills. The Academy needs a person that can turn a concept into a reality with the essential foundational organizational policies, procedures, infrastructure and an accepting culture.

Attachment m – School Director’s Information

Sheila Buyukacar Biography

Through our relationships with others we feel, see and create the world.

Sheila has taken a long path to becoming an educational leader. Her years as a military officer and senior consultant on strategic and organizational efficiencies had garnered her a place on strategic think tanks during her last years in the military. As the leader of these groups, she developed the necessary organizational processes, resulting policies and identified infrastructure requirements to ensure her client’s vision could become physical realities. Upon her retirement, she took her professional experience and launched her own educational programs that integrated both techniques and skills from the business and military worlds into useable life skills in communications and leadership. Most notably, she has used her passion to earn her Masters in Curriculum Studies from the University of Hawaii, Manoa. In addition, while at school she took full advantage of her opportunities and she has earned 29 additional credits towards her Masters in Educational Administration.

Today, she is the founder and Executive Director of her own leadership training company, Focused Reality and looks forward to continuing to use her expertise, passion, and entrepreneurial spirit to breathe life into The IMAG Academy.

Sheila Buyukacar
98-1861A Kaahumanu Street
Aiea, HI 96701
sheila@focusedreality.com
808 779-3878

SUMMARY OF SKILLS and EXPERIENCE

- Business/organizational planning, communications and administration
- Small business start up, development and management
- Budget and financial management
- Personnel training and management
- Service operations implementation and management
- Project and program development, implementation, integration and management
- Quality and process improvement program development and implementation
- DoD technology and governance program development and administration
- Event planning and execution
- Career/leadership education curriculum development
- Leadership and professional development training
- Youth and education curriculum development and instruction
- Early childhood care provider professional development training

EDUCATION and CERTIFICATIONS

University of Hawaii, College of Education (Graduated – December 2013)

Master – Curriculum Studies

Course work completed-Master of Science in Educational Administration – 29 credit hours

Certified Conscious Discipline Instructor (2008 – 2011)

Conscious Discipline is a classroom management program designed to provide educators with the awareness and skills to create safe, connected and problem solving learning environments.

Air Force Institute of Technology (Graduated – March 2001)

Master of Science in Information Resource Management

Central Michigan University (Graduated – August 1994)

Master of Science in General Administration

University of Hawaii (Graduated – May 1981)

Bachelors in Business Administration – Marketing

EMPLOYMENT HISTORY

Owner/Adult and Youth Leadership Education Instructor, Focused Reality LLC
Colorado Springs, CO and Honolulu, HI (February 2006 – Present)

My interest in teaching others about their community and life choices led me to start my own company in leadership and professional development training. In addition to developing and delivering training sessions and programs, I am responsible for the on-going business operations, its direction, and communications. Foundation to my services, the DreamSmart hands-on curriculum affords me the ability to personalize lessons to the needs of the school and its students. The Connections program incorporates the DreamSmart and Conscious Discipline frameworks offering awareness and activities under a sustainability theme.

Created and delivered Connections Program (Sep – Dec 2010)
Wilson School
Created and delivered Friday Connections Program (Oct – Dec 2009)
Kahala Elementary School
Educational Consultant (Aug – Sep 2008)
American Renaissance Academy-Hawaii
Created and delivered Dream Smart program (Jan – Dec 2007)
Colorado Springs School District 11
Child Nursery Centers of Colorado Springs (currently Early Connections Learning Centers)
Educational Speaker/Presenter (2007 – 2013)
Kamehameha Schools Cultural Based Education Conference (2013)
Hawaii Association for the Education of Young Children (2007 – 2011)
Parenting Workshops - Rainbow Schools – Mililani (2008 and 2009)
Hawaii DOE Career Technical and Education Pathways Conference (2008)
Colorado Association for the Education of Young Children (2007)
Parenting Workshops – Conscious Discipline and How to talk so kids will listen (2006 – 2007)

**Executive Director, The Baby Hui
Honolulu, HI (February 2010 – January 2011)**

I was responsible for managing and improving the customer service of its parent support group activities. I analyzed and simplified the budget and financial management reports resulting in a better understanding of the revenue and costs of the organization. With a better view of our client's needs and our products, services, and organizational strengths, we were able to provide monthly (vs. quarterly) parent and child educational and recreational programs at multiple locations across Oahu.

**Owner/DoD Information Technology (IT) Consultant, Organizational Logic, Inc.
Colorado Springs, CO (March 2003 – December 2007)**

My management expertise and ability to simplify complex subjects and situations helped me to easily analyze an organization's operational processes and activities. I was able to work with a diverse group of people and provide them with guidance integrating new ways into their day-to-day operations. I was also responsible in developing training programs to accompany organizational changes.

**IT Training Consultant (2003)
US Army, Washington, DC**

**IT Organizational Process Consultant (2004 – 2007)
AF Space Command, Peterson AFB, CO and Pacific AF Command, Hickam AFB, HI**

**Communications Officer, US Air Force
(March 1984 – July 2004)**

During my 20 years of service I had many opportunities to work in a variety of areas building upon my leadership and management capabilities. For example, during my last assignment I was selected to be a strategic analyst and program developer for the AF Space Command's Communications Directorate Senior Officer. This position afforded me the opportunity to turn his vision into implementable programs across 10 bases. It required expertise and skills in policy and operations process development, project planning, implementation and integration, and communications.

Over the course of my entire career I was able to lead small and large groups of people. My knowledge and skills increased in the areas of budget and financial management, personnel training and management, service operations development and management, event planning and execution, and organizational quality and process improvement. The following is a summary of the positions I performed in the US Air Force.

IT Program/Project Manager (2001 – 2004)

AF Space Command, Peterson Air Force Base, CO

IT Program/Project and Testing Manager (1996 – 1999)

HQ Intelligence Agency, Kelly Air Force Base, TX

Department Manager/Section Commander (1994 – 1996)

Support and Network Operations, Camp Humphreys AB and Osan AFB, Republic of Korea

IT Business Analyst (1992 – 1994)

Southeast Air Defense Sector, Tyndall AFB, FL

Executive Assistant/Officer (1990 – 1992)

Support Group, Tyndall AFB, FL

Flight Steward (1987 – 1990)

US Pacific and Pacific AF, Hickam AFB, HI

Club Manager (1984 – 1987)

Norton AFB, CA and Hickam AFB, HI

MWR Marketing Assistant

Club Manager – Seabreeze Restaurant

Club Manager – Pizzeria

Club Manager – Par 3 Snack Bar

Club Manager – NCO Club

Attachment m – School Director Educational Philosophy

I as a Person...as a Teacher

I must always strive to create an atmosphere and environment where everyone feels safe, accepted and valued; including myself.

To me, the world is a village where everyone is a valuable contributor to its well being. I believe we all want the same things that life offers us as human beings; peace, love, happiness, a sense of self as well as a feeling of value and belonging.

These beliefs drive every strand of my being; as a person, a teacher and a member of this village. Therefore, I feel these human needs should be afforded to every child, every person. My focus must be on each of our abilities, for I truly feel each of us is at-risk to settling far below our potential.

The success of our human potential is built upon relationships with every aspect of our environment and it is my responsibility to use all of my abilities as well.

I must create...

- ✓ An atmosphere and environment where *everyone* feels safe, accepted and valued.
- ✓ Experiential connections by focusing learning on bringing lasting value to our community.
- ✓ Experiences that teach and result in helpful life skills.
- ✓ Advocacy for those currently less fortunate.

I must always strive to...

- ✓ Listen and hear what is being said and its underlying meaning or request.
- ✓ Acknowledge the situation from another's point of view.
- ✓ Work collaboratively with all those involved.

- ✓ Provide humanistic strategies for as long as possible.
- ✓ Explore better ways of thinking and doing.
- ✓ Share with others my abilities, ideas, wins and failures.

Attachment q

BYLAWS GOVERNING BOARD OF "The Academy"

ARTICLE I OFFICE

Section 1.0 1. Principal Office.

The street and mailing address of the principal office of the governing board (GB) of The Academy will be determined upon acquisition of a suitable facility.

ARTICLE II GOVERNING BOARD MEMBERS

Section 2.01. Number and Qualifications.

All positions are voluntary. There will be a minimum of five voting members. The Governing Board (GB) may increase the total number of members to meet current needs. No more than 30% of governing board members may be employees of The Academy or relatives of employees under the jurisdiction of the governing board, provided that the School Director may serve as an ex officio, non-voting member of the board. The President of the Student Council will be a voting member. Any employees of The Academy will be non-voting members with regard to human resource decisions.

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 Academy's students and the surrounding community;
- (2) Demonstrate an understanding of best practices of public charter school or non-profit governance;
- (3) Possess strong financial and/or academic management and oversight abilities as well as human resource and fundraising experience.
- (4) The governing board may consider additional qualifications which it deems relevant and necessary.

Section 2.02 Selection.

Governing board members will be selected in a manner determined by the board. Each member position will have a term of three years. Terms will begin on June 1. Each new member shall be selected by May 15 of the year their term commences. No individual who has been removed from the governing board previously may serve as a member. No two immediate family members may serve on the board at the same time.

Section 2.03. Conflict of Interest.

No member of the governing board shall vote on a matter in which such member, or a parent, spouse, child, partner, employer, or similar related business entity has a substantial interest in any property or business that would be substantially affected by such action.

Section 2.04. Quorum.

A quorum is defined as a majority of the number of GB members fixed in accordance with Section 2.01 of these Bylaws. The act of the majority of the members present at a meeting at which a quorum is present will be the act of the governing board.

Section 2.05. Vacancies.

In the case of any position vacated prior to the expiration of its term, the remaining members, although less than a quorum, may fill such term by the affirmative vote of a majority of the remaining members for the duration of the unexpired term. At the expiration of the term, or earlier at the governing board's discretion, a new member will be selected in keeping with the provisions of Section 2.01.

Section 2.06. Regular Meetings.

Regular meetings of the governing board will be held at such times as required for the business of the GB according to resolutions of the board of members. The public will receive notice of a meeting of the governing board a minimum of six days prior such meeting through the school website, its newsletter or other appropriate correspondence.

Section 2.07. Special Meetings.

Special meetings of the governing board may be called by any member. Such special meetings will be held at such place and at such time as will be determined by the person or one of the persons so authorized in calling such special meeting.

Section 2.08. Notice.

Notice of the time and place of any meeting of the governing board for which notice is required will be given to each member by the Secretary or by the person(s) calling the meeting, not less than forty-eight hours before the date set for the meeting. Notice should be given by advising each member by telephone, electronic mail, word of mouth, or leaving written notice of such meeting with each member at the residence or usual place of business of each member. If a written notice must be sent by first-class mail, postage prepaid, notice should not be less than five or more than fifteen days before the meeting, to each member at such member's last known address as it appears on the records of the GB.

Non-receipt of any such notice will not invalidate any business done at any meeting at which a quorum is present. The presence of any member at any meeting will constitute a waiver of the requirement of giving of notice of said meeting to such member, except where a member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Any member or members, whether attending a meeting or not, may, prior to, at the meeting, or subsequent thereto, waive notice of the meeting by written waiver signed by such member or members.

Section 2.09. Telephone Meetings.

Subject to the notice requirements in Section 2.08 of these Bylaws, members of the governing board or any committee designated thereby may participate in a meeting of the GB or of such committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation by such means will constitute presence in person at a meeting.

Section 2.10. Action Without Meeting.

Any action required or permitted to be taken at any meeting of the governing board or any committee designated thereby may be taken without a meeting if all the GB members or all of the members of the committee, as the case may be, sign a written consent setting forth the action taken or to be taken at any time before or after the intended effective date of such action. Such consent will be filed with the minutes of the governing board or committee, as the case may be, and will have the same effect as a unanimous vote.

Section 2.11. Removal of Directors and Filling of Vacancies.

At a meeting of the governing board called expressly for that purpose, any member may be removed, with or without cause, by a vote of a majority of the members then entitled to vote. Pursuant to Section 2.04, the members may fill any vacancies which exist in the board.

Section 2.12. Powers of Governing Board.

The governing board has the fiduciary duty to control and direct the business and affairs of The Academy and to exercise all the powers and perform all the acts which the GB may legally exercise and perform.

Section 2.13. Presumption of Assent.

A member present at a meeting of the governing board at which action on any GB matter is taken will be presumed to have assented to the action taken unless such member's dissent will be entered in the minutes of the meeting or unless such member will file a written dissent to such action with the secretary of the meeting before the adjournment thereof or will forward such dissent by registered mail to the Secretary of the board immediately after the adjournment of the meeting. Such right to dissent will not apply to a member who voted in favor of such action.

Section 2.14. Committees.

The governing board may create and dissolve committees as needed to facilitate the business of the board.

ARTICLE III OFFICERS

Section 3.01. Generally.

The officers of the GB will consist of a president, one or more vice presidents, a treasurer and a secretary, provided, however, that no employee of The Academy or a relative of an employee of The Academy may serve as President of the governing board. Any two or more offices may be held by the same person; provided, however, that the GB will have two or more individuals as officers. The officers will be appointed

annually by the board at its first meeting and will hold office until the next annual meeting and thereafter until their successors are duly appointed and qualified, subject, however, to removal by the GB. The number of vice presidents may be changed from time to time by the board at any meeting or meetings thereof and, if increased at any time, the additional vice president or vice presidents will be appointed by the board. There may also be one or more assistant vice presidents, assistant treasurers, assistant secretaries, and other subordinate officers who will be appointed by the board and the number thereof will be determined from time to time by the board.

Section 3.02. Vacancies.

Vacancies which may occur in any office will be filled by appointment by the governing board for the remainder of the term of such office. In case of the absence from the State of Hawaii or the temporary disability of any officer, the board may appoint a temporary officer to serve during such absence or disability.

Section 3.03. Removals.

Any officer or agent may be removed by the governing board whenever in its judgment the best interests of the board will be served thereby. At a meeting of the board called expressly for that purpose, any officer may be removed by a vote of a majority of the members then entitled to vote.

Section 3.04. President

The president will preside at all meetings of the governing board at which the president is present. Other than the general operation of the school, which will continue to be run by the school director, and subject to the control of the governing board, the president will have general charge and care of the business and property of the GB. With the approval of the GB, will appoint and discharge employees and agents of the GB, if any, and determine their compensation, subject, however, to the terms of any relevant collective bargaining agreements of the employees, and will do and perform such additional duties as may be prescribed by the board. When authorized by the board to do so, the president may delegate to one of the vice presidents the whole or any part of the general management and care of the business and property of the GB, including the employment and discharge of agents and employees. All checks, drafts, dividend warrants, and other orders for the payment of money, notes, bonds, acceptances, contracts, deeds, leases, mortgages, agreements of sale, bills of lading, and all other instruments will be signed by the president or any officer delegated by the president.

Section 3.05. Vice President.

It will be the duty of the vice president to assume and perform the duties of the president in the absence or disability of the president or whenever the office of president is vacant. The vice president will do and perform such additional duties as may be prescribed by the board.

Section 3.06. Treasurer.

The treasurer shall oversee the financial and accounting matters of the GB, including custody of all money, valuable papers and documents of the GB, which shall be kept for safekeeping in such depositories as may be designated by the board, and the treasurer

shall see that the funds of The Academy are expended as directed by the governing board. The treasurer will keep a book or books setting forth a true record of the receipts and expenditures, assets and liabilities, losses and gains of the school and will, when and as required by the board, render a statement of the financial condition of the corporation. The treasurer will also do and perform such additional duties as may be prescribed by the governing board. In the absence or disability of the treasurer, the duties of the office will be performed by the secretary or by an assistant treasurer as prescribed by the board.

Section 3.07. Secretary.

The secretary will give or cause to be given all required notices of meetings of the board, will be responsible for recording the proceedings of meetings of the board as minutes, will be responsible for posting minutes on the school website, and will perform such other duties as may be assigned from time to time by the board and by the president. In the absence or disability of the secretary, the duties of the office will be performed by the treasurer or by an assistant secretary as prescribed by the board.

Section 3.08. Subordinate Officers.

The powers and duties of any subordinate officers will be as prescribed by the governing board.

ARTICLE IV AMENDMENTS

Section 4.01. Amendments.

These bylaws may be amended, altered, or repealed and new bylaws may be adopted by the affirmative vote of two-thirds of the voting members of the governing board.

CERTIFICATION

The undersigned Secretary of the governing board does hereby certify that the foregoing is a true, correct and complete copy of the bylaws of The Academy governing board as revised and adopted by the board as of May xxx, 2014

Secretary
The Academy Governing Board

Attachment r – Statement of Assurance

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;

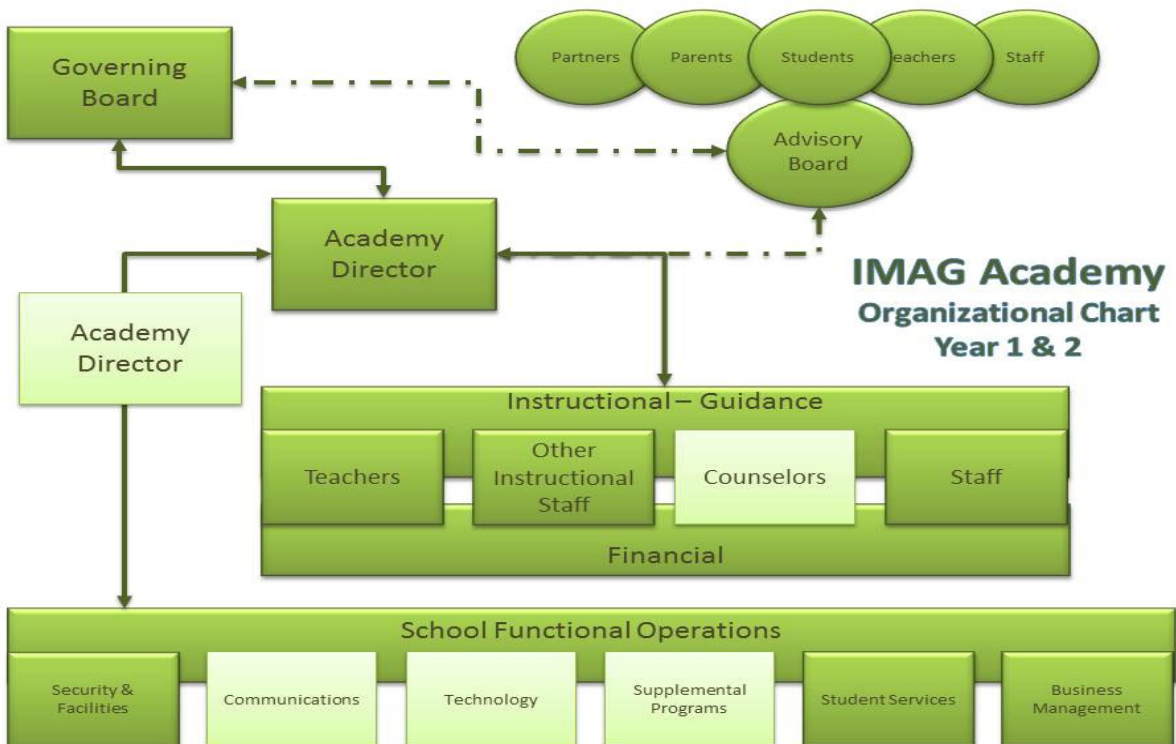
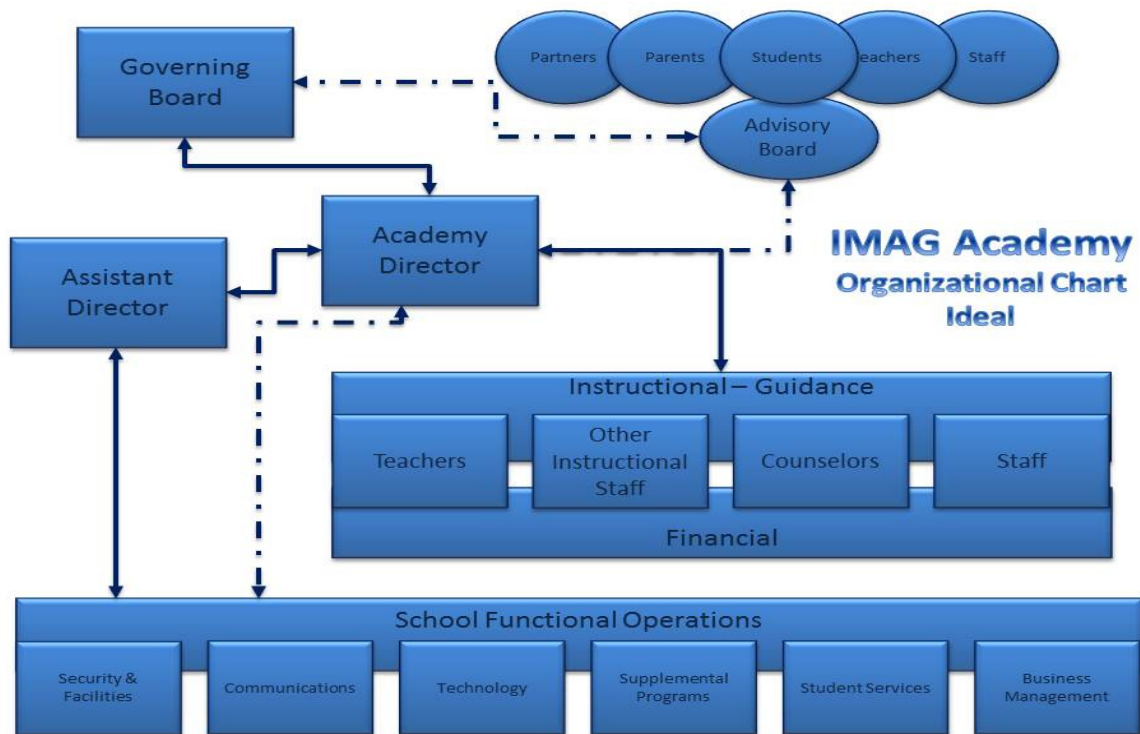
- ☒ will follow any federal and state court orders in place in the local school district;
- ☒ will comply with federal and state applicable health and safety standards;
- ☒ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers and other records;
- ☒ 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: IMAG Academy
 Name of Authorized Representative: Sheila Buyukacar
 I, the undersigned, do hereby agree to the assurances contained above.

Buyukacar 1/6/13
 Signature of Charter School Sponsor Authorized Representative Date

Attachment s – Organizational Chart



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:
IMAG Academy
2. Contact information:
Name: Momi Akana
Phone: 808 843-2502
E-mail: Momi@keikiokaaina.org
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?
The school's vision, mission and resulting culture is what I want for my own children. I feel there needs to be more of these types of schools where teachers are excited to connecting children to the world around them.
6. What is your understanding of the appropriate role of a public charter school board member?
My appropriate roles is to use my expertise and energy to aid in the school's capacity building, especially in the setting up of governance and the associated organizational structure.
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 the Executive Director of a non-profit I formed over 17 years ago; Keiki O'Ka Aina Learning Centers. Therefore I have firsthand experience in building the capacity to support an idea into a real entity and a driving force in one's community. I also understand how to be flexible and look at the opportunities before me. In addition, I've also had experience as a founding board member of one of the first public charter schools; Voyager Charter School.

8. Describe the specific knowledge and experience that you would bring to the board.
As I have been extremely successful in new program and service development and implementation, I will be extremely helpful in guiding the school's grant writing and finding initial funding sources. I have also been able to partner with a DOE school and this experience and partnership may also be helpful in securing a facility.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
I believe the school's mission is about creating a positive atmosphere for keiki, kumu, and ohana to thrive as they become productive and innovative citizens of their communities.
2. What is your understanding of the school's proposed academic plan?
The proposed academic plan is to use the International Baccalaureate framework where connection to the world around us is an essential aspect of a student's education.
3. What do you believe to be the characteristics of a successful school?
There are many characteristics of a successful school. The ones that are most important to me are the respectful and nurturing behaviors of its teachers, other students and administrators. Everyone in the school is accepting of others and focuses on each person's strengths.
4. How will you know that the school is succeeding or is not succeeding in its mission?
The school is succeeding if students and teachers love to be there and the things the students are learning contributes to their understanding of the world around them and how they may better maintain and sustain it.

Governance

1. Describe the role that the board will play in the school's operation.
Our role would be to set up the appropriate policies and structures to ensure the proper operation and fiscal activities of the school.
2. How will you know if the school is successful at the end of the first year of operation?
We would have our International Baccalaureate status as a World School. Students would be collaborating on community projects. Parents and partners feel welcomed at the school. Teachers hired would have the same pedagogical beliefs as the school. Teachers enjoy teaching at the school. Everyone is excited to come back the next year.
3. How will you know at the end of five years if the school is successful?
Enrollment would be at its maximum. Projects within the community would be well

integrated with sustainable products and services that are of value to our community. Our location would be stable and our facilities would fit our culture. The environment continues to be collaborative.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

There are many specific steps, but I think the start-up phase is critical and can set the schools momentum in the right direction from the very start. Funding will have to be acquired for facility costs and early hiring and training of teachers and staff. The board will have to ensure the organizational structure and the governance aspects of the organization are in place as well.

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?

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 Sheila Buyukacar and we have been colleagues since 2009.

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, Momi Akana, 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.

Momi Akana

Signature

1/5/2013

Date

Momi Akana

Biography

Momi Akana is the founder and Executive Director of Keiki O' Ka Aina Family Learning Centers (KOKA). Initially opening in 1996 with 30 keiki and their parents, the program has grown to serve over 4,000 family members at over 40 community sites on Oahu Maui, Kauai, Molokai and Hawaii island.

Over the years, Momi has shared her mana'o as a speaker at numerous venues including the Native Hawaiian Education Conference, CNHA's annual Conference, Hawaii's annual Child Abuse and Neglect Conference and in Korea, the annual Social Workers International conference. She organized the first Home Instruction for Parents of Preschool Youngsters (HIPPY) Conference in Hawaii in 2003 while expanding program services to the neighbor islands and the Women's Correctional Center in 2004. KOKA received Hawaii's Outstanding Parent Friendly Business Award in 2005 due to Momi's continued and personal dedication to parents and their ohana.

Momi has expertly continued to grow services for Hawaiian families as she has been the Project Director for multiple US Department of Education (DOE) Native Hawaiian Education Act Grants, and several community-based and state grants totaling over 35 million dollars.

She was a founding board member of the Voyager Charter School local school board. She has also served on the Kalihi Neighborhood Board, the FINE group of Early Childhood Administrators, the Honolulu Council of Ho'owaiwai Na Kamali'i and The Good Beginnings Alliance Oahu Council. She is currently serving on the Task Force for Children of Incarcerated Parents, the Eleu Native Hawaiian Early Childhood Consortium, and the KOKA Board of Directors.

Momi has two sons and two daughters who continually remind her of the pleasures and challenges of parenting. These experiences add depth, perspective and delight to her understanding of keiki, ohana, and community.

Attachment t – Board Member Information – Momi Akana

Momi Akana

Executive Director

momi@koka.org

Professional Experience

Founder and Executive Director, Keiki O' Ka Aina Family Learning Centers, 1996-present

Executive Director for 11 successful Native Hawaiian Education Grants, 2 Administration for Native Americans Grants, 3 Office of Hawaiian Affairs Grants, 5 Administration for Native Americans grants, Administration for Children and Families Grants including Native Hawaiian and American Indian Non-profit Organization Child Care Grants, a State Grant in Aid, and numerous Community Foundation and Private funding totaling over \$30M .

- Expanded Keiki O Ka Aina's Programs from 30 participants to over 4000 annually at 40 community sites on five islands with an annual operating budget of approximately \$5M.
- Supervises a staff of 100, involving training, work flow, quality control, conflict resolution, and review processes.
- Detail oriented, familiar with meeting and exceeding organizational goals and objectives.
- Able to start up new projects from the ground up and implement all goals and objectives on-time and under budget.
- Well-developed communication skills demonstrated through public speaking, interaction with individuals at all levels, and production of detailed written materials including grants.
- Strong leadership skills; able to motivate groups and individuals with a collaborative and strengths based leadership style that fosters respect, team work and high levels of self-motivated productivity.

Grant Field Reader for the US Department of Education, 2002-2003

Department of Education Hawaiian Studies Teacher, 1992

IBM Senior Sales Representative, the Office Place, 1990-1993

Accreditations

Home Instruction for Preschool Youngsters Accredited Program Coordinator

Parents as Teachers Accredited Supervisor

Education

Masters in Educational Administration - Troy State University, 2008

Bachelors in Education - University of Hawai'i Manoa, 1989

Professional Memberships and Accomplishments

Recipient - Extreme Makeover Home Edition

Speaker - International World Forum of Social Workers in Korea

Recipient - Best Workplace in Honolulu

Member - Task Force for Children of Incarcerated Parents

Ambassador - Peace Hawaii

Member - Eleu Native Hawaiian Early Childhood Consortium

Member - Good Beginnings Alliance O'ahu Counsel,

Member - Ho'owaiwai Na Kamali'i Early Childhood Consortium

Founding School Board Member – Voyager Public Charter School

Kalihi Neighborhood Board

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:
IMAG Academies
2. Contact information:
Name: Jennifer Padua
Phone: 808.690.4142
E-mail: paduajen@hawaii.edu
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?
As a parent and educator, my wish to serve on the proposed IMAG Academy's is to provide opportunities for Leeward area students to access quality education. With increasing housing development, many of the schools are overcrowded and there is limited access to alternative education for students in the Leeward area.
6. What is your understanding of the appropriate role of a public charter school board member?
My understanding of the role of a public charter school board member is to oversee that the administration is fulfilling the obligations as written in the charter. Some of these obligations include ensuring students' academic success, managing fiscal responsibility, providing faculty and staff the

appropriate resources as needed, communicating and collaborating with students, faculty, staff, and community members, maintaining confidentiality and demonstrating trustworthiness, creating and implementing strategic plans that are sustainable and realistic, and providing service to the school and to the community.

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 do not have prior experience serving on a charter school board. I am a member of the Parent Committee at Makakilo Baptist Church Preschool and the parent representative for the School Community Council at Barbers Point Elementary. I have children enrolled at both of these schools. As a parent, I am now offered a different perspective on the importance of understanding how school systems are organized and opportunities for parents' to make decisions regarding their child's education. I am able to listen and collaborate objectively to ensure that decisions are in the best interest of students, faculty and staff, and the community. In addition, as an instructor in a university elementary education program, I think it is important for pre-service teachers and in-service teachers and faculty to build partnerships as early as possible. These partnerships can lead to a sustained and cyclical professional relationship. For example, many of my former candidates were hired in schools where their clinical experiences were completed. They often provide connections on how the elementary education program requirements are applicable to the Hawaii Department of Education. My doctoral work includes examining how teachers' professional development experiences are sustained and implemented in the classroom. Currently, many teachers attend professional development workshops and training. While new learning occurs and refined, there is often a disconnect on how the information is applied once the workshops are completed. Many Hawaii Department of Education professional development activities occur outside of the classrooms and funds for substitute teachers to provide classroom coverage are used. My expertise in providing job-embedded professional development and literacy coaching enables teachers to learn new (and refine existing) knowledge and applying this information immediately in the classroom. Since IMAG Academies is a startup charter school, ensuring a professional development model that is job-embedded and sustained is extremely critical.

8. Describe

the specific knowledge and experience that you would bring to the board.

My professional experience includes working as a classroom teacher, curriculum developer, literacy coach, and professional developer for pre-service and in-service teachers. Many of these experiences include working with the targeted population in Leeward area communities. I believe my expertise can strengthen the IMAG's mission and vision. As importantly, I am a parent and am investing in our children's future and the future of our Leeward communities. While governance is critical as a board member, ensure students' academic success is equally vital. My expertise in curriculum, instruction, and assessment, with student populations consisting of Asian and Pacific Islanders, can lead the schools in developing appropriate content and culturally-relevant pedagogical practices. Some previous examples of my work include developing content area standards in language arts and social studies, developing small and large-scale student assessments, designing online courses and literacy materials in local languages.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of IMAG Academies' mission and guiding beliefs are to be a driving force within the community in preparing children to be innovative, mindful, accepting and giving members of the community. Inquiry and hands-on experiences are the foundation for student learning. Applying this knowledge in the classroom and in the broader community will enable students to understand the value and interconnected of relationships.

2. What is your understanding of the school's proposed academic plan?

The proposed academic plan is to use the International Baccalaureate framework to increase a student's knowledge and ability to help them become successful throughout their schooling and in the community. All content areas will be taught. There is an emphasis on project-based learning involving the application of these subjects as they relate to business, the arts, applied sciences, and engineering. Teachers, students, families, and community members will integrate hands-on experiences to advance our student's knowledge, skills, and decision-making capabilities.

3. What do you believe to be the characteristics of a successful school?

I believe that characteristics of a successful school include valuing students and their knowledge they bring with them, which includes understanding their individual interests, learning styles, innovative ideas, and a voice. At school, students consistently feel safe, nurtured, and empowered. I believe that teachers and faculty members have a wealth of information. They have the expertise and skills to provide powerful cognitive learning opportunities that will enable students, their colleagues, and families to become successful in school and in the broader community. I believe families are rich funds of socio-cultural knowledge. They bring an array of experiences that are unique. Successful schools are ones that have strong relationships among students, teachers, faculty, and families and use their expertise to enrich the school community.

4. How will you know that the school is succeeding or is not succeeding in its mission?

I believe we will know if IMAG Academy is successful, if we see students excited about being in school, love and are engaged in learning, and take an active role in their family or community by using their knowledge and skills they have learned throughout the year. I also believe we will see an improvement in the number of children who are proficient in their targeted academic goals and see learning as an investment to strengthening the community.

Governance

1. Describe the role that the board will play in the school's operation.

The role of the board is to ensure that IMAG Academies' vision and mission are realized. This involves oversight and governance on behalf of the board members that include making sound decisions that are in the best interest and contributes toward the school's success.

2. How will you know if the school is successful at the end of the first year of operation?

By the end of the first year, attributes of IMAG Academy's success would be innovative community projects completed by students, continuing enrollment of students, increasing student enrollment for the following school year, teacher retention, strong parent involvement, accurate and responsible fiscal management, refinement and expansion of curriculum, and attainment of first year goals of our strategic plan.

3. How will you know at the end of five years if the school is successful?

By the end of five years, attributes of IMAG Academy's success will include attaining the strategic plan goals, strategic planning for the next five years, increasing and on-target student enrollment, minimal student transfers out of the school, high teacher retention, evolving and expansion of community partnership and giving, measurable and consistent student academic success using multiple data sources, and accurate and responsible fiscal management.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

One specific step I see the school board needing to take are to ensure the governance policies are reviewed, trained, and in place. Another specific step would be to acquire start-up funding by no later than the end of 2014. Finding a suitable facility at a reasonable fee would also be a great step to help us to focus on our academic plan and organizational capacity. Also, finding committed faculty and staff, and students and families who are willing to make a concerted investment in IMAG.

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?

If I was in a situation were one or more members of the school's board were acting unethically or making decisions that were not in the best interest of the school, I would first speak with them individually and collect fact finding information. Then, listen objectively to their responses based on information collected. In this discussion, I would use the charter documents and the Code of Ethics as a way to resolve any potential wrongdoing, if applicable. I would also report this information to the Board Chair.

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, Sheila Buyukacar. We were enrolled in the same doctoral course at the University of Hawaii-Manoa, College of Education.

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

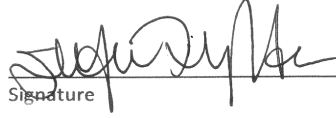
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ 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, Jennifer Padua, 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

January 5, 2014
Date

Jennifer Padua

IMAG ACADEMY

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Jennifer Fely Maluenda Padua Biography

Jennifer Padua is an instructor, author, speaker, and researcher with over 15 years in education. Over the years she has traveled across the Pacific assisting teachers to improve their content knowledge and instructional practices in a variety of positions and collaborating with various state educational agencies in their work on standards, curricula, and assessments. She has presented her work nationally and internationally, and has authored many educational articles and publications. Jennifer's educational research and work has continued to earn her a spot as a sought after professional. Her expertise is continuing to broaden as she completes her doctoral studies at the University of Hawaii's College of Education. As importantly, Jennifer is an involved parent in her children's education. She continues to seek ways on how to transform and strengthen Hawaii's public school system through her work at the University of Hawaii's pre-service teacher elementary education program and as a board member for IMAG Academies. She is passionate about what she does and it is evident in her accomplishments.

Attachment t – Board Member Information – Jennifer Padua

Jennifer Fely Maluenda Padua

92-1227 Pueonani Street

Kapolei, Hawai'i 96707

Phone: (808) 690-4142

Email: paduajen@hawaii.edu

EDUCATION

PhD Student, College of Education (Emphasis, Curriculum and Instruction); University of Hawai'i at Manoa; Hawai'i: present.

Master of Education, Teacher Education and Curriculum Studies; University of Hawai'i at Manoa; Hawai'i.

Bachelor of Arts, Elementary Education; University of Portland, Oregon.

PROFESSIONAL EXPERIENCE

Instructor and Cohort Coordinator, 2011-present

University of Hawai'i at Manoa-College of Education, Institute for Teacher Education, Elementary

Teach undergraduate courses in literacy methods and introduction to teaching for pre-service teachers in elementary education; design course content to address national and local content and pedagogical standards; conduct field observations and supervision of pre-service teachers' clinical experiences at public elementary schools; create and maintain partnerships with administrators and mentor teachers at various elementary schools; collaborate with faculty members to ensure accreditation, university requirements, and pre-service teacher standards are implemented and evaluated.

Senior Specialist, 2007-2011

Regional Educational Laboratory-Pacific at Pacific Resources for Education and Learning (PREL); Honolulu, Hawai'i

Serve as the Project Implementation Advisor for the Pacific Communities with High-performance In Literacy Development (Pacific CHILD) randomized control trial in American Samoa, the Commonwealth of Northern Mariana Islands (CNMI) and Hawai'i; develop and implement professional development tools (e.g., classroom observation protocol) on how to assist teachers with improving their instructional practices; develop lesson plans on how to teach effective reading strategies using informational text; collaborate with external partners such as evaluators, Technical Working Group and Reading Advisory Panel members on the effectiveness of Pacific CHILD research study; provide on-site support for fourth and fifth grade teachers and students on the islands of Hawai'i, Kauai and Oahu; develop courses for the HDOE Professional Development Educate, Empower, Excel (PDE3, formerly known as P-DERI) and serve as course instructor; participate in PREL professional learning teams; contribute to the writing of program and organization reports for the Institute of Education Science at the US Department of Education; contributing author to the PREL organization magazine; provide technical assistance and workshops as requested by clients from educational agencies.

Project Manager, 2010-2011

PREL; Honolulu, Hawai'i

Oversee implementation of professional development in early reading with K-3 teachers at San Antonio Elementary School in Saipan, CNMI; provide technical assistance on-site and online (via Elluminate and Moodle); develop reading tools for teachers to use in classroom; responsible for monitoring budget as agreed to in contract; write progress reports about implementation; communicate and collaborate with San Antonio administrators and curriculum leaders.

Grade 2 Teacher, 2006-2007

Ewa Elementary School; Ewa, Hawai'i

Implemented state standards and effective instructional practices for diverse students; participated in school wide initiatives such as development of grade-level rubrics, integrated content area practices, PDERI course; collaborated and communicated with staff and parents regarding school wide initiatives, students' progress.

Distance Learning Instructor, 2006-2007

PREL; Honolulu, Hawai'i

Developed literacy courses for undergraduate students in Pohnpei State, Federated States of Micronesia and paraprofessional tutors in Hawai'i who are obtaining certification requirements under the No Child Left Behind Act; delivered instruction and assess student work; designed hybrid courses in synchronous and asynchronous formats; instructed online course using Moodle and Elluminate platforms; collaborated with technology and evaluation specialists to determine course effectiveness and students' progress;

New Teacher Advisor, 2006

Waipahu Complex, Hawai'i Department of Education. Waipahu, Hawai'i

Supported teachers who are new to the profession and/or new to the state of Hawai'i; taught professional development course (i.e., PDERI); participated in complex area initiatives.

Specialist, 2003-2006

Center for Research, Accountability and Evaluation, PREL; Honolulu, Hawai'i

Assisted with the development and data collection of literacy research tools in the Pacific CHILD research study for grades K-2 teachers in the Republic of the Marshall Islands and Kosrae State, Federated States of Micronesia; coached teachers on how to use data for formative purposes; facilitated the development and implementation of the Pohnpei Standards Curriculum Units in Social Studies and Language Arts; collaborated and facilitated the development of standards for English Language Learners, literacy assessments in the Chamorro and Carolinian languages, and large scale statewide standards-based assessments in the Commonwealth of Northern Mariana Islands (CNMI) Public School System (PSS); co-developer of the large scale standards-based assessment in reading (English) for the Republic of the Marshall Islands; assisted with the development of local language literacy resources; wrote professional articles for the PREL organization magazine; maintained knowledge of current research practices in education; contributed to the writing of reports for the US Department of Education.

Reading Specialist, 2001-2003

Pacific Comprehensive Assistance Center, PREL; Honolulu, Hawai'i

Lead coordinator for the Pacific Reading Success Network; conducted quarterly trainings in early reading instruction, intervention strategies, assessments and coaching techniques to reading

specialists from the US Affiliated Pacific region; provided technical assistance in literacy to low performing schools; assisted HIDOE charter schools with school improvement; lead coordinator in the development of the Pohnpei DOE Standards Development; contributing author in the distance delivery course, *Comprehensive Literacy Framework for the Pacific Region, K-3*; facilitator of the Chuuk Bilingual program; collaborated with the HIDOE Title I program; participated in No Child Left Behind and US Department of Education initiatives.

Title I Coordinator/Facilitator, 1998-2001

Kamaile Elementary; Waianae, Hawai'i

Coordinated and implemented school programs funded by Title I federal money; attended district/state Title I training; hired/trained paraprofessional tutors (PPT) in literacy strategies; facilitated activities with VISTA (Volunteers In Service to Teaching America) coordinator. Collected and analyzed data to determine the effectiveness of school-wide organizational systems using the Standards Implementation Design (SID) process; facilitated staff development in the SID school improvement action planning; reported/presented finding to district/state personnel; organized and submitted SID to qualify for federal grant funding; assisted in the alignment and revision of Kamaile's language arts benchmarks to Hawai'i Content and Performance Standards II; coordinated articulation meetings and professional development credit activity; served as communication liaison with curriculum developer; assisted colleagues with the implementation of standards-based curriculum, instruction and assessment.

Accelerated Reading Facilitator/Teacher, June 1999-June 2001

Kamaile Elementary; Waianae, Hawai'i

Coordinated *Accelerated Reading* tutorial program for at-risk students in grade 1, assisted teachers with implementation of various early reading strategies to help at-risk students increase their literacy experience; analyzed data on program effectiveness and student progress; provided one-to-one tutorial services for first grade students.

Grade 3 Teacher, 1995-1998

Kamaile Elementary; Waianae, Hawai'i

Implemented a comprehensive literacy curriculum, integrated thematic units and participated in grade level and school wide initiatives.

RELEVANT PROFESSIONAL EXPERIENCE

Teaching Reading: Elementary Education PRAXIS Review, November 2012

Collaborated with other university and national educators to review items for proposed PRAXIS exam in reading.

Illuminate Training, January 2005

Learned how to use the Illuminate platform for distance learning courses; able to create and manage courses.

Moodle Training, January 2005

Learned how to design courses for distance learning, including using features such as forum, grade book, and communication tools. Served as online instructor.

Sheltered Instruction Observation Protocol, August 2005

Learned how to use an instructional protocol for English Language Learners.

Understanding Distance Learning Training, November 2004

Learned how to design and organize content for teaching distance-learning courses.

Reading Success Network Literacy Coaches Training, June 2001-present

Gained understanding of coaching strategies to promote the National Comprehensive Assistance Centers early literacy intervention program; attended national trainings and participated in electronic listserv.

Hawai'i Writing Project, Summer 2000

Participated in peer group to improve colleagues and own writing; shared and presented various writing strategies to implement in the classroom; gained a better understanding of the writing process.

TRIBES, January 2000

Acquired strategies to assist students to use pro-social behavior, collaborative skills & building relationships.

PRESENTATIONS

"Pacific CHILD-A Professional Development Model". Pacific Educational Conference. Pohnpei, Federated States of Micronesia: July 2011.

"Pacific CHILD: Improving Teacher Practice through Sustained Professional Development." International Reading Association. Orlando, FL: May 2011.

"Author Studies: Integrating Literacy and Technology." Hawaii Council of Teachers of English. Honolulu, Hawai'i: September 2007.

"Implementing Effective Vocabulary Instruction." Hawaii Council of Teachers of English. Honolulu, Hawai'i: September 2007.

"Author Studies: Integrating Literacy and Technology." Read to Me International Conference. Honolulu, Hawai'i: June 2007.

"Connecting Reading and Writing." Pacific Educational Conference. Majuro, Republic of the Marshall Islands: July 2005.

"Study Groups in the Pacific Region." World Congress on Reading, International Reading Association. Manila, Philippines: July 2004.

"Literature Groups: How to Engage Students in Meaningful Discussions". Native Hawaiian Education Association Conference. Pearl City, Hawai'i: March 2003.

"Running Records." Assessment Matters Conference: Hawai'i Assessment Program, Honolulu, Hawai'i: March 2003.

"Writers' Workshop-What's It All About?" Waianae Complex Schools Waiver Day, September 2000.

“Assessment Improves Student Performance and Literacy Instruction at Kamaile Elementary.” Aloha State Council-International Reading Association; Hilo, Hawai‘i: March 2000.

PUBLICATIONS

Padua, J. (2011). *Growing Professionally*. Honolulu, HI: Pacific Resources for Education and Learning.

Hanson, S. & Padua, J. (2011). *Teaching Vocabulary Explicitly*. Honolulu, HI: Pacific Resources for Education and Learning.

Padua, J. (2011). *Text Structure: Cause and Effect*. Honolulu, HI: Pacific Resources for Education and Learning.

Hanson, S. & Padua, J. (2011). *Text Features*. Honolulu, HI: Pacific Resources for Education and Learning.

Padua, J. (Summer 2010). A randomized control trial. *Pacific Educator*, 15.

Hirayama, J & Padua, J. (Summer 2010). What is the main idea? *Pacific Educator*, 20-21.

Padua, J. (Spring 2010). Pacific CHILD: Implementing interactive tasks and question generation. *Pacific Educator*, 10-12.

Padua, J. (Spring 2009). Fostering language learning through reading aloud. *Pacific Educator*, 20-21.

Padua, J. and Hanson, S. (Fall 2008). Pacific communities with high-performance in literacy development: A professional development model. *Pacific Educator*, 11-12.

Padua, J. (Spring 2007). Author studies: Developing language learning and computer literacy. *Pacific Educator*, 14-15.

Padua, J. (Spring 2006). Pacific Teachers of the Year: Sharing their message to improve teacher quality. *Pacific Educator*, 12.

Padua, J. (2005, Winter). Talk Story. *Read to me planet*. Read to Me International.

Lafita, H & Padua, J. (October 2005). Expanding horizons: Empowering teachers to grow professionally. *Pacific Educator*, 4(3), 1.

Lee, H. & Padua, J. (April 2005). Beyond accountability: Meeting children’s most basic needs. *Pacific Educator*, 4(2), 7.

Hanson, S., Padua, J. & Noto, L. (2004) *Comprehensive literacy framework for the Pacific Region, grades K-3, A Distance Delivery Course*. Honolulu, HI: Pacific Resources for Education and Learning.

Padua, Jennifer F.M. (April 2003). Mentor teachers: tips and techniques to support classroom teachers. *Pacific Educator*, 2(2), 8-9.

Maluenda, Jennifer F.M. (March 2002). An inside look at readers’ workshop. *Pacific Educator*, 1(1), 6.

PROFESSIONAL MEMBERSHIPS AND ORGANIZATIONS

College of Education Doctoral Student Association (COEDSA)

International Reading Association (IRA)

PROFESSIONAL LICENSE

Hawaii Teacher Standards Board, Elementary Education K-6

RELATED JOB EXPERIENCE

Proficient in use of technology software: Microsoft Outlook, Word, PowerPoint, Excel, Publisher and Internet Explorer; experienced in Blackboard, Elluminate and Moodle platform for distance delivery courses; experienced in creating videos, video teleconference, webcams and have traveled extensively in the Western Pacific and the Hawaiian Islands.

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:
IMAG Academy
2. Contact information:
Name: Cheryl Burghardt
Phone: 321-443-7340
E-mail: wgcb16@aol.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 wish to serve on this board because I believe that this school will provide a specific place for the education of children that is not currently served within the community.
6. What is your understanding of the appropriate role of a public charter school board member? The role of a board member is to oversee operations of the school including but not only finance and curriculum. They should advocate for the school and help build the foundations for success by using their individual expertise to add to the whole.

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.

Though I have not been on the board of a charter school previously, as the Principal of Kyoto International School, I worked with a board made up of parents, community individuals as well as the local city government. I believe this gives me insight as to how a board works and gives me an understanding of all of the stakeholders in the school.

8. Describe the specific knowledge and experience that you would bring to the board.
The main knowledge that I bring to the board comes from my experiences in the educational field since the mid 1970s. I have extensive knowledge of curriculum and an understanding of the daily classroom. In addition to teaching, I have been a principal and literacy coach in the USA and Japan. I believe that my experiences with varied cultures and the International Baccalaureate methodology will help me look at our goals and vision with a global eye.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs? My understanding of the school's mission is that students will grow to be thoughtful, inquiring citizens meeting their maximum potential with support from the school and community.
2. What is your understanding of the school's proposed academic plan? The school's proposed academic plan is to begin the journey of authorization of the International Baccalaureate. Using this framework, the children will pursue the core knowledge areas.
3. What do you believe to be the characteristics of a successful school? A successful school has a strong foundation in which all stakeholders are involved. It is financially and academically solid and has a unique culture in which everyone feels safe and challenged.
4. How will you know that the school is succeeding or is not succeeding in its mission? We will have presence in our local community such as collaborative efforts on projects. We will be financially secure and fiscally responsible. Our students will demonstrate growth in all core knowledge areas through a variety of ways (projects, oral presentations, observation and written assessments)

Governance

1. Describe the role that the board will play in the school's operation. The board's role is to be the umbrella shielding and protecting the school by making sure the overall goals and mission are being done. While the board understand the running of the school it is not involved directly in the school's daily life which is covered by the administrator and teachers.
2. How will you know if the school is successful at the end of the first year of operation? We will have an expectation of academic and financial performance and at the end of the year we will evaluate our progress on those goals. Financial stability is very important as well as buy-in from the education and local community. One way to know would be carryover of teaching staff and students.
3. How will you know at the end of five years if the school is successful? This will be similar to the one year understanding. By the fifth year, there should be stability of academic curriculum, teaching

staff and finances of the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The board will have to take time to make sure that each person understands the direction of the school and what part they as a board member play in the success. They will need to work together as a unit, not individuals to ensure the best for the school and its students. Clear guidelines for policy and procedure must be established immediately.
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? If this situation were to unfold, I would check all of the information to ensure it was factual. If there is a head chair, I would start there and proceed cautiously. It is important to deal with a situation of ethics always though the approach may differ depending on the situation.

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 Mutual educator
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, Cheryl Burghardt, 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.



JANUARY 5, 2014

Signature

Date

Cheryl Burghardt

Biography

Ms Burghardt is currently a fourth grade teacher at Mililani Mauka Elementary. She has been an early childhood and primary school educator for over 30 years in Japan, Michigan, Florida and Hawaii. She has implemented the International Baccalaureate Primary Year Program and looks forward to being in a collaborative environment where the strategies she now uses in her classroom can be employed school wide. Her expertise as a School Principal and in instructional strategies including as a literacy coach will continue to bring partnerships into the classroom and school. Cheryl thrives on challenges and sees them as opportunities for learning and experiencing life both for herself, her students, and their families!

Cheryl Burghardt
94-729 Mehe`ula Parkway 6C
Mililani, Hawai'i 96789
321-443-7340 wgcb16@aol.com

Objective: Promoting continued learning through collegial work in the community

Summary of Expertise

Strong organizational, planning and leadership skills
Extensive primary level teaching and school administration
Trained and experienced in International Baccalaureate program implementation
Accomplished interpersonal communication, problem solving and decision making
Proven interest in research, action facilitation, and service and personal development
Demonstrated and capable school and community liaison
Established and involved experience in culturally diverse communities

Work History

**Hawai'i Department
Of Education** July 2011 – present
O`ahu, Hawai'i September 1994 – June 1996
 Elementary Teacher

Responsibilities Facilitates Instructional Leadership Team
 Led grade level department
 Developed and implemented first inclusion class
 Plans standards based learning for students
 Organized family events

**Osceola County
Public Schools** November 1996 – June 2011
Kissimmee, Florida Literacy Coach, Elementary Teacher, Preschool Teacher

Responsibilities Led the International Baccalaureate Primary Year Program (PYP)
 Led a Professional Learning Community
 Facilitated school professional development/book study
 Organized and assisted family events
 Supervised school interns
 Mentored new teachers
 Coordinated school-wide assessment
 Implemented and supported research-based programs

**Kyoto
International School** August 1989 – June 1993
Kyoto, Japan Principal, Teacher

Responsibilities	<p>Led school through Western Association of Schools and Colleges (WASC) accreditation</p> <p>Implemented school-wide curriculum mapping</p> <p>Represented school, board, staff and students within community</p> <p>Provided school faculty professional development</p> <p>Integrated community arts program for students</p> <p>Organized and implemented an English Language School</p>
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Certification	<p>State of Hawai'i Professional Certificate, November, 2019 Elementary Education (K-6)</p> <p>State of Florida Professional Educators' Certificate, June 2013 Elementary Education (1-6) Pre Kindergarten/Primary (age 3-grade 3) ELL endorsement Reading Endorsement</p>
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Education	<p>Master of Education University of Toledo March, 1985 Toledo, Ohio</p> <p>Bachelor of Science Western Michigan University June, 1974 Kalamazoo, Michigan</p>
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Professional Development	<p>Hawaii DOE Continuous Development Program</p> <p>International Baccalaureate PYP – Advance Certification (Category 3)</p> <p>Google for 1 to 1 devices</p>
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Awards or Grants	<p>2012 Hawai'i State Federal Credit Union Educator Grant</p> <p>2009 Farm Bureau Grant</p> <p>2008 Reading Leadership Team Grant</p> <p>2006 Teacher of the Year - Partin Settlement, Florida</p> <p>1999 Nominated for Autism Society's T.E.A.M.S</p>
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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:

IMAG Academy

2. Contact information:

Name: Sheila Buyukacar

Phone: 808 779-3878

E-mail: Sheila@focusedreality.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: Attachment M – School

Director

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 The IMAG Academy has an opportunity to make a difference in the lives of the children in the area. I would like to be a part of this opportunity.

6. What is your understanding of the appropriate role of a public charter school board member?

I believe a govern board member has the role of ensuring the school has the appropriate resources to carry out its vision and mission. This includes providing the school a structure of governance and accountability.

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.

My previous experience on a non-profit board gave me a perspective into the necessary and essential governance and policies required to protect the well-being and future of the organization.

8. Describe the specific knowledge and experience that you would bring to the board.
I bring a wealth of knowledge about organizational processes and procedures. As a business owner, I also have experience with new program development.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission and guiding beliefs is all about seeing everyone's strengths and capabilities as a valuable individual to one's community.
2. What is your understanding of the school's proposed academic plan?
The school's academic plan is ambitious as they set high expectations to teach content subject areas and extend a child's learning through school or community projects that apply the concepts and methods of business, the arts, science, and engineering.
3. What do you believe to be the characteristics of a successful school?
At the classroom level, I believe a successful school would be evident through our student's engaged in discussions and inquisitive questions. The classroom would be full of laughter and kids would continue their discussions as they walk to their next class.
4. How will you know that the school is succeeding or is not succeeding in its mission?
I feel I would know a school is succeeding, if our enrollment continued to go up, but more important, if prior students came back to volunteer and help the other kids in the school.

Governance

1. Describe the role that the board will play in the school's operation.
The role of the board is to provide resources through the development of policy and procedures. Our role is to support the school director in carrying out the vision and mission of the school.
2. How will you know if the school is successful at the end of the first year of operation?
I think the school would be successful at the end of the first year, if we have paid all of our bills on time, we've got a little of money in the bank, all of our policies and controls have helped the operations of the school and the kids don't want to leave for summer vacation.
3. How will you know at the end of five years if the school is successful?
At the end of five years, I believe we will see a number of things that indicate the school's success. First, enrollment continues to meet and exceed its quota. Second, resources for the school to operate are readily available. Third, V-BASE projects have a waiting list of partners requiring our

student's expertise and energy. Fourth, we have one V-BASE project that has turned into sustained revenue for the school with a percentage of the profits being fed right back into the community. Fifth, we have become a community resource as the first IMAG students are in their senior year; 50% already have college acceptance letters and full scholarships, another 20% is contemplating which college acceptance letter to choose, 30% percent has already sent their applications forward, and 30% are hoping to get business startup loans, job offers or internships with innovative companies because of their innovative and mindful inventions and solutions. Note of this last group, all of them are also in the first group with full scholarships or the second group, contemplating which college offer to choose.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
I believe we have to make sure our governance policies and processes are in place and followed. In addition, we will have to take our energy and create the necessary excitement about the school for not only students to get excited, but those community members that will support and benefit from a school like The Academy.
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?
It would be very hard for me to tolerate something that would destroy the reputation of the school or the sustainability and future of our school's existence. The first thing I would do is to find out more by going back to the policies and procedures. I would check the facts about what is thought to be happening and I would apply the procedures. I would listen and listen some more. If it didn't measure up, then I would bring it to the board and request a discussion and informal inquiry.

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 All prospective board members are colleagues of mine in various capacities throughout the years.
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 We are colleagues.
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, Sheila Buyukacar, 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 1/5/13

Attachment u – Code of Ethics and Conflict Resolution

I. BOARD GOVERNANCE

POLICY #1

CODE OF ETHICS FOR GOVERNING BOARD MEMBERS

All members selected to serve on the governing board of The Academy shall in good faith sign a copy of the Code of Ethics and submit the same to the secretary of the board for safekeeping with appropriate board documents. Failure to honor the conduct implied and the responsibilities enumerated in the code may result in removal from the board.

CODE

As a member of the governing board of The Academy, I shall promote the best interests of the school as a whole and, to that end, shall adhere to the following ethical standards:

Confidentiality

Maintain the confidentiality of all information and materials related to matters of a confidential nature brought before the board. Confidential information includes, but is not limited to, information related to personnel matters, formal grievances, contract negotiations, individualized special education services, and matters discussed in executive (closed) sessions of the board.

Equity in Attitude

Be fair, just, and impartial in all my decisions and actions.
Accord others the respect I wish for myself.
Encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Stewardship

Be accountable to the public by representing The Academy policies, programs, priorities, and progress accurately.
Be responsive to the community by seeking its involvement in The Academy affairs and by communicating its priorities and concerns.
Work to ensure prudent and accountable use of The Academy resources.
Make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor in Conduct

Tell the truth.
Share my views while working for consensus.
Respect the majority decision as the decision of the board.
Base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

Make all decisions as a board member on the basis of the welfare of the school as a whole.

Consistently uphold all applicable laws, rules, policies, and governance procedures.

Commitment to Service

Focus my attention on fulfilling the board's responsibilities of goal setting, policymaking, and evaluation.

Diligently prepare for and attend board meetings.

Avoid personal involvement in activities the board has delegated to the School Director.

Seek continuing education that will enhance my ability to fulfill my duties effectively.

Family Driven, Student Focus, Community Driven

Be continuously guided by what is best for all students of The Academy and community.

Attachment u – Conflict Resolution

I. BOARD GOVERNANCE

POLICY #3

CONFLICT OF INTEREST

Board members are expected to exercise their authority and carry out their duties for the sole benefit of the school and to alert the Board President of any occurrences of potential conflict, financial or otherwise. Members will recuse themselves from voting on any issues in which they have a personal interest or gain.

I. BOARD GOVERNANCE

POLICY #4

SEPARATION OF DUTIES

The primary functions of The Academy Governing Board are to set general policies, assure financial responsibility, and plan for the future. All implementation, overseeing of day-to-day operations, personnel matters, and relationships with constituents are the responsibilities of the school's administrator or head of the administrative team.

I. BOARD GOVERNANCE

POLICY #5

NON-DISCRIMINATION PRACTICES

The Academy employs personnel and accepts students without regard to race, creed, color, ethnicity, religion, sex, sexual orientation, age, veteran status, military obligations, and marital status.

Attachment w – Complaints Procedure

I. BOARD GOVERNANCE

POLICY I.10

Public Complaints or Concerns

The administration and governing board of The Academy shall respond to all reasonable complaints or concerns expressed by members of the general public. The following procedures shall be followed in receiving and processing such complaints or concerns.

Procedures

1. Complaints /concerns may be either written or verbal. Complaints/concerns will initially be referred to the School Director. The director may require that verbal complaints/concerns be stated in writing in order to facilitate investigation and resolution.
2. The director shall inform the complainant in writing within two working days that the complaint/concern has been received and will be investigated.
3. The investigation shall be initiated within ten working days of the receipt of the complaint/concern.
4. The director shall propose a resolution to the complaint/concern that is agreeable to all parties. The director shall inform the complainant of the resolution in writing within two working days of the effective date of the resolution.
5. When appropriate, the director shall inform the governing board of all complaints/concerns and their resolutions in his regular reports to the board. All other complaints shall be discussed with the board in closed session.
6. If the complaint/concern cannot be resolved at the school director's level, the director shall inform the complainant in writing of his/her right to submit the complaint/concern to the governing board. The complaint/concern to the board shall be written.
7. The governing board shall consider the complaint/concern in closed session at the first board meeting following the date the complaint/concern is received. The complainant shall be invited to present the issue to the board in the above closed session.
8. The governing board shall make a final resolution regarding the complaint/concern. Such resolutions shall be included in the minutes of the board.
9. The final resolution shall be promulgated in writing to all persons for whom it may represent new information, a change in practice, or who would be impacted by the resolution. This shall occur at either step 4 or step 8 above.

Attachment x – Staffing Chart

Staffing Chart

Elementary School Staff Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2018
School Director	1	1	1	1	1	1
Assistant Director – Counselor (1)	1	1	1	1	1	1
Counselor (2)			Shared	Shared	Shared	Shared
Leadership 1 – Instructional Lead/Curriculum	--	--	Shared	Shared	Shared	Shared
Student Support Position 1 SASA/Registrar	1	1	1	1	1	1
Student Support Position 2 - Clerk	1	1	1	1	1	1
Specialized School Staff – Business Mgr	--	--	Shared	Shared	Shared	Shared
School Operations Support Staff-Facility	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	10	14	18	21	21	21
Classroom Teachers (Extra SPED/ELL)	.5	1	2	2	2	2
Classroom Teachers (Arts/World Language)	1	1	2	2	2	2
Teacher Aides and Assistants	4	6	8	10	10	10
Total Elementary School Specific FTEs – Teachers and Assistants	20.5	27	35	40	40	40

Attachment x – Staffing Chart

Middle School Staff Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2019
School Director	--	Shared	Shared	Shared	Shared	Shared
Assistant Director – Counselor (Middle)	--	Shared	1	1	1	1
Leadership 1 – Instructional Lead/Curriculum	--	--	1	1	1	1
Student Support Position 1 SASA/Registrar	--	Shared	Shared	Shared	Shared	Shared
Student Support Position 2 - Clerk	--	Shared	Shared	Shared	Shared	Shared
Specialized School Staff – Business Mgr	--	--	1	1	1	1
School Operations Support Staff-Facility	--	Shared	1	1	1	1
Classroom Teachers (Core Subjects)	--	2	4	5	6	6
Classroom Teachers (Extra SPED/ELL)	--	Shared	1	1	1	1
Classroom Teachers (Arts/World Language)		1	1	1	1	1
Teacher Aides and Assistants	--	Shared	1	2	3	3
Total Middle School Specific FTEs – Teachers and Assistants	N/A	3	11	13	15	15

Attachment x – Staffing Chart

High School Staff Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2023
School Director				Shared	Shared	Shared
Assistant Director – Counselor (High)				1	1	2
Leadership 1 – Instructional Lead/Curriculum				1	1	1
Student Support Position 2 SASA/Registrar				1	1	1
Student Support Position 3- Clerk				1	1	1
Specialized School Staff – Business Mgr				Shared	Shared	Shared
School Operations Support Staff-Facility				Shared	1	1
Classroom Teachers (Core Subjects)	--	--	--	2	4	12
Classroom Teachers (Non Core & Extra SPED/ELL)	--	--	--	1	1	3
Classroom Teachers (Arts/World Language)				1	1	1
Teacher Aides and Assistants	--	--	--	1	2	6
Total Middle School Specific FTEs – Teachers and Assistants	N/A	N/A	N/A	9	13	28

Attachment ee – Start Up Plan Documents

IMAG Academy Calendar Year 2014-2015 (Estimates) School Implementation Lead - Main Events

The following calendar outlines the Main Events for the School Implementation Lead or Manager “to do” or “check on”. As each task force has their own objectives, activities and timelines to accomplish, the director will stay involved through email and phone updates. Face to face meetings will become essential towards the end of 2014.

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
2014	Write School Culture/Program Marketing Document Finalize Non-Profit partner Attend IB PD Workshops (Director) Meet with Board -Review Plan ID Possible Facility Location(s) ID Board Members needed – legal/accounting	IB School Visits ID Grant Resources Visit Locations ID Possible Board Members ID Finance Funding Committee ID Facility Finding Committee Publish Website	Team Interview IB School Visits Visit Locations ID Grant Resources	IB School Visits Start Grants	Approval Meet with Board – Strategize! Apply for Start-up Funding IB-CD Orientation Meeting Revisit Plan Academic Organization Finance Acquire URL Publish REAL Website	Funding Facilities Awareness Partnering Recruit Start-Up Task Forces 1. Finance/Grant 2. Facilities 3. Personnel Recruitment 4. Curriculum 5. IB Application 6. Board Capacity 7. Org Processes *Student Enrollment 8. Documentation	Funding Facilities Donations Marketing Partnering Recruit Task Force Board Personnel Students Family Partners Support Hawaii IB PD Conference in 2015???	Online Board IB PD (In-Kind)	Funding Facilities Donations Marketing Partnering Recruit Task Force Review Task Force Documents	Funding Facilities Donations Marketing Partnering Recruit Task Force	Funding Facilities Donations Marketing Partnering Recruit Task Force Review Task Force Documents	Funding Facilities Donations Marketing Partnering Recruit Task Force School Opening Announcements
2015	Open Student Enrollment School Opening Announcements Teacher Recruitment Facility Negotiations		Teacher Interviews IB Application GE Lottery	Online Teacher IB PD		START Teacher PT Hawaii IB PD Conference ?		START Teacher FT Aug 3 Student Aug 17				END Dec 18 Holiday Break 3 weeks (15 days)
			Rent/Reno Facility		Move in to Facility							Dec 21 – Jan 8

Attachment ee – Start Up Plan Documents
Start Up Planning Document – Capacity Building
People, Processes, and Infrastructure
Items of Concern

This list represents a brainstorm of the issues, concerns and essential activities and accomplishments. As we would only hope to think of everything, it probably isn't near to being all inclusive. It has served and will continue to serve as a thought provoker to continue to focus us on what may need to be decided upon in the very near future.

Academic Excellence

- IB Framework Training

- IB Application and Approval Process

- Curriculum Development and Refinement (Curriculum Development Plan)

- Vision, Mission, Standards, Instructional Strategies & Framework Alignment, Assessment

- Content areas

- IB Framework

- Conscious Discipline

- IMAG

- V-BASE (Inquiry & Applied) Exercises & Projects

- Teacher Quality/Qualifications/Hiring Criteria

- Curriculum Materials

- Instructional Processes

- Teacher Performance

- Student Performance

- Grading

- Performance Achievement Reports

- Co-Teaching

- Assistants

Organizational - Capacity Building

- Decision Environment

- Performance – Academics/Instructional/Operations

- Personnel

- Board

- Committees

Teachers, TAs ...Substitutes
Office/Facility (Non-Teacher)

Processes

Board Governance
 Policy/Procedures
 Documentation
Personnel Recruitment (Board included) Quality/Qualifications/Search Criteria
 Hiring/Processing/Training/Performance/Release
 Initial and On-going Training/PD
Student/Family Recruitment/Enrollment
Family Engagement
Community Partnerships
 V-Base Projects/Exercises
 In-kind donations
Communications

Infrastructure

Soft
 Communications
 Processes/Procedures/Policies
 School Culture --Vision/Mission - Content integrated into Resulting

Practices and Programs

IMAG
IB
Conscious Discipline
Teacher Support Programs
 Teacher Support Communities
 Co-teaching and TAs
 Grading / Grade Reporting
 Performance Achievement Reports (PAR)
 Performance Evaluations
Student Learning Programs
 Before/After/Break Programs
 V-BASE Exercises and Projects

- Performance Achievement Reports (PAR)
- Operational Processes and Programs
 - eSIS
 - ECCCS
 - Payroll
 - Student Recruitment and Enrollment
- Qualifications
- Hiring
- Training
- Expectations/Performance/Instructional Processes
- Physical
 - School Culture
 - Personnel
 - Facilities
 - Readiness
 - Equipment
 - Furniture
 - Documents/Documentation
 - School Vision/Mission - Resulting Practices and Programs
 - Instructional Practices/Programs
 - Practices - Communications
 - Board
 - Curriculum
 - Curriculum Materials
 - Student/Family Handbook
 - Faculty Handbook
 - Student Performance Reports
 - Personnel Forms
 - Student/Family Forms
 - Website
- Financial
 - Grants/Funds

Attachment ee – Start Up Plan
Documents

Start Up TASK FORCE - IB Certification Process

POC: Cheryl Burghardt & Sheila Buyukacar

Objective: IB Framework Approval
Duration: 3 years – On going – transfer function to business manager-office/IB coordinator
Committee: May/Jun 2014
Dependencies: Charter Approval
Reporting: Monthly updates to Governing Board/School Director

Milestones:

Jan – Dec 2014	Board Training
March 2014	Submit Application
Mar-Jul	Teacher, Board, Staff, and Parent Training and Teacher Practices Training
Aug 2014 – Jun 2016	Training Opportunities and Instructional Guidance/Documentation
Jul 2015	IB Evaluation Team Visit Request
2015-2015	Evaluation Team Visit

Attachment ee – Start Up Plan
Documents

Start Up TASK FORCE - School Personnel Hiring

POC: Jennifer Padua & Cheryl Burghardt

Objective: Hiring of the proper personnel (teacher/teacher assistants, staff, facility)
Duration: On going – transfer function to business manager-office
Commence: May/Jun 2014
Dependencies: Charter Approval, Curriculum Development, HI DOE requirements
Reporting: Monthly updates to Governing Board/School Director

Milestones:

Jun 2014 – ongoing	Market personnel openings
Jun – Sep 2014	Identify Qualification Criteria (School Culture, Educational Philosophy, Instructional Practices, Curriculum Development)
Sep – Oct 2014	Determine School Hiring Process
Sep – Dec 2014	Determine Training Requirements (School, Instructional, Curriculum, Grading, Reporting) Create Training Program
Oct – Dec 2014	Determine processes and create documents
Jan – Feb 2015	Make announcements - Recruit personnel
Mar – May 2015	Hire personnel
May – Jul 2015	Train personnel
Jul 2015 – ongoing	Revise if necessary and continue to train personnel

Attachment ee – Start Up Plan
Documents

Start Up TASK FORCE - Organizational Processes

Student/Teacher/Office and Facility/

POC: Volunteers Cheryl Cudiamat & Mary Ancheta

Goal:	Document and create appropriate documents/communication tools
Duration:	On going – transfer function to business manager-office
Commence:	Jun 2014 – Work closely with Personnel Hiring and Documentation Task Force
Dependencies:	Charter Approval, School Culture – Program Document,
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
May 2014	Review all application documents and PIPO lists Review faculty handbooks, student handbooks, websites, HI DOE policies, etc Identify major processes and the supporting processes
Jun 2014 – ongoing	Develop and keep documentation schedule based on most needed first or other more suitable criteria ***Work with Documentation and Personnel Hiring Task Force Devise record keeping process, categorizing, naming conventions, etc and document Review other charter school documentation Develop and follow a standardized format for all processes, if possible Pass to Documentation/Forms Task Force for safekeeping and form development
Jun – Sep 2014	Develop most needed processes first (ie Enrollment Procedures, Communications, Performance, Evaluation, etc)
Sep – Oct 2014	Have initial documents reviewed for feedback
Oct – Dec 2014	Continue with agreed upon modifications
Jan – Jul 2015	Continue documenting processes Review all processes, modify, and finalize

Attachment ee – Start Up Plan
Documents

Start Up TASK FORCE - Documentation

Process/Document and Form Creation

POC: Jennifer Padua & Mary Ancheta

Goal:	Document major school processes and create appropriate documents/forms/tools to support Student enrollment, communications, performance, reporting, evaluation, instructional practices, etc
Duration:	On going – transfer function to business manager-office
Commence: Force	Jun 2014 – Work closely with Personnel Hiring and Org Documentation Task
Dependencies:	Charter Approval, School Culture – Program Document, Organizational Processes, Personnel Process Documentation
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
May 2014	Review all application documents and PIPO lists Review faculty handbooks, student handbooks, websites, HI DOE policies, etc Identify major processes and the supporting processes and forms
Jun 2014 – ongoing document	Develop and keep documentation schedule based on most needed first or other more suitable criteria Devise record keeping process, categorizing, naming conventions, etc and Review other charter school documentation Develop and follow a standardized format for all processes, if possible
Jun – Sep 2014	Develop most needed processes first (ie Communications, Performance, Evaluation, etc)
Sep – Oct 2014	Have initial documents reviewed for feedback
Oct – Dec 2014	Continue with agreed upon modifications
Jan – Mar 2015	Create a training module to inform all new and returning personnel of processes, documents, and forms. Determine where to keep documents, off and online Create online access – link to website if appropriate Ensure all personnel are trained, insure it is on personnel “checklist”

Attachment ee – Start Up Plan
Documents

Start Up TASK FORCE - Facility Readiness

POC: Sheila Buyukacar & Cheryl Cudiamat

Goal:	A School-Ready Facility
Duration: committee	Until school facility is permanent – transfer function to Board/permanent
Commence:	Jan 2014
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
Jan – Feb 2014	Identify if any zoning or state requirements for locations/buildings of schools
Jan 2014 – ongoing	Identify committee members
Jan 2014 – ongoing	Identify possible locations/buildings
Jun 2014	Form committee (Finding/Equipping/Renovating)
Jun 2014 – ongoing	Canvas partnerships and donations Confirm/Identify equipment and furniture needs/wants and associated costs Develop budget for incremental funding/donations Identify funding and donation sources Write funding/donation requests
Oct – Dec 2014 budget	Update financial committee on funding requirements if not in line with original
Jan – May 2015	Narrow locations
May - Jun 2015	Renovate/Ready facility
May – Jul 2015	Acquire furniture/equipment
Jun - Jul 2015	Equip facility

Attachment ee – Start Up Plan

Documents

Start Up TASK FORCE - Governing Board Capacity Building

Policy and Procedures Documentation

Process/Document/Policy and Form Creation

POC: Momi Akana & Sheila Buyukacar

Goal:	Document major governing board policies and procedures and create appropriate documents/forms/tools Build knowledge and skills of current and new board members
Duration:	On going – transfer function to Governing Board Secretary and President
Commence:	Jun 2014
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
May 2014	Review all current governing board policies developed during application Review all application documents and PIPO lists Review faculty handbooks, student handbooks, websites, HI DOE policies, Public Charter School Commission policies, etc Identify major processes and the supporting processes and forms
Jun 2014 – ongoing	Develop and keep documentation schedule based on most needed first or other more suitable criteria Devise record keeping process, categorizing, naming conventions, etc and document Review other charter school governing board documentation Develop and follow a standardized format for all processes and policies, if possible
Jun – Sep 2014	Develop most needed processes first (ie Governance, Board Membership, etc) Ensure Advisory Board processes are also included.
Sep – Oct 2014	Have initial documents reviewed for feedback
Oct – Dec 2014	Continue with agreed upon modifications
Jan – Mar 2015	Create a training module to inform all new and returning board members of processes, documents, and forms

Create a comparable training module for the Advisory Board to inform all new and returning Advisory Board members of processes, documents and forms

Determine where to keep documents, off and online

Create online access – link to website if appropriate

Ensure all board members are trained, insure module is on new board personnel “checklist”

Attachment ee – Start Up Plan
Documents

Start Up TASK FORCE - Finance/Grant Readiness

POC: Momi Akana & Sheila Buyukacar

Goal:	Start Up Funding by Aug-Oct 2014
Duration:	Until start-up funds cover costs pre-DOE funding – transfer function to Board/permanent committee
Commence:	Jan 2014
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
Jan – Feb 2014	Re-evaluate budget for any oversights
Jan 2014 – ongoing	Identify possible committee members Work closely with all task force to keep abreast of under/overestimated budget Items (especially facilities) Rework lower breakeven enrollment figures – get high figure for grant/donation goals Rework budget to minimize expenditures – get low figure for grant/donation goals
Feb 2014 – ongoing	Write Federal Start-up Grant (or any other) – ready for May approval
Jun 2014	Form committee (Finding/Aligning/Writing)
Jun 2014 – ongoing	Canvas partnerships and donations Work closely with Facilities Task Force to confirm/identify equipment and furniture needs/wants and associated costs Develop budget for incremental funding/donations Identify funding and donation sources Write funding/donation requests
Oct – Dec 2014	Update financial figures with task force updates if not in line with original budget
Jan – May 2015	Work with HI DOE to set up necessary information and financial systems
May - Jun 2015	Renovate/Ready facility
May – Jul 2015	Acquire furniture/equipment
Jun - Jul 2015	Equip facility

Attachment gg – Budget Narrative

The following budget of revenues and expenses outlines the costs for the pre-opening or start-up phase where no per pupil funding is available until July 2015. During this time, revenue is needed to do the necessary hiring and training of personnel and getting the facility and infrastructure ready.

Here's a summary of the initial and year 1 – 3.

Assumptions:

Enrollment would be as expected (See below for enrollment numbers)

Facility rental would be \$3.5 sq ft including CAM

Our minimum square feet we would need during our 1st year is 6000 sq ft and with a growth rate of 3000 sq ft per year until we reached 21,500 sq ft in 2023.

Cash Flow

Facts:

Enrollment: As we plan on opening up 3 classes in 2 grades each year until 2019.

First year grades: K, 4, 5, and 6

Revenue based on \$6K per pupil

Projected Enrollment	Revenue	Expenses	Available Funds
Initial	--	\$112 - \$189K	<\$189K>
Year 1: 235	\$1.46M	\$1.3M	+\$146K
Year 2: 370	\$2.22M	\$1.68M	+\$562K
Year 3: 505	\$3.03M	\$2.12M	+1.018M

General Notes – Initial Funding Requirements

Due to training and facility readiness, cash required during the startup phase amounted to approximately \$200K if we expended the funds the way we had originally planned. But to accommodate for a much lower grant proposal, we moved larger expenses to later on during the phase or in some cases split the expenditure into two and after per-pupil funding would have been released, the funds needed dropped to \$112K.

As we opened up the number of classes in each grade to three, it not only kept the size relatively small, it allowed for the teacher support systems to thrive AND allow for diverse content area experts to flaunt their expertise and help those around them.

No matter which way we looked, It became apparent that opening up a smaller school would make it very difficult to survive without a constant fight for private, federal and program grants and most importantly it wouldn't allow to provide the depth of content, teacher expertise, and teacher collegiality so important to our vision and mission.

General Notes –

Decision on School Size As our first view of this school was to keep it small, we saw how difficult it was to acquire the right amount of funds to hire the right amount of teachers to provide the variety of subjects as well as be able to build the teacher support systems to allow co-teaching and teacher assistants. It became imperative our view of the school size would have to change.

As we combed through the research, we found it wasn't necessarily the smallest of the school that made a difference, but the infrastructure behind the hands-on instructional strategies, the culture and the connections made to each other. As there are many factors that make a difference in a person's life, we found that school size was relative and that small could mean anywhere from 300 to 600 students, depending on the grade level and the needs of the child.

As we compared the school sizes across the Waipahu Complex we were rudely reminded of their size. Table 4.3, School Size highlights the number of children enrolled in each of the schools in the Waipahu community. The differences between the the current educational choices afforded to current children in Waipahu (the reality) and what we were proposing was strikingly different. To compare it to the current enrollments of current public schools, The Academy K-6 school size would be 480. Students in grades 7-8 would be 250 and 9-12 would top out at 300 students. Our total K-12 campus would be 930 students. As you can see, there is a drastic difference between the numbers shown below. Bottom line, it just made sense to not only plan for a larger school than originally thought, but it allowed our concept of small to grow to a more reasonable size and still allow us to hire a total of 10 teachers during the first year, Having 10 teachers would enhance the necessary teacher collegiality to flourish as well as our revenue base.

School/Grades	Students Enrolled
Waipahu High 9-12	2450
Waipahu Inter 7-8	1289
August Ahrens K-6	1427
Waipahu Elem K-6	1044
Kaleiopuu	987
Honowai	805
Kanoelani K-6	729
Waikele K-6	614

Table 4.3, School Size

Source: HI DOE SSIR 2011-2012 for each school