

Application Cover Sheet

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Proposed School
Name: Ka'u Learning Academy (KLA)
Opening Year: 2015
Geographic Area: Naalehu, Hawaii
Grades Served Year 1: 4-6
Grades Served at Capacity: K-8

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	N/A			

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

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

Proposed School Name	City	State	Opening Date
N/A			

School Overview

Proposed School				
Name: Ka'u Learning Academy (KLA)				
Opening Year: 2015-2016				
Geographic Area: Naalehu, Hawaii				
Grades Served Year 1: 4-6 & 3-6 Virtual				
Grades Served at Capacity: K-8				
Target Student Population				
Describe the student population you anticipate serving.		%FRL: 85%	% SpEd: 12%	% ELL: 30%
Proposed School Description				
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input checked="" type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> College Prep <input type="checkbox"/> Cultural Focus	Language Immersion (<i>specify</i>): <input type="checkbox"/> Military <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input checked="" type="checkbox"/> Virtual or Virtual Hybrid Other (<i>list</i>):		

School Enrollment Projection KLA

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 2015-2016	111	135	4-6 + 3-6 Virtual
Year 2 2016-2017	116	135	4-6 + 3-6 Virtual
Year 3 2017-2018	121	140	4-6 + 3-6 Virtual
Year 4 2018-2019	231	250	K-6 + 3-6 Virtual
Year 5 2019-2020	231	250	K-6 + 3-6 Virtual
At Capacity 2020-2021	300	350	K-6 + 3-8 Virtual

TABLE OF CONTENTS

I.	School Overview	1
A.	Executive Summary.....	1
B.	Enrollment Summary	4
II.	Academic Plan Design & Capacity.....	5
A.	Academic Plan Overview and Philosophy	5
B.	Curriculum and Instructional Design	7
C.	Pupil Performance Standards	13
D.	High School Graduation Requirements.....	15
E.	School Calendar and Schedule	15
F.	School Culture.....	16
G.	Supplemental Programming	18
H.	Special Populations and At-Risk Students.....	18
I.	Student Recruitment, Admission and Enrollment	25
J.	Student Discipline	26
K.	Parent and Community Involvement.....	28
L.	Non-Profit Involvement	32
M.	Geographic Location	32
N.	Academic Plan Capacity	34
O.	Third Party Education Service Providers.....	37
III.	Organizational Plan & Capacity.....	38
A.	Governance.....	38
B.	Advisory Bodies.....	40
C.	Complaints Procedures	41
D.	Staff Structure.....	41
E.	Staffing Plans, Hiring, Management, and Evaluation.....	43
F.	Professional Development.....	45
G.	Performance Management.....	46
H.	Facilities.....	48
I.	Start-Up Period	49
J.	Ongoing Operations.....	49
K.	Operations Capacity.....	50
IV.	Financial Plan & Capacity	53
A.	Financial Plan	53
B.	Financial Management Capacity.....	55

Attachment a. Description or copies of data sources justifying Enrollment Summary	57
Attachment b. Curriculum description and Instructional Materials Chart Template.....	n/a
Attachment c. Curriculum development plan	73
Attachment d. Learning standards	76
Attachment e. Exit standards.....	123
Attachment f. School calendar.....	124
Attachment g. Daily and weekly schedule	126
Attachment h. Student's typical day.....	132
Attachment i. Teacher's typical day.....	133
Attachment j. Admission and Enrollment Policy	134
Attachment k. Student Discipline Policy	136
Attachment l. Community Partner evidence of support	174
Attachment m. School director's qualification, resume and biography.....	190
Attachment n. School director's job description, timeline, criteria, recruiting process.....	194
Attachment o. Leadership & mgmt. team's qualifications, resumes & biographies	195
Attachment p. Draft of proposed mgmt. agreement with Service Provider	227
Attachment q. Governing Board bylaws, governing policies.....	228
Attachment r. Statement of Assurances.....	238
Attachment s. School governance, mgmt. & staffing organizational charts	241
Attachment t. Board member information forms for each member	243
Attachment u. Governing board's Code of Ethics and Conflict of Interest Policies.....	277
Attachment v. Advisory body member's resumes and professional biographies	279
Attachment w. Complaints Procedures	294
Attachment x. Staffing Chart Template	298
Attachment y. Personnel policies/employee manual.....	299
Attachment z. School Director evaluation tool.....	300
Attachment aa. Teacher evaluation tool	332
Attachment bb. School Specific Measures Template	372
Attachment cc. Existing facility or ideal facility details and supporting documents	374
Attachment dd. Evidence of intent to secure a facility	378
Attachment ee. Start-up plan	381
Financial Plan Workbook	Excel file attached separately
Attachment gg. Budget Narrative	384

I. SCHOOL OVERVIEW

I.A EXECUTIVE SUMMARY

Mission

Ka'u Learning Academy will be a school that holds high social and academic expectations for the children of Ka'u despite the socioeconomic challenges that exist in our community, because we believe that all students can and will learn given the right educational environment. Ka'u Learning Academy recognizes that each child is an individual with unique educational needs. KLA will strive to develop and implement individual education plans that stimulate each child at his/her zone of proximal development, so that every child is engaged in learning in a safe, supportive and nurturing environment.

Vision

Ka'u Learning Academy will give our students the academic and social roots that they need to grow strong in curiosity, creativity, leadership, and a general passion for life. Our students will master all the necessary social and academic skills that colleges and businesses seek when recruiting. They will be prepared to begin college at or above the level necessary to excel on a collegiate level.

Essential Terms

Teaching & Learning: All students will engage in rigorous learning experiences in this blended-learning educational model. Students will develop skills in communication, collaboration, problem solving and critical thinking.

Personalization: All students will have their own individual education plan that challenges them at their own zone of proximal development.

Technology Use: All students will use technology to access learning, apply knowledge and concepts to make new meaning, and demonstrate understanding of learning through projects, assignments and exhibitions delivered through or supported by technology.

Innovation: Staff will develop innovative strategies and programs to enhance student achievement in a blended-learning environment

Geographic Area

Ka'u is located on the southern end of the Big Island and is larger than the entire island of Oahu, but provides no choice in education. Ka'u Learning Academy will be the first and only charter school within the Ka'u district. The 7000 people that make up the district of Ka'u face a substantial number of economic, social, and educational hardships. Eighty-five percent of Ka'u students receive free or reduced lunch compared to 47% statewide, and schools in the Ka'u district have consistently been among the lowest achieving in the state of Hawaii. According to Strive-Hi, the Department of Education has lowered the expectations of Ka'u students to the third lowest in the state. Ka'u's proficiency rate in reading and math are 38% and 45% compared to the state averages of 59% and 72% respectively. Additionally, 30% of all Ka'u students qualify for ELL services.

Academic Plan and School Design

Ka'u Learning Academy believes that, in order to keep students truly engaged in learning, every child requires his/her own individual education plan which challenges him/her at their OWN level of proximal development. Using Edmentum online curriculum and assessment tools as well as our own Contextual Foundation Learning strategies, KLA will identify each child's learning style, language proficiency, background knowledge, readiness to learn, and strengths and needs ,

and tailor individual education plans accordingly. KLA's founder, Kathryn Tydlacka, taught in the local school and saw remarkable results. Using some of our proposed methods, she doubled the proficiency rate of the rest of the school for the 2012-2013 school year in math:

Grade	Well Below	Approaching	Meets/Exceeds	Exceeds
3-5	36%	31%	33%	5%
6-Ms. Tydlacka's Class	13%	21%	66%	30%

Many of Ms. Tydlacka's students enjoyed 50-60 point gains on the HSA under her instruction.

Community Engagement

Because of her overwhelming success teaching children at Na'alehu Elementary School, the founder of KLA has established strong relationships with the parents of Ka'u. Over 40 have given KLA formal written confirmation that they will send their children to our school when it opens and that is without any formal advertising. In addition, KLA has recruited numerous home-school students who are not otherwise served by the Department of Education. KLA has also held community meetings in Na'alehu, Pahala, and Ocean View to assess the viability of this school, and based on the responses, we know that our school will succeed. In addition, Ka'u currently serves and interacts with the community by providing free tutoring and field trips for local children. We are also operating a restaurant as a 501(c)(3) to fund our charter school; community support is overwhelming.

KLA has also developed significant partnerships with local and regional businesses, organizations, and institutions. These include, but are not limited to:

- University of Hawaii
- National Park Service
- Hawaii Science Festival
- Science Camps of America
- Southpoint Investment Group
- 'O Ka'u Kakou
- Gilligan's Cafe
- Leonard Project LLC
- Hale Merced Classic Car Center

Applicant Experience

Kathryn Tydlacka, Founding Director, has over 15 years experience in education. She specializes in educating students from low socioeconomic backgrounds and has had tremendous success raising the academic achievement level of students who have consistently failed in the traditional public school setting. Ms. Tydlacka has a Master's Degree in Education Administration, and has had intensive training in standard-based, data-driven teaching methods. Though she respects the accomplishments of organizations that rely solely on these methods, she sees that they have reached a plateau in their efforts working with failing schools across the nation. She has developed/is developing her own Contextual Foundation Learning System that has been proven much more successful in the classroom. Ms. Tydlacka takes an active role in community and civic leadership, serving as: Town Treasurer, Community Theater Director, School Community Council Chairperson, HSTA Convention Delegate, APC Union Representative, and Community Event Coordinator. She has owned three successful businesses and worked as the Director of Education at Huntington Learning Center that specializes in SAT and ACT preparation. She has also conducted fundraisers, and developed curriculum.

Mark Fournier is a renowned author and lecturer. He has three decades experience as a marketing and fundraising specialist for non-profit organizations including United Way, Child

Help USA, United Cerebral Palsy and the Make a Wish Foundation. Mr. Fournier is the founder and president of the Fournier Center for Empowerment which is the non-profit foundation through which Ka'u Learning Academy operates. Throughout his professional career, Mr. Fournier has been recognized and won many national awards for his work with education, personal empowerment and child abuse prevention.

Lok Lew Yan Voon graduated from Cambridge University with a Master's degree and earned his doctorate in physics after working at the Max Planck Institute in Germany. As the Dean of the Math & Science Department at The Citadel, he is keenly focused on the development of education opportunities, particularly those available to his neighbors in Ka'u where he has had a home for a number of years. Dr. Lew Yan Voon brings a wealth of experience to our Founding Board of Directors and, as an experienced writer of research and education grants, an important skill set.

Nancy Sledziewski has a master's degree in education and has over thirty years experience in educating individuals with special needs. She has had extensive experience working with students with learning disabilities, speech impairments, and physical disabilities. Nancy has had additional training working with students with pervasive developmental disorders including creating functional behavior plans, communication systems, and social stories. She has been involved with goal development, committees on special education, individualized education plan writing and progress monitoring. Nancy has been instrumental in developing the "Moving and Learning" program combining ELA skills with fine and gross motor activities. She has been special education coordinator for over ten years.

Joe Iacuzzo has developed curriculum and educational resources for over two decades. More than 35,000 teachers have used classroom tools developed by Mr. Iacuzzo through several educational outreach programs. He has hands-on experience as project manager for a number of scientific research programs with organizations such as NASA and NOAA and has also published many journal and popular magazine articles about a variety of science topics. Mr. Iacuzzo will be directly involved in developing curriculum and special programs, writing grants, and handling various administrative responsibilities.

Michael Richards is a Hawaii-based entrepreneur who, after selling his software company, turned his talents to education and science. As executive director of the non-profit Science Camps of America, he conducts week-long Informal Science Education programs based in Ka'u. These camps are attended by children from Hawaii and the mainland. Mr. Richards brings a wealth of business and education experience to our Founding Board of Directors.

Terri Chopot earned her degree in Business Administration from the University of Hawaii. She is a lifelong Ka'u resident and teaches part-time at Na'alehu Elementary School. Her business acumen and accounting experience uniquely qualify her for the role of Board Treasurer, and her experience teaching and working with the children of Ka'u brings a unique insight to our governance.

Contribution to Public Education System

KLA's founder, Kathryn Tydlacka, determined the need for this school based on her experience teaching at the local public school and working closely with parents and other concerned Ka'u residents. The test scores and proficiency levels of the Ka'u students tell the story and don't need editorial comment. Ka'u schools are consistently among the lowest performing in the state despite the federally mandated four-year partnership with Edison Schools. KLA can and will make significant contributions to public education and our community by offering educational choice to the children of Ka'u. The approximate 65% of Ka'u students who are not

meeting proficiency levels in the existing school need – *deserve* – the opportunity to have an education that will prepare them to become happy and productive adults with a strong educational foundation that will not limit their futures. The methodologies that we have developed, and are continually developing, are designed to meet the very specific educational needs of the children of Ka'u.

I.B ENROLLMENT SUMMARY

Grade Level	Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
	2015	2016	2017	2018	2019	
K				25	25	25
1				25	25	25
2				25	25	25
3				25	25	25
4	27	27	27	27	27	30
5	27	27	27	27	27	30
6	27	27	27	27	27	30
7						20(virtual)
8						20(virtual)
Virtual	30	35	40	50	50	110
Totals	111	116	121	231	231	300

The rationale for the specific number of students at each grade levels is based on: number of community residents and public school enrollment; A review of the closest charter school's wait list; Information collected from parents and community members through personal interaction, community meetings and feasibility studies; Number of families with students currently enrolled at nearest charter school (40-60 miles away) who would like to have their children closer to home; Students currently home schooling who would like a local option that offers virtual and campus-based opportunities; Current KLA pre-enrollment forms

The greatest prohibiting factors to a higher student enrollment count is the size of our current facility, our strong desire to grow slowly to ensure high-quality education (quality over quantity), and the size of our community. We hope to expand our virtual component state-wide in years to come, but we want to grow slowly to ensure we are first building a strong, excellent foundation.

II. ACADEMIC PLAN, DESIGN, AND CAPACITY

II.A ACADEMIC PLAN OVERVIEW AND PHILOSOPHY

KLA will use a blended-learning approach to educating students combining online learning with individualized education plans at a “brick and mortar” campus. The majority of our students will participate in our blended-learning approach on campus, but we will also accommodate families who prefer homeschooling by providing a virtual learning program where the majority of the work is completed off campus. KLA's blended-learning model identifies and meets the needs of each individual child. Our approach to education is rooted in standards-based, data-driven methodologies supported by Edmentum online curriculum and our own Contextual Foundation Learning techniques. Listed below are the critical elements of our academic plan and philosophy:

- **High Expectations**

According to the new *Strive HI Goals and Annual Targets*, the academic expectations for the district of Ka'u are the third lowest in the state of Hawaii. The new system sets separate standards for different districts based on past performances. KLA refuses to believe that the children of Ka'u are not capable of achieving at academic levels equal to or greater than other schools throughout the state. We still believe that it is important to hold high expectations for *all* students. Using techniques and strategies developed by our founder, the sixth grade math class at Na'alehu School hit 66% proficient (71% FAY) on the HSA in math compared to 33% proficient under the school's current educational consulting firm and leadership. We KNOW our students are brilliant, and we believe we have the key to unlocking their fullest academic potential. Instead of lowering student performance expectations, KLA will provide relevant staff development and feedback that keenly attunes our teachers to the individual needs of our students.

- **Individual Education Plans**

Ka'u Learning Academy believes that every child is unique and requires his/her own individual education plan. When students are working according to their own ability, they will be engaged in learning. Student engagement is a critical element in reducing discipline problems and dropout rates, and increasing academic achievement.

One of the greatest challenges to developing individual education plans in the classroom is that it can take months to identify the needs of each individual child. Consequently, teachers often teach using an approach that is focused on the learning objective, but it is often done with a one-size-fits-all system. Teachers hope that all students will grasp the concepts, but in reality, only a small percentage of students actually benefit from the instruction. Instead of students being challenged at their OWN level of proximal development, low-needs students often master the material quickly and become disengaged while high-needs students are left behind, because they do not have the necessary contextual foundation to understand grade-level concepts. As a result, HSA data indicates that only about one-third of the children in Ka'u classrooms are able to reach proficiency in math, reading, and science.

Using standards-based, data driven instructional practices supported by *Edmentum* online curriculum and enhanced by our own proprietary *Contextual Foundation Learning* program, we will give teachers the training and tools they need to quickly and continually assess the strengths and weaknesses of each individual child. Students can and will be grouped accordingly, and instructional methods will be tailored to fit their individual needs and learning styles. Our

instructional tools include comprehensive preliminary and monthly benchmark assessments that are designed to identify each student's foundational strengths and weaknesses.

The process of developing individual education plans through our program involves working with students, teachers, parents and assessment specialists. We believe that communication is a critical part of quickly and efficiently assessing students' abilities, needs, skills, and learning styles.

- **Aligning curriculum and instruction to Common Core Standards**

One of the top indicators of effective schools is that the school's curriculum is aligned to state standards. KLA educators will have a thorough knowledge and understanding of the Common Core standards in the subject area and grade level in which they teach. They will also be thoroughly familiar with the standards in earlier grade levels. This familiarity of earlier grade-level standards is an integral part of our program. Teachers must understand what students should know before reaching their current grade level. Without this thorough knowledge and understanding, it is impossible for them to effectively identify their own students' strengths and weaknesses. KLA's standards-based assessments, and *Edmentum* curriculum are aligned to Common Core and designed to help teachers accurately identify the missing scaffolding in each student's educational history so they can tailor instruction accordingly.

- **Efficiently and thoroughly interpreting and utilizing achievement data**

KLA believes that in order for teachers to be most effective, they must know the strengths and weaknesses of each student; therefore, teachers at KLA will use data acquired from monthly and quarterly standardized benchmark assessments, *Edmentum* online curriculum, teacher devised authentic assessments, longitudinal testing (pre-tests, post-tests, etc.) and state standardized tests. Teachers will be allowed sufficient prep time to analyze data and maintain thorough records of individual student progress that will be recorded and tracked using an effective data analysis system. Using her own system of analysis, KLA's founder was able to predict students' success on the state standardized test to approximately 80% accuracy within a ten-point margin. This information was/will be used to develop individual education plans for each student, and to drive instruction accordingly.

- **Focus on high-quality teachers**

The most important school-based factor in a child's success is the effectiveness of that child's teacher. KLA will place teacher quality foremost in how the school recruits staff, makes hiring decisions, oversees teachers, gives feedback and makes decisions about promoting and retaining staff. KLA will begin improving teacher practice before the academic year even begins, with an intensive weeklong series of professional development activities. All teachers will participate in professional development workshops throughout the school year. Throughout the week, teachers will receive targeted professional development, including internally created workshops, presentations by consultants, coaching by content specialists, peer development of instructional strategies, and modeling of instructional techniques.

- **Promotion of collaborative learning**

All KLA student (including virtual) will demonstrate a comprehensive understanding of learning goals by completing a collaborative quarterly project. Students, parent partners, and teachers will work together in a mutually supportive manner to complete these projects. These projects will be fun and engaging and build a sense of community in a non-competitive environment. Examples of possible projects: design and build a garden, or hydroponic garden, create and run a business (possibly as a fundraiser), etc.

Focus on relationships

KLA believes that parent involvement is critical to the education process, and will seek out creative ways to connect parents with their child's education on an ongoing basis. Frequent calls home, progress reports to parents every Friday and an open-door policy will contribute to a strong bond between the school and its families. KLA will promote parent involvement through regular Family Academic Nights and open houses where students and parents can work together on academic activities. Finally, parents will be encouraged to attend all student performances and sports games, and to volunteer to chaperone class trips and assist in the classroom.

- **Critical thinking, Creativity, and Independent Learning**

Our learning events will be designed to encourage children to use their minds to think creatively, to examine contrast in viewpoints, and to solve problems in different ways. Students will be taught skills necessary for independent work as that teacher moves increasingly towards the role of facilitator guiding students towards their personal educational goals.

II.B CURRICULUM AND INSTRUCTIONAL DESIGN

II.B(1) Learning Environment

Ka'u Learning Academy believes that all children, regardless of their socioeconomic background, can and will learn given the right educational environment. KLA recognizes that each child is unique requiring his/her own individual education plan in order to reach his/her full potential in school, career and civic responsibilities. KLA will use a blended-learning model as the vehicle for instructional delivery where students will have all of their courses online.

However, students will also have the benefit of a traditional classroom and instruction, and the support of excellent teachers, talented professionals, other students, and other staff. We will also require our students to complete engaging, culminating quarterly projects that encourage collaboration with other students. These projects will not only reflect students' mastery of quarterly learning targets, but they will also be fun (i.e. starting a business, designing and developing a garden, making a movie, etc.) The term edutainment (education/entertainment) is seldom used to refer to a classroom environment, but KLA believes that education can and should be fun at least some of the time. When a local newspaper interviewer asked our founder's students why they were so successful in her class, the overwhelming majority responded "Because Ms. T cares about us, and she makes learning fun."

Our blended-learning model uses *Edmentum* online as its core curriculum. KLA recognizes that nearly 75% of all curriculum will be delivered online in some form or fashion by the year 2020. In fact, even the Hawaii Department of Education is piloting online learning at many schools across the state.

In a typical day, a student might work mostly in a 'brick and mortar' style classroom with a teacher. The focus of teacher instruction should primarily be individual Common Core Standards. Teachers will develop pacing guides to ensure that an adequate amount of time is spent teaching each standard, and the every standard is taught to mastery throughout the year. Students who demonstrate mastery on any given standard will move quickly to their individualized online learning program where they can work at their OWN level of proximal development. Students who struggle with a Common Core concept, will continue to work closely with the teacher (utilizing online remediation tools as well as other methods) until they master the skill. Ideally, the higher-needs group will get smaller and smaller as the class period progresses, but the crucial element of our program is that teachers stick with each student until

he/she masters each skill. Once students have entered their online learning site, they will click through interactive lessons with text, audio or video clips, Flash animation, and links to related sites; completing an online math quiz; emailing the teacher; and 'chatting' with classmates online. Students will complete the majority of their work online except for, reading assignments, drafting essays, conducting experiments with school-supplied materials, working on quarterly and Smarter-Balanced projects, and studying for an exam. All offline assignments will be facilitated by a licensed teacher working with an EA or parent or other responsible adult. Students will use an assignment calendar to track short term and long term goals. It is a very helpful tool that provides students a list of activities they need to complete each day in order to stay on track toward meeting their target completion dates. The assignment calendar is also available for teachers to use, so they can monitor students' progress continually.

The courses offered by *Edmentum* provide students with multiple opportunities to develop a strong foundation in the Common Core Standards and prepares them for college. A variety of assessment tools including quarterly formative Edmentum assessments (aligned to HSA Common core Standards), Contextual Foundation Learning assessments, teacher devised assessments, portfolios, and HSA results, will be used to measure progress, evaluate student work, and provide feedback to students and instructors; and to effectively analyze data to determine the best courses of action for meeting students' needs individually.

Additionally, students will use Smarter Balanced practice learning tasks as a tool to culminate all Common Core Standards into "real-life" experiences. The Strive Hi Performance System will be used to measure the effectiveness of our program and our school as a whole.

Class size and structure

KLA classes will be partially structured in a traditional fashion with thirty students per grade level. A grade level, subject-specific teacher will teach the Common Core Standards to mastery in a traditional age/grade appropriate classroom. However, once students master the Common Core standard(s) in the traditional classroom setting, they will move into our large, student-centered learning environment characterized by plate glass windows and sliding glass doors that reveal beautiful landscaping and the lush scenery of Hawaii (our facility). Student learning stations are situated in this room. Other, smaller spaces on the campus facilitate the traditional classroom model.

The facility that we currently possess and have a free lease on for the next two years is approximately 3000 square feet. The front door opens to a large room that currently holds 12 tables with four seats at each table. The building is being used as a cafe to raise funds for our school and as a free internet/tutoring center, so it already reflects our learning model. There are two smaller rooms on one of the building and one smaller room on the other end; thus, our building suits our 4th, 5th, and 6th grade structure perfectly. Between the rooms there is also a kitchen and coffee bar area where students can sit and enjoy the unique learning environment while working on their online curriculum. Several Ka'u students are already taking advantage of our learning facility and enjoying our 21st century education tutoring model while enjoying pizza, pasta, drinks and desserts in our adjacent cafe!

KLA intends to use moveable walls to create fluid classroom for labs; studios, theaters, offices, quiet nooks, and lounge areas offering groups of students and teachers places to gather to collaborate on projects, make and view presentations, practice performances, and participate in small groups, workshops, and one-on-one instruction. Students will learn in spaces most appropriate for their individual learning styles and needs utilizing technology provided by the school as well as devices students can bring from home.

In this environment, student instructional time will loosely follow a bell schedule to ensure that students are addressing all core content and that they are provided instruction in the Common Core Standards. Students who clearly demonstrate autonomy in mastering the Common Core Standards, core content, and teacher assignments, and have parents or guardians who are willing to sign contracts to serve as “at home learning coaches” may complete portions of their work off campus during the school day. These students must attend a minimum of one (1) day per week with their assigned teacher.

II.B(2) Overview of Planned Curriculum /Alignment with Common Core State Standards

One of the greatest advantages of being a charter school is the ability to quickly modify curriculum to meet student needs. *Edmentum* Online Learning Programs will allow KLA to select from a diverse array of content providers. With the field of education technology evolving so rapidly, it does not make sense to specify the exact digital content that we will use, however *Study Island*, *Plato*, *Response to Intervention*, *Reading & Literacy*, *Intervention & Acceleration*, and *ESL Reading Smart* are just a few of the programs that seem to fit KLA's unique needs. All texts will be provided through laptops, tablets or iPads. Upon entry at KLA, students will be required to demonstrate the ability to use technology and will also be required to adhere to a strict code of ethical computer standards. *Edmentum* programs are designed to provide students with technological experience, problem solving skills, career skills, and a strong academic foundation that will create the building blocks for a successful college and career experience. KLA will use the following criteria to determine the appropriateness of our curriculum choice:

- Aligned: engaging content must support our curriculum and instructional objectives.
- Adaptive: lessons must continuously personalize instruction based on frequent assessment of student progress and mastery.
- Assignable: teachers must have some control over assigning lessons to address identified needs of individual students and coordinate with their instruction.
- Reporting: programs must provide useful feedback to both students and teachers.

KLA recognizes that technology is no magic bullet and that successful implementation of this blended-learning model will require staff development to:

- Teachers will participate in ongoing training to understand how to group students, plan and design appropriate lessons, review data, and revise groups and instruction. We will provide implementation training and employ a full-time blended-learning manager (Executive and/or Managing Director) to support teachers throughout the year.
- Meticulous planning: integrating online content and off-line instruction requires that teachers regularly review student progress data, adjust to flexible student groups, and differentiate instruction to optimize learning. Our schedule will provide teachers with regular planning time and guidance.
- Orderly culture: teachers will establish structured routines and procedures for students working independently, using computers, and transitioning between activities. School culture will be a major component of staff development and ongoing support.

Edmentum curriculum is designed, and will be continually revised, to prepare our students for the transition to middle school and high school and put students on the educational path to college and career readiness, so that each student has the skills they need to be a productive member of society. Instructors will develop pacing guides to ensure that all standards are taught to mastery. A significant amount of professional development time will be utilized to ensure that teachers have a thorough understanding of the standards not only at their grade level, but all grade levels in their subject area. Key features of *Edmentum* curriculum include:

- Teachers, administrators, students and parents can log onto one system to access a range of content, assessments and student performance data
- Organized around student groups and subjects -not whole class and grade levels -teachers can work with smaller groups of students and target instruction.
- Content can be quickly added and changed to provide students with developmentally appropriate and engaging materials.
- Curriculum can be supplemented with remedial and advanced content for all types of learners, including students with disabilities and the English language learners. On-going formative assessments provide students and teachers with immediate feedback to inform teaching and learning.
- Teacher created assessments can be incorporated along with those offered by content providers.
- Data analysis tools allow teachers to a review progress by student, group, and the standard and use the results to plan future instruction and facilitate response to intervention.
- Integrated grade book provides holistic real-time view of student progress to teachers, administrators and parents.

II.B(3) Academic Design

Ka'u Learning Academy intends to use an innovative classroom-based model that features students rotating between computer-based and teacher-led instruction. This model is appropriate for upper-elementary students who need consistent structure, direction, and support; it is based on what current research suggests about the learning process: students need to be challenged at their own level of proximal development in order to truly be engaged in learning. *Edmentum* online curriculum provides the tools that KLA needs to accomplish our goals. Blended-learning provides personalized lessons at the optimal level of challenge for each student by continuously assessing mastery and adjusting content and pace. In addition the rotational model in and of itself enhances learning. Varying the conditions under which learning takes place results in better learning. Finally, blended-learning can enhance student motivation: studies find the computer games motivate learners by offering immediate feedback, increasing participation and reinforcing knowledge, promoting the application and transfer of skills and changing behaviors and attitudes. They can also provide emotional experiences and help students overcome their negative experiences such as failure.

In practice, blended-learning at KLA will look like this: Our large common room will contain 30 networked computers with headphones, and students will rotate on and off of the computers throughout the day. With half the class engaged on computers, teachers can devote their attention to the other half offering individualized instruction or small group lessons, with teacher-student ratios no greater than 1 to 15. This ratio is even better with an EA in the room. The computer does not replace the teacher in this model; indeed a teacher is involved in all aspects of classroom learning, from assigning specific tasks and programs on the computer to monitoring student progress to reviewing assessment results and revising groups and instructional methods.

As students enter KLA they will be required to participate in an assessment that gauges their technical proficiency, and will be provided support where necessary. The KLA technology team, will provide students with the remediation necessary to ensure computer literacy and develop computer skills necessary to access all courses, conduct online research, and interact with peers

All students with Disabilities will be provided the proper services by KLA educators coordinating with the District/Complex Area Special Education Office (DES). KLA embraces the federal mandates, as well as state regulations, as part of their general education plan.

Section 504 Plans will also be provided to all students who are in need of additional support and who have been identified as being a good candidate for these services, but it should be emphasized that all KLA students will be provided with individual educational plans.

At risk students from families with low incomes will also be served with the same rigor that is provided to any student at KLA. Based on the academic performance of the local public school and the fact that 85% of Ka'u students are on the free and reduced lunch program, KLA assumes a large percentage of our students are "at risk." The same structures that are currently in place for all students would continue to serve those students, but additional programs will be added to close performance and assessment gaps. KLA's instructional model requires an understanding of the problems they face at home and at school.

There are six additional strategies that KLA will use to help English language learners (ELL's). They are:

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

All six of the specific strategies will be particularly well-suited to the anticipated 30% of students who are ELL. However, also useful to ELL is the cooperative and collaborative instructional strategies as ELL learners can be more relaxed learning with a peer or in small instructional groups. Finally, the independent study strategy, where ELL students can remediate lower levels of instruction they may have missed and put on headsets and listen repeatedly to vocabulary as well as simultaneously see the words on a computer monitor will be a well-matched strategy for this population.

KLA anticipates a small percentage of special education (SPED) students with IEP's. These students will automatically benefit from attending KLA because teachers design each student's plan as a routine. KLA teachers will have a set of resources from which to draw for all students, making them particularly prepared to help students with special needs. Our teachers will have an understanding that students evolve and instructional plans must be flexible, creative, and modified to fit individuals. In general, teachers will be prepared to:

- Set clear expectations for all SPED students
- Break assignments into smaller pieces for students to work on in short time periods using electronic timers if necessary
- Create breaks based on individual needs between assignments so SPED students can refocus on their tasks

- Schedule students for consistent, daily routines (unlike general education students who may self-regulate their days)
- Develop reward systems for good behavior, etc. based on individual student motivations
- Use visual and/or auditory reminders to change from one activity to the next using signals or electronic timers to begin/end activities
- Communicate regularly with parents to stay abreast of constant student change and home dynamics that generally affect SPED students more outwardly.

In summary, the primary instructional strategies will be varied dependent upon students needs. Each student will have an Individual Education Plan (IEP).

II.B(4)a. Attendance in the Virtual Environment

Students are expected to login to their courses every day that school is in session per the school calendar, at least twice, for 1.5 hours at a time. Students' primary teachers are responsible for tracking the amount of time and the dates students spend working on activities in their courses on campus. For those students who have learning coaches and whose primary location of study is their home, their learning coach is responsible for ensuring students complete activities required for daily attendance as outlined in each students' (IEP).

II.B(4)b Adherence to State and Federal Reporting Requirements

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

Students who are present in school for at least half of the required school day earn a full day of attendance.

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

II.B(4)c Proctoring DOE-Mandated Assessments

Test scores are required for grades identified in the Statewide Testing Program. A student is eligible and required to participate in the Statewide Testing Program at the school campus on designated dates and times. Mandated assessments will be proctored by school staff. Parents shall be responsible for securing necessary details from the office of the Executive Director of the school. Parents may elect to arrange for private testing at their own expense. The tests used shall be comparable to the appropriate criterion or norm-referenced tests used by the department in the grades concerned. The parents shall inform the school principal if private testing will be used for purposes of this chapter. [§8-12-9, Hawaii Administrative Rules, Title 8 Department Of Education, Subtitle 2 Education, Part 1 Public Schools, Chapter 12, Compulsory Attendance Exceptions]

II.B(4)d Academic Integrity of Virtual or Hybrid Model

A formal academic integrity policy and procedures will be established by teachers and students will sign an academic honesty contract. Anti-plagiarism software will be utilized for written assignments and research papers. All students and staff will participate in blended learning training which will cover academic integrity as one of its topics. Students will complete exams under proctored circumstances wherever possible. Otherwise, teachers will complete unannounced proctoring of exams throughout the course and compare student scores to other non-proctored exams for validity. Teachers will assign on the spot quick-writes of specified material to test for score validity and provide multiple measures for grading that ensure academic integrity. Students will participate annually in an academic integrity brush-up training module which will be offered online in a self-paced format. Final passing score is 75% or better. Students and staff will participate annually to review the academic integrity policy and evaluate new concerns, norms, and ground rules in the changing technological environments. Parents of students who serve as coaches for students learning at home will participate in the trainings and sign a contract agreeing to uphold academic honesty. Students will be encouraged to establish a peer-run academic integrity program.

II.C PUPIL PERFORMANCE STANDARDS

II.C (1) Pupil Performance Standards

The pupil performance standards for the school as a whole are based on Strive HI DOE Complex Area Target data and NCLB data from the existing local school. KLA as a whole will meet or exceed the DOE's targeted rates for reading, math and science in the Ka'u schools feeding KLA. Therefore, KLA will define its baseline after year one in concert with the data gathered from its own population to set subsequent year pupil performance standards.

Strive HI Performance System - Goals and Annual Targets for Ka'u

School Year	Reading Proficiency	Math Proficiency	Science Proficiency
15-16	65%	60%	87%
16-17	70%	66%	88%
17-18	75%	72%	90%

KLA believes that a student must master the standards at their own grade level before he/she can be successful at the next level. Therefore, we will require our general-education students to score "meets" or "exceeds" on the standardized test in all areas.

Because our program is standards-based and data-driven, our teachers will be required to maintain detailed records of each student's mastery level broken down by the individual Common Core standards. At the beginning of the year, every student will be given his/her own personal pacing guide so that they clearly understand what they will be required to accomplish each quarter. Students will work independently, collaboratively, and with direct teacher instruction within the framework of the pacing guide.

Our students will participate in the development of their own grading records. The grade book will contain every Common Core standard with detailed descriptions of each one. At the beginning of the year students will be given a series of comprehensive assessments that identify their proficiency on each individual Common Core standard. Students will record their own results. This will allow students to see and understand their own strengths and needs giving them greater autonomy over their own education. Our goal is to see students become truly

independent learners with teachers serving as facilitators assisting students when they recognize their own needs and ask for help.

KLA fully understands the hard work that will be required of students and teachers in order to see students achieve mastery of every standard required at their grade level, but we believe students will never experience success in any grade level until they have mastered the skills from all previous grade levels. KLA does not believe that final grades should be based by averaging a series of grades throughout the semester, but should reflect a student's level of mastery at the time the grade is given. Therefore, our students will be given comprehensive summative assessments at the end of every quarter. If a student does not master the required standards for any quarter, they will be required to attend remediation sessions before and after school or during homeroom until they demonstrate proficiency on each standard. In addition to demonstrating mastery of standards through traditional assessment methods, students will be required to complete a quarterly project that reflects a culmination of all learning objectives for that quarter. Teachers will be encouraged to collaborate to design cross-curricular projects such as combining science and math to design, plant, and maintain a garden. Students will use geometry skills to design the garden, science skills to maintain the garden, and ELA skills to write reports about their experience. By meeting or surpassing KLA's promotional requirements at each grade level, students will be prepared academically and non-academically to engage in the next grade level's educational program. For all grades, promotional requirements will be clearly documented and made transparent to teachers, students, families, and other relevant stakeholders through the student handbook and learning portfolio materials, orientation sessions, and conferences with students and parents. Each student's progress in meeting promotional requirements will be consistently monitored by her/his advisor. When a student strays from making adequate progress toward meeting these requirements, her/his advisor will follow an established protocol in providing necessary support to get the student back on track.

II.C(2) Academic Standards

KLA will adopt the Common Core standards as provided in attachment D.

KLA believes that it is critical to hold students to the highest possible expectations in order to prepare them for a rigorous middle and high school experience. Promoting a student who has not mastered the course content for his or her grade level not only sets the student up for future failure, but also sends the student the signal that KLA doesn't believe they can meet the same high expectations as their peers.

Students will be required to have a minimum of a 75% mastery of each Common Core Standard (provided in attachment D) to pass a course. Any student who fails to meet 75% mastery, will be required to virtually attend *Edmentum* recovery classes in the summer and at their own expense or repeat the grade. Any student who has more than 15 absences (excused or unexcused) may be required to repeat the grade, at the discretion of the Executive Director. KLA will not promote students who have not met the requirements for promotion. KLA will set clear academic expectations at the beginning of the school year during student orientation and in the parent/student handbook. KLA will communicate early and often with parents about their students' performance. Every week, parents will receive a short report about their child's homework completion, attendance and behavior for the previous week. All parents will be expected to attend a parent-teacher conference when the first report card is issued. In addition, parents will have passwords to access the students' online grade books and be encouraged to keep updated on student progress. Parents and students will be notified by the subject area teacher if the student falls into an at risk level during the school year in any given subject and be

made aware of the consequences of failing the course. After that, any student who is on track to repeat a grade (failing two or more courses) will be expected to attend a parent-teacher conference after each report card period. At the beginning of the fourth quarter, all students who are in jeopardy of not being promoted will have a parent conference with guidance staff and the Principal to explain why the student is likely to repeat and what they would need to do in the fourth quarter in order to be promoted.

II.C(3) Additional Standards

KLA will adopt only the Common Core Standards for at least the first three years of operation. We believe it is important to focus on mastery of the standards adopted by the state of Hawaii.

II.C(4) Exit Standards-attachment e

II.D HIGH SCHOOL GRADUATION

N/A-KLA will not offer high school courses

II.E SCHOOL CALENDAR AND SCHEDULE

II.E(1) Annual Academic Schedule

Ka'u Learning Academy will follow the Hawaii Department of Education calendar (attachment F). Our students will be an attendance for 180 days, and will follow the DOE plan for breaks and holidays. By following the same schedule as other local schools, we alleviate unnecessary burdens of families with children enrolled in the local public schools.

II.E(2)a-f. School Schedule

A typical week of school will be Monday through Friday, starting at 8:00 am and ending at 2:30 pm with early dismissal at 12:30 pm on Fridays for weekly teacher collaborative time and staff meetings. Lunch will be 30 minutes a day, and there will be two 15 minute breaks a day.

The minimum daily hours devoted to academic instruction is 5, and the minimum weekly hours is 25 with the maximum open campus hours being 36 hours per week.

In our blended-learning model, we will follow a bell schedule to ensure that students are devoting an adequate amount of time to every subject. We believe that elementary students require structure to remain on task. Students will attend classes in each core subject, and teachers will provide instructional time based on individual needs of each student. Beyond that, students will have a certain amount of autonomy in their online learning. Students work with their primary teachers to plan and organize their schedules as agreed in each student's Individual Education Plan. This arrangement is done in conjunction with the student, the student's primary teacher, and the parents (the student's team) at the beginning of the school year and may be revised as needed during the year. Teachers ensure students are staying on track with their work and attending to their courses. For students who are risk of not being on track in any given semester, participation in maximum campus time may be required. Primary teachers will work closely and actively with first year students to ensure they learn time-management strategies for the purpose of regulating and pacing their activities. The regular daily and weekly schedule is optimal for student learning because it allows for flexibility and encourages students to take ownership of their learning. Students are free to arrange their schedules within the parameters of their responsibilities; their own natural rhythms; and their team projects, performances, and internships. Students may use electronic calendars and clocks to signal activity changes on their own. Students will utilize Edmentum curriculum as the core of all KLA courses, and face-to-face

time is available to all students seven hours per day on the school campus. Students who are assigned to regular study at home with a learning coach/parent are expected to attend face-to-face meetings with their primary KLA teacher minimally one day per week. These students will also access each core academic instructor as well as their elective instructors throughout the week as needed/scheduled.

II.E(3) School Schedule-Attachment g

II.F SCHOOL CULTURE

II.F(1) KLA Culture

KLA will strive to create an environment in which high social and academic standards are "cool." According to the new Strive HI standards, the academic expectations for Ka'u students are the third lowest in the state of Hawaii. Ka'u Learning Academy still believes that, despite our socioeconomic challenges, the children of Ka'u can and will learn given the right educational environment and can perform at least equally well as any school in the state. KLA will re-instate high social and academic expectations for the children of Ka'u and create a culture in which students internalize those expectations. We will create a culture that encourages students to pursue higher education, meaningful and rewarding careers, and civic leadership. KLA teachers and administrators will make it very clear that they will do whatever they can, with great energy and dedication, to provide the highest quality education possible, and that, in return, each student is expected to put their very best effort into their education.

We clearly understand that the social culture of our school (how students relate to and interact with one another) will have a profound impact on student achievement and behavior. We will create a peer group structure that will encourage positive behavior and discourage abusive and disruptive behavior creating an environment in which positive social behavior and academic excellence are "cool."

II.F(2) Creating a Positive Culture

In order to develop a positive school culture, KLA will focus on three critical domains: engagement, safety, and environment.

1. KLA will project a welcoming and supportive environment for all students?
- 2..KLA will communicate clear expectations regarding pro-social behavior and respect within the school community with staff and students. These expectations will be communicated through character education classes held thirty minutes each week in homeroom. Each domain of our "Code of Conduct" will be the topic of discussion in homeroom at least one day a week. Though we prefer a free-form method of discussion, teachers will be provided professional development, and a manual of suggestions on how to conduct a productive session.

Code of Conduct

- I will be good and kind to others.
- I will be gentle to others, especially those who are weaker than I.
- I will choose to forgive.
- I will be patient with my teachers and fellow students.
- I will find and express joy at my own success and the success of others.
- I will persevere when things seem difficult.
- I will exercise self control especially when I am hurt, angry, or disappointed.
- I will walk in integrity even when no one is watching.
- I will value my educational opportunities and learn all that I can.

- I will strive for peace.
4. All adult members of the school community will model respect for diversity in their interactions with one another – and with students and their families.
 5. Multi-cultural education is the key to overcoming bias-based behavior and helping students develop empathy for others; therefore, KLA will integrate respect for diversity into our curriculum and hold students accountable for discriminatory behavior.
 7. When students do not meet behavioral expectations, especially regarding the treatment of other students, consequences will be fair, meaningful and consistent according to our discipline plan.
 8. KLA will strive to give all students a sense of belonging by supporting clubs, teams, and student organizations. We will celebrate student successes, progress and achievements so that all students see themselves as valued members of the school community.
 9. Through various means such as developing a strong school community council, holding "open house" twice a year, inviting parents to various awards assemblies, academic competitions, arts and science fairs, math and reading nights, theater arts performances, etc., KLA will welcome the families of all students into the school community and engage and encourage parents to work as partners in their children's learning.
 10. Disciplinary, academic, and attendance data will be regularly reviewed to identify "at risk" students. Those students will be provided adult and peer "buddies" as well as counseling to encourage them to become engaged in the education experience.
 11. KLA will review, and amend, its safety and security procedures quarterly to ensure that all areas to which students have access are well monitored and supervised, including hallways, locker rooms and athletic facilities, outside play areas, cafeteria, auditorium, etc.
 12. Academic achievement and growth will be celebrated through awards assemblies and various systems of rewards.

Once accepted into KLA, our students will have orientation sessions that will let them know that KLA is different from any other schools they might have previously attended. A school-wide assembly will be held on the first day of school to familiarize students with KLA's expectations. Students who enroll mid-year or students who are struggling at KLA will be assigned one peer and one adult "buddy" to help them acclimate to the culture of KLA. The "buddy" system will continue until the new student develops relationships on his/her own.

II.F(3) Special Needs Culture

Teachers' knowledge about and attitudes toward special education students are powerful determinants of learning opportunities and academic outcomes. Teachers may not know how to plan for children who do not fit the mold, so they become scared and resentful of these students and their parents. Teachers may sense that they will not be able to provide the child with an appropriate learning environment, that their teaching may be criticized, and that they will be accountable for a child who they could not serve. Thus, teachers confront themselves on a daily basis with their own perceived failure. A teacher who is in this situation is likely to begin to blame the child for not learning. Other students almost certainly pick up on even the slightest biases that teachers may have. That's why KLA teachers must adhere to our belief that ALL students, regardless of their socioeconomic background, can and will learn provided the right educational environment. We believe that a collaborative approach to education works best for special needs students, and that it is nonproductive to operate on the premise that some students have to fail in order for others to succeed. The assumption that individuals learn by their own volition is simply false. A more accurate perception is that a great deal of cooperation and

collaboration or involved in virtually every learning situation. Furthermore, people from different cultural social, and academic groups and backgrounds need to learn how to work together to deal with common concerns. KLA teachers will use culturally responsive teaching to develop an interdependence and feelings of community in which students understand that their lives and destinies are closely intertwined, and feel it is a moral obligation to respect academic diversity and help others learn.

II.F(4 & 5) See Attachments h and i

II.G SUPPLEMENTAL PROGRAMMING

II.G(1) Summer School

Due to budgetary constraints, summer school will not be offered at KLA. If we acquire funding through grants or other means in the future, we will change our policy regarding summer school.

II.G(2) Extra/Co-curricular Activities

Extra/Co-curricular activities are made available to students through various organizations including Pop Warner Athletics, Kahumoku 'Ohana Hawaiian Music & Lifestyle Workshops, Community Theater Arts sponsors, and various other community organizations. We currently have countless members of the community who are anticipating contributing their talents, skills and knowledge in developing co/extra-curricular activities.

II.G(3) Mental, Emotional, and Social Support

KLA will strive to create a culture of acceptance and support for all students. The first thirty minutes of every day is devoted to homeroom class which is designed to build a sense of community through instruction and interactive team-building activities such as games, talk sessions, etc. When the emotional behaviors of a student negatively impacts academic progress, a Functional Behavioral Assessment (FBA) and resulting Positive Behavior Support Plan (PBSP) will be developed by our Special Education Teacher under the direction of DES. It should be noted that Special Education Teachers are not counselors and do not provide therapy to the students but can discuss the behavior, factors that contribute, and teach the student how to better respond to those factors. If additional emotional services are needed for specific students, they will be referred to outside providers (psychiatrists, clinical psychologists, pediatricians, or other medical professionals).

II.G(4) Student-focused Activities

KLA believes that hands-on, real-world experiences can provide inspiration and the best learning opportunities for students; therefore, we will continue to work with our partners and to develop new partnerships with educational organizations to provide field trips, skype sessions, and other learning experiences for our students.

II.H SPECIAL POPULATIONS AND AT RISK STUDENTS

II.H(1) Meeting the Diverse Needs of Students with Learning Challenges (Overview)

KLA is located in an underserved district. Our school is specifically designed to accelerate the achievement of students with diverse needs. Our blended-learning model, co-teaching and systematic approach to assessment all contribute to our ability to personalize instruction for each child. We are absolutely committed to meeting the needs of all students, including those with disabilities and English Language Learners, and we believe that with appropriate supports our students will thrive. The range of interventions available at KLA includes:

- Supplemental curricula
- Computer-based programs for remedial and accelerated learning
- Small group instruction
- Push-in and pull-out services by certified special education staff and contractors
- Tutoring

Response to Intervention: KLA knows that students who begin to struggle need quality instruction immediately. Our RTI program is designed to quickly catch students before serious failure occurs and design interventions to put them back on track to academic success. It is a cycle that provides intervention options of varying intensity that are linked to specific learning needs. The RTI process at KLA follows these steps:

1. Estimate the academic skill gap between the student and typically-performing peers.
2. Determine the likely reason(s) for the student's depressed academic performance.
3. Select a research-based intervention likely to improve academic functioning.
4. Provide ongoing monitoring of academic progress to evaluate the impact of the intervention and try alternatives if necessary.
5. If the student fails to respond to multiple well-implemented interventions, students will be referred to DES.

Our RTI program will be coordinated by our Special Education Teacher who will train teachers in its implementation and regularly attend grade team meetings during the school year. These meetings will follow explicit protocols to focus on identifying struggling students, hypothesizing causes, developing intervention strategies, establishing measurable goals and timelines, and reviewing progress. These will be data-driven discussions using all available information, including standardized test results, teachers' observations and records, assessment results from computer-based programs, behavior and discipline data, and parent input. The result will be the creation of an intervention plan.

Our RTI model will utilize the common three tier approach:

- Tier 1 - High-Quality Classroom Instruction: General education teachers will be trained in and expected to use differentiated instructional strategies, materials and assessments within their classroom. Our blended-learning model provides frequent opportunities for targeted support within the classroom.
- Tier 2 - Targeted Interventions: For students who struggle in the general education classroom, Edmentum curriculum permits teachers to select from and add an ever widening array of programs to meet individual student needs. This allows them to provide alternative pedagogy, guided practice and appropriate pacing for each child. Co-teaching permits additional support to small groups and individual students. In addition, we will have a Special Education Teacher who can push-in and pull-out to provide one-on-one and small group targeted interventions. Finally, our teachers will provide tutoring to struggling students and the school will seek an afterschool program that provides academic support services.
- Tier 3 - Intensive Interventions: The goal of Tier 3 is remediation of severe problems that require intensive and sustained intervention. For example, we anticipate in our first years of operation most Tier 3 students may require intensive one-on-one reading programs.

The RTI process will operate on a six to eight week cycle to identify new students and review and revise existing students' intervention plans. Ongoing assessment is key to a successful RTI program, and our blended-learning program is uniquely suited to monitoring the achievement

of individual students and providing personalized instruction to meet their needs.

II.H(1)a. Anticipated Special Needs Enrollment

Based on statistical data, KLA anticipates serving students with special needs including students with IEPs, 504 Plans, ELL students, as well as intellectually gifted students. According to HSA test results for Ka'u's local public schools (2012-2013), approximately 65% of all students failed in math, and 52% failed in reading; therefore, KLA's model offers the targeted instruction and intervention services needed to bring a large percentage of students up to grade level. KLA's data-driven instructional model will ensure that students are frequently assessed to determine if they may be identified as struggling students who are not meeting performance standards.

Baseline assessments, are a part of the *Edmentum* online curriculum and will be administered for ELA and Math at the beginning of the school year. Thirty percent of Ka'u students are English Language Learners (ELL). KLA anticipates that its ELL population will mirror the community's; therefore, the school is prepared to allocate significant resources and personnel to ensure that it maximizes opportunities and delivery of quality instruction to encourage English language proficiency.

II.H(1)b. Special Populations Strategic Plan

We believe that all students can achieve academically, and special needs students will be expected to master the general curriculum and participate in extracurricular and other nonacademic activities to the maximum extent possible. In accordance with IDEA, Section 504, and other related state and federal laws, KLA will provide a free and appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs. KLA is committed to providing all students with access to a rigorous and high quality educational experience. Accordingly, we believe that all aspects of the school's environment, programming, curriculum, and instruction should be as inclusive and supportive of all learners as possible. All special student populations will take part in the same learning experiences and opportunities, have access to the same content, and be expected to demonstrate academic growth towards grade level benchmarks and expectations. Our Executive and Managing Directors along with our Special Education Teacher will coordinate services and supervise instruction for all special student populations.

Special Education and 504 Plans-From year one, staffing will include a Special Education Teacher and contract with District/Complex Area Special Education Office (DES) to ensure that all required special education and related services are being provided and that all IEPs and 504 Plans include the following:

- a statement of the child's present levels of educational performance
- a statement of annual goals, including short-term instructional objectives
- a statement of the specific special education and related services to be provided
- the extent that the child will be able to participate in regular educational programs
- the projected dates for initiation of services and the anticipated duration of the services
- appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the objectives are being achieved.

Even though general education teachers will be able to rely on the support of our in-house Special Education Teacher and (DES), KLA believes it is important for all instructional staff to receive substantial professional development in the implementation of IEPs and 504 Plans and interventions in the classroom. Therefore, KLA's administration will work closely with DES to provide training prior to the start of the school year to all staff on topics such as IEP and 504

Plan implementation, evaluation and reporting requirements, and the necessity for confidentiality relating to student records.

Edmentum's online curriculum, assessments, and reporting programs for special education services deliver a truly personalized learning experience that will help our teachers create a successful personalized special education program. Their online learning programs include a variety of instructional support and assessment tools that provide remediation, intervention, and detailed reporting. This helps educators easily monitor student progress, plan individualized intervention strategies, and adjust those strategies based on student results. Edmentum's curriculum will help KLA fulfill its mission and vision by providing:

- Assessment tools that evaluate student progress and provide individualized instruction
- Real-time reporting that tracks progress and pinpoints areas of weakness so educators can appropriately and effectively intervene
- Adaptable preferences that support each student's individual needs
- Engaging and interactive programs that provide students with a personalized learning experience

ELL-KLA will use an immersion model to the extent possible for educating ELL students. This will allow ELL students to rapidly gain language skills through peer interaction and English language immersion. Furthermore, ELLs will receive the same academic content as non-English Language Learners. Our academic model is uniquely focused on providing English instruction using ESL ReadingSmart which is a web-based curriculum designed to accelerate English language development for English Language Learners (ELLs) in grades 4 through 12. The program contains activities and reading selections for students and online lesson plans, worksheets, and printable handouts for teachers. Instructional materials are written at a variety of English proficiency levels. This helps teachers solve the challenge of teaching ELLs in multilevel classrooms. ESL ReadingSmart offers individualized, content-based instruction for newcomers, beginning, intermediate, early advanced, and advanced ELLs. ESL ReadingSmart offers a unique newcomers' program for beginning English language learners, a placement test, five ESL/ELD levels, multi-genre, multi-cultural content, multimedia vocabulary and comprehension activities, and 126 content-based reading selections written at all levels of English proficiency. While KLA recognizes the effectiveness of language immersion, the school also understands that ELL students will face daily language barriers in a general education classroom. Therefore, we will provide proper training on differentiating instruction and practice for ELL students. The professional development process will be driven by disaggregated student performance data for ELLs. KLA will provide professional development designed to foster teachers' understanding of the diversity among ELLs, highlighting the language and communication skills required in all content areas. KLA's stated outcomes for professional development specific to educating ELLs include:

- Teachers will be able to develop appropriate learning objectives for ELLs and understand how instruction can be modified to help ELLs access subject matter in line with standards
- Teachers will be able to regularly increase understanding for ELLs by contextualizing content in meaningful ways
- Teachers will be able to increase student achievement by differentiating material and grouping students in purposeful and meaningful ways
- During guided reading, teachers will be able to demonstrate effective reading strategies for ELLs and select texts which enhance, rather than simplify, ELLs reading comprehension

- Teachers will be able to use technology effectively to support ELL learning

Gifted and Talented-KLA's Gifted and Talented program will be flexible and provide special emphases as follows:

- Progression of students at their own rate and in accordance with their special interests and talents
- Diversity of high level learning experiences in school and community
- Time to be with other students of similar ability so they may learn from each other
- Guidance activities to understand themselves better, to develop interpersonal skills, and to make the best use of their educational opportunities

I.H(1)c. Identification of Special Needs Students

Special Education and 504 Plans-KLA's three tiered RTI process is designed to identify whether general education techniques and supports are sufficient or if a student might require special education services. Having exhausted all three tiers, the Special Education Teacher will collaborate with the general education teacher, EA, DES and the Executive and Managing Directors to review past attempts at meeting the student's needs and determine whether to recommend the student to for evaluation. We recognize that the school itself cannot make a determination and will work closely with DES to provide all necessary information to support its evaluation and IEP development processes. As KLA will be implementing a unique school model, it will be incumbent upon the Special Education Teacher to develop an effective working relationship with DES staff. In addition, we also recognize that parent consent is required for both initial evaluation and provision of services and our staff will work closely with parents to involve them throughout the entire process. To identify students with a pre-existing IEP, after our enrollment lottery is held in the spring (or if a student enrolls during the school year), school staff will immediately request student records to identify incoming students with disabilities. They will obtain and evaluate IEPs and 504 Plans to determine whether KLA is able to provide the services mandated, and work with parents and the DES to modify plans if necessary and possible. In instances where the school cannot provide the placement specified by the IEP and/or 504 Plan, and the parent provides consent, the DES will secure the student placement in a district school that provides the required services.

ELL -The school will use the State Education Department's process for identifying students who are English Language Learners. Before the school year begins school leaders will make home visits for each enrolled child and use this opportunity to administer the Home Language Survey, which will also be administered to any student enrolling during the school year. If this screening process reveals the home language is other than English or the student's native language is other than English, appropriate school staff will conduct an informal interview. If the student speaks a language other than English and also speaks little or no English, the school will administer assessments including, but not limited to:

- WIDA-ACCESS Placement Test™ (W-APT™)
- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs ®)

Gifted and Talented-Gifted and talented students will be identified using the following measures:

- Initially screen students by using multiple factors, including test scores, nominations, student's products, and past records
- Administer additional assessment instruments as needed
- Compile data on these students by using a matrix or case study form

- Review the data and recommend to the Executive/Managing Directors or designee the selection of students for advanced placement
- The Executive/Managing Directors or designee shall make the selections and obtain consent for placement of students in a gifted and talented program

Students who participate in programs for gifted and talented must show potential for, superior achievement through available assessment instruments, observations, and rating scales in one of the following areas of giftedness and talent:

- Intellectual ability;
- Specific academic ability;
- Creative ability;
- Leadership capability;
- Psychomotor ability; or
- Performing and visual arts ability

II.H(1)d. Special Education Instructional Programs, Practices, and Strategies

Special Education and 504 Plans-KLA agrees with the legal requirement that students with disabilities should be taught in the least restrictive environment and believe that our inclusion model will permit them to receive many of their required services within the general education classroom. Either direct or indirect Special Education Teacher support will be provided to individual students or small groups within or outside the classroom. Our blended-learning model allows students to be scheduled for pull-out services in a manner that limits missing critical components of classroom instruction. We have also budgeted for supplemental curriculum and assessment resources, such as specialized computer software and reading programs. Finally, in consultation with the DES, the school may issue an RSA letter that authorizes parents to avail themselves of free services that the school is unable to provide.

ELL-It is our intention to use structured English language immersion to help English language learners (ELLs) achieve proficiency in the English language as quickly as possible. Blended-learning is an ideal context for an immersion program. Using computers and headphones students can both see and hear the English language and practice speaking and writing. The computer initially targets student learning with differentiated, individualized lessons that enables them to learn at their own pace and to focus on specific skills. Edmentum curriculum allows students to continue to build vocabulary and bolsters students' confidence in their ability to understand and produce new language. To ensure that computer-based programs add value within the blended-learning model, software must emphasize rapid vocabulary acquisition, basic language structures, and development of listening, reading, writing and speaking skills. For students who require more intensive interventions, the school will be prepared to provide additional push-in support by a teacher or aid and/or intensive pull-out instruction. KLA will ensure that ELL students will not be excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. KLA will also make every effort to provide parents with limited English proficiency with notices and information in their native language to encourage participation in the school by all members of the school community.

Gifted and Talented-Edmentum curriculum provides differentiation for gifted students and contains instructional objectives designed to meet identified student needs. Students are expected to meet and exceed the regular education standards for the grade level. Edmentum's program for gifted students is designed to engage students in activities that require higher-level thinking skills

and allow students to set their own pace. KLA will foster creativity and specific problem-solving approaches and activities. KLA classrooms and other instructional environments will be conducive to learning and positive human interactions and will convey to students that learning is valued and intelligence and talents are respected.

II.H(1)e. Monitoring and Evaluating Progress

Special Education and 504 Plans-KLA will conform to all laws and regulations regarding the regular review of IEPs and 504 Plans. If the Special Education Teacher and support staff determine that a student's IEP/504 may no longer be appropriate to the child's needs, they may recommend that the DES conduct a re-evaluation to adapt the IEP/504 Plan or declassify the student. School leaders will regularly evaluate the efficacy of our special education program by disaggregating student performance data and reviewing progress toward goals of students with IEPs/504 Plans. Classroom observations will provide qualitative data about the quality of implementation of the RTI model. Parents will also be surveyed to determine their perspective on services and communication.

ELL-School leaders will regularly evaluate the efficacy of our ELL program by disaggregating student performance data and reviewing student progress towards English proficiency. Observation of instruction and learning support team meetings will provide qualitative data about the quality of implementation of the program. A variety of assessments will be used to determine when to exit students from ELL services. These assessments include but are not limited to:

- World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards
- WIDA Consortium English Language Proficiency Standards Resource Guide
- Hawaii English Language Proficiency Standards (HELPS)
- Common Core State Standards
- Hawaii Content Performance Standards III (HCPS III)

Parents will also be surveyed to determine their perspective on services and communication.

Gifted and Talented- A reevaluation may be requested after the student has participated in a gifted and talented program for at least thirty days, if the student, teacher, or parent does not consider the placement to be appropriate and of benefit to the student. Reevaluation may result in maintaining or revising the student's educational setting or program.

II.H(1)f. Special Education High School Promotion

N/A-KLA does not anticipate enrolling high-school students.

II.H(1)g. Special Needs Staffing

Special Education and 504 Plans-KLA will employ a Special Education Teacher to provide support services for students with IEPs and 504 Plans. A full-time counselor will be hired in Year 4. In the case of students whose IEP/504 Plans require the provision of related services not available at the school (such as speech, occupational therapy, physical therapy), the school will contact the DES of the school district of residence to arrange for services to be provided by the Department of Education or contract with external providers. The Special Education Teacher will administer the special education program within the school and serve as the primary liaison to the DES. He or she is responsible for maintaining all confidential records, including IEP/504 Plans, in a secure manner and making them available to staff as appropriate. These records will be stored in locked filing cabinets in an administrative office and an access log will be maintained. At the beginning of the year IEP/504 Plans will be provided to teachers along with a summary containing a description of the disability, goals, and required services. Special education staff will meet with each teacher to go over the IEP/504 Plan, including goals,

responsibilities, accommodations and instructional strategies, and to ensure the privacy of all records. General education teachers will also receive ongoing training to provide them with the skills and knowledge necessary to effectively include students with disabilities in their classrooms. Common planning time will also support collaboration between general and learning supports.

ELL-Our Special Education Teacher and our Managing Director (ELL team) will be responsible for implementation of our programs for ELL students. He or she will maintain all records, ensure timely screening to establish initial eligibility for services, and administer annual assessment to determine ongoing eligibility. The ELL team will be trained to support general education classroom teachers in assisting ELL students and their teachers. Once we know our students and can evaluate their needs, the school is prepared to hire additional staff or contract with external service providers if necessary, however, every KLA teacher will be trained in ELL education and be considered an ELL teacher.

Gifted and Talented-All teachers will be considered Gifted and Talented teachers

II.H(1)h. Special Needs-Virtual Component

KLA will use Edmentum's online special education curriculum, assessments, and reporting programs to develop Individual education plans for all students. Edmentum's online learning programs offer assessment tools that accurately evaluate student progress and provide individualized instruction; real-time reporting that tracks progress and pinpoints areas of weakness so educators can appropriately and effectively intervene; adaptable preferences that support each student's individual needs; and engaging and interactive programs that provide students with a personalized learning experience and focus on subject mastery, not just completion.

II.H(2)a-g Other Special Needs Populations

Based on current public school data for Ka'u, KLA anticipates 85% of our student population will be Free and Reduced Lunch, and only approximately one-third will be ready to begin school at grade level making the majority of our population at-risk of academic failure. Therefore, our entire school strategy is designed to meet the needs of "at-risk" students.

II. I STUDENT RECRUITMENT

II.I(1) Recruitment Plan

The families of Ka'u have been and will continue to be informed about Ka'u Learning Academy in a variety of ways:

- Announcements regarding school planning have been and will continue to be placed in the local newspaper
- Community open forums have already been held and will continue to be held to inform communities about our progress, to solicit ideas and opinions, and to assess enrollment interest
- A mail, email, and phone list has been established and is already being used to keep the community informed about KLA
- KLA will set up information booths at community special events, farmers markets, and other places that are frequented by members of our community
- Posters will be placed in conspicuous areas such as the local grocery store bulletin boards, libraries, convenience stores, church bulletin boards, and restaurants

- We will continue to work with representatives from the Marshallese Communities ensure equal access to all cultures.
- Our greatest recruiting tool is, by far, word of mouth recommendations

II.I(2) Enrollment Priorities

Pursuant to the law, children of KLA staff, KLA's board and founding board, siblings of children already admitted to KLA will be exempt from any lottery. It is our belief that education is more meaningful to children when presented in an environment that is familiar and relates to their home life; thus, we believe that the children of Ocean View, Na'alehu and Pahala would benefit most from our school. However, KLA's admission preference is in no way exclusive, elitist, or segregationist. It is geographic, as in all of Hawaii's public schools. We are seeking to build a student body which truly reflects the ethnic and economic diversity of our community.

II.I(3) Attachment j

II.J STUDENT DISCIPLINE

II.J(1)a. Discipline Policy

Ka'u Learning Academy will follow Chapter 19 BOE's Administrative Rules on Student Discipline substituting "Executive Director" and/or "Board of Directors" in place of "Complex Area Superintendent" or "Principal" where applicable. KLA will comply with all state and federal laws especially as they pertain to IDEA, FAPE, Section 504, and ADA. Before being fully enrolled in KLA, students, parents, and teachers will be given a copy of KLA's discipline policy and be required to acknowledge in writing that they have reviewed and agree to KLA's discipline policy.

Code of Conduct

KLA Charter School intends to provide an orderly environment conducive to learning and based on principles of student involvement and participation, personal responsibility, respect for others, and good citizenship. Ongoing disruptive behavior on the part of one student is an infringement on the rights of other students. Students are expected to follow KLA's Code of Conduct:

- I will be good and kind to others.
- I will be gentle to others, especially those who are weaker than I.
- I will choose to forgive.
- I will be patient with my teachers and fellow students.
- I will find and express joy at my own success and the success of others.
- I will persevere when things seem difficult.
- I will exercise self control especially when I am hurt, angry, or disappointed.
- I will walk in integrity even when no one is watching.
- I will value my educational opportunities and learn all that I can.
- I will strive for peace.

Disciplinary Policy

Clear communication and clearly defined limits promote acceptable behavior. To this end, the administration, staff, and student representatives of KLA will develop guidelines for student conduct on school property with the attendant regulations and procedures which constitute the school's disciplinary policy. In all cases these guidelines will be appropriate to the age level and maturity of the child, will be commensurate with the nature of the violation, will respect all children's rights, and will hold them accountable for their behavior. Treatment of students will be consistent without regard to race, color, creed, religion, sex, ancestry, national origin, socioeconomic status, or status as classified. A parent committee will review these guidelines,

whereupon the board may ratify them and the school will publish them in a special student conduct handbook, with which parents and students will be asked to acquaint themselves. (Provisions shall be made for informing parents/guardians whose primary language is not English.) It will be the responsibility of each classroom teacher to make sure that students know, from the beginning of school, what the particular rules and regulations of that classroom are and to interact with pupils in a manner that encourages self-discipline.

Positive Behavior Support

KLA will use a Positive Behavior Support (PBS) approach to behavior management. To ensure "buy-in" of our system, details will be developed as a collaborative effort with administration, staff, students, parents, and the Board of Directors once our charter application is approved. Our PBS system will incorporate proactive, positive (non-punitive), and instructional strategies exercised over time with consistency. These strategies involve establishing settings, structures, and systems to facilitate positive behavior change. We will implement monthly recognition/incentive programs to encourage positive behavior. KLA administration will promote the following key elements to ensure the success of our PBS system:

- All stakeholders share the operational set of values, beliefs, vision, mission, and purpose that shape the climate and culture of the school/classroom.
- Expectations for learning and behavior are clearly delineated and actively taught.
- There is a caring, inclusive climate and a collegial, cooperative culture.
- The climate emphasizes "connecting" the student — helping the student to feel a part of something worthwhile.
- Decisions are driven by data.
- Staff pays more attention to appropriate behaviors exhibited by students than they do to misbehaviors. Staff views misbehavior as an instructional opportunity and provides correction calmly and consistently.
- Administration is actively involved in the process.

II.J(1)b. Suspensions and Expulsions

KLA will follow Chapter 19 BOE's Administrative Rules on Student Discipline. Chapter 19 provides a list and definitions of the offenses for which students in the school must (where nondiscretionary) or may (where discretionary) be suspended or expelled based on Chapter 19.

II.J(1)c. Rights of Students with Disabilities in Disciplinary Actions

The KLA disciplinary policy for students with disabilities will be in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with DES to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. That said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the DES for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the

school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

II.J(1)d. Student Discipline Policy and Expulsion Criteria and Due Process

KLA will follow the policies and procedures spelled out in Chapter 19

II.J(1)e. Informing the Learning Community about the Discipline Policy

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

II.K PARENT AND COMMUNITY INVOLVEMENT

II.K(1) Current Community Involvement

The Ka'u community has shown overwhelming support for the development of this charter school. Because of the great success that KLA's founder (Kathryn Tydlacka) had with her students both relationally and academically, her students' parents encouraged her to start a charter school. Based on the needs and the desires of the families of Ka'u, she began working to develop a school approximately 18 months ago. KLA was planning to partner with another charter school for the 2012-2013 school year until we could obtain our own charter, but, for various reasons, we were unable to do so. Throughout that process, and with only word of mouth advertising, over 40 students signed enrollment forms with us, and at least 50 others (many of them home school students) verbally committed to enrolling. Ms. Tydlacka has currently raised approximately \$40,000 in cash and supply contributions for this school plus a three-year lease on a beautiful facility that had once been a golf course clubhouse in Discovery Harbour (Naalehu). We have also received a donation of five acres of land for future expansion. Ms. Tydlacka also met with County Councilwoman, Brenda Ford, and was offered six acres of land in Ocean View. Ms. Tydlacka and Joe Iacuzzo, took possession of the Discovery Harbour clubhouse in October 2103 and started a restaurant to help raise funds for the charter school. The restaurant is a huge success, because people in the community want this school so badly. We first had to renovate the building. Volunteers did all of the electrical, plumbing, painting, and carpenter work; window cleaning; bug extermination; and roofing. The restaurant itself also operates entirely on volunteer staff who are committed to seeing this charter school open. In the first two weeks of opening our restaurant, we raised approximately \$2000 in sales plus over \$1500 in donations. We have had six brand new laptops (still in the box) donated, five desktops, a brand new, high power projector with an 80-inch screen, 24 new chairs and several tables for classrooms, food products for the

restaurant, a pizza oven and refrigerator, tech service, and a whole lot more. People of all cultural, ethnic, and socioeconomic backgrounds are working together to achieve the common goal of providing quality educational choice to the kids of Ka'u. It is incredible to see the diversity of people coming together to achieve this goal; our wait staff at the cafe, includes a grocery store clerk, a struggling fisherman, and our local hospital physician (among others) who are all volunteering their hard work.

II.K(2) Engaging Parents and the Community

Because the founder of KLA had such great success with her students academically and relationally, and because she volunteered almost every afternoon to tutor kids on her own time and without pay, parents began to trust Ms. Tydlacka. They could see what kind of difference she was making in their children's lives. KLA held community meetings in Ocean View, Naalehu, and Pahala, and the communities showed strong support for the school. Now that we have a cafe, the community has banded together to make this school happen. We will continue the restaurant fundraisers until the school begins. This will keep parents and community members engaged. Ms. Tydlacka also tutors kids throughout the week and has taken some children on field trips in the name of Ka'u Learning Academy. Our most recent field trip was to Hakalau Forest where students learned about the effects of climate change on native species. Every student got to hold a native bird in their hand and release it back into the environment after it had been weighed, measured, and tagged. Ka'u Learning Academy has also taken students on field trips to the top of Mauna Kea, Waipio Valley, Volcano National Park, Hapuna Beach, and other places. We intend to take students on a whale watching tour in February. These kinds of experiences get children and parents excited about learning, and it gives community members a chance to participate in their children's education. When children are excited about learning they are intrinsically motivated and have better success academically. Because our children have positive interactions with each other, their parents and other community members, KLA has already developed a caring, nurturing, and supportive culture.

II.K(3) Encouraging Parental Involvement

KLA will strive to engage parents and the community in our educational mission through some or all of the following means:

- Invite parents to share experiences and information from their work or culture. Invite businesses to participate through mentoring programs, service learning, etc.
- Ask parents to be spokespersons in community groups, churches, and civic clubs to communicate about what's happening in school.
- Invite parents to accompany students on field trips or other extracurricular events.
- Keep a running list of things parents can do to help; post it in the parent center or on a parent bulletin board so parents could check the list when they come to school and have a few minutes to help.
- Invite parents to attend professional development sessions of interest to them.
- Ask parents to help create weekly school newsletters, brochures, media releases, etc.
- Provide "School Fact Card" for families to post on the refrigerator including school phone number, starting, ending and lunch times, names of principal, secretary, and school counselor, school council meeting dates, etc.
- Develop parent support groups around topics or issues: special needs students, discipline, what to expect from students at various age levels, technology, the Internet, and how to protect children; provide child care.

- Hold back-to-school night dinners and monthly socials, and invite local agencies and businesses to set up information tables.
- Work with family resource or youth services centers to identify other family needs and work to meet those needs as a school.
- Hold focus groups (discussion groups) asking parents how to engage other parents. Provide coffee and cookies or a meal and child care.
- Get parents involved in helping to develop discipline policies. This encourages parents to have input and then helps to implement the policies at home.
- Get parents involved in school committees. Make sure that this work is worthy, well-organized and creates results.
- When individual students have discipline problems, invite their family members to help create a plan to deal with the problem. Ask what works for them. Be prepared to share what you've found works at school.
- Ask parents to use their business connections and skills to support the school.
- Develop business partners who will plan collaboratively to focus their energies and resources on strategies that will raise student achievement.
- Host a dinner meeting and conduct a Business Leaders and Teachers Talking to discuss what local leaders and teachers want for students.
- Ask business partners to use their worksite for display and distribution of information about schools and parent involvement.
- Work with business leaders to provide resources that will move the business expertise and skills into the classroom.
- Work on a plan for taking elements of "school" to the worksite for sharing with employees, rather expecting the community to come to the school.
- Involved students in community service projects, under the guidance of parents, community leaders, or others that will benefit the school and involve all members of the community.
- Establish a community mentoring program for middle school or high school students; invite community members to come to school once or twice a year and spend 20 minutes one-on-one with students, asking about career goals, offering advice, listening to their concerns about the future.
- Develop a PR program to inform the community about innovative and successful school programs or awards. Ask local businesses to assist.
- Invite the community to school programs (student art shows, holiday programs, plays).
- Ask local civic groups to provide dynamic speakers to talk to students about the realities of the workplace; what they look for in interviews, job opportunities and educational requirements. Thank them by asking them to stay for lunch, sending a thank you note (ask students to do this) or thanking them through a letter to the editor.
- Establish a process to send regular letters to the editor sharing the positive things happening at school. These could be written by students, teachers, parents or administrators.

II.K(4) Community Resources

Ka'u Learning Academy will have many community resources to support our mission and vision. We have already partnered with the University of Hawaii/Department of Natural Resources and Environmental Management/College of Tropical Agriculture and Human Resources; Gilligan's

Cafe; Lighthouse Baptist Church; South Point Investment Group; Hawaii Science Festival; National Park Service; Science Camps of America; the Science Festival Alliance/MIT; 'O Ka'u Kakou; Pahala Hongwanji; several paleontologists, scientists and mathematicians across the United States who have volunteered to teach children through skype interaction; several private financial investors; and countless community members who are willing and eager to volunteer to teach art, music, theater arts, and Hawaiian cultural studies. We will continue to communicate with the families of Ka'u through telephone, email, face-to-face interaction, newsletters, the local paper, and other means.

Academic Partnerships and Collaborations

- University of Hawaii – We have established relationships on several levels based on our analysis of the kinds of support we need to be as successful as possible. Because we have a significant Marshallese community, we have been working with cultural anthropologists from the University of Hawaii to both better understand the needs of children from this community and to access support for our programs. This includes developing potential funding and grant resources through a relationship with the UH Foundation.
- University of Hawaii/Department of Natural Resources and Environmental Management/College of Tropical Agriculture and Human Resources-We have already partnered with this group to provide our students educational field trips to study Hawaii's native ecosystems
- National Park Service – Through relationships established by one of our board members, Joe Iacuzzo, we have a formal collaboration with this federal agency to sponsor “National Fossil Day”. This is a one-day event held in all 50 states, and Ka’u Learning Academy is the official and exclusive sponsor for all of Hawaii. This relationship gives us access to special educational resources provided by the National Park Service and gives us eligibility for unique grants for this program.
- Hawaii Science Festival – This state-wide week-long series of events is a way to introduce science to children and families. The festival will feature a lectures, tours and interactivities and will hold its inaugural event in the fall of 2014. Ka’u Learning Academy is an official sponsor with our executive director, Kathryn Tydlacka, a member of the festival organizing committee.
- Science Camps of America – This non-profit organization is based on Oahu and has established several week-long science camps in Ka’u. Ka’u Learning Academy participates in developing talks and activities and will develop reciprocal events in coming years.
- Fournier Center for Empowerment – This is our 501(c)(3) fiscal sponsor. Mark Fournier, also our board president, is recognized as an expert in fundraising for non-profit organizations. Mr. Fournier is developing special outreach programs to work with our families and help parents better understand, support and involve themselves in their child’s education.

Community Support Partnerships

- South Point Investment Group – This investment group has donated use of an existing building for temporary use (two years) for Ka’u Learning Academy. Additionally, they have donated a 30 year lease on five acres of land in Discovery Harbour (Na’alehu) for our first permanent buildings.

- ‘O Ka’u Kakou – This community organization has contributed expertise in facilities preparation
- Gilligan's Café – This restaurant operates in the building that will be the temporary school facility. It operates as a fundraising entity for Ka’u Learning Academy. Parents of many prospective students have assisted in preparing the café for operation and are donating time and labor to raise funds for the school.
- Leonard Project LLC – This company, based in Na’alehu, develops enrichment curriculum and other educational resources.
- Hale Merced Classic Car Center – This Na’alehu business has provided a number of resources in supporting Ka’u Learning Center. Owner Mark Passarelli, an internationally recognized expert classic car restorer, will provide enrichment programs for a variety of automotive and engineering topics.

II.L NON-PROFIT INVOLVEMENT

II.L(1) Non-Profit Organization

Ka’u Learning Academy (KLA) is fortunate and pleased to have a strong collaborative relationship with Fournier Center for Empowerment (FCOE.) FCOE is registered with the state of Hawaii and has a formal long-term agreement with KLA as our fiscal sponsor. FCOE has been recognized by the IRS since receiving its determination letter in 2008 as a 501(c)(3) non-profit educational organization and is currently in good standing with the IRS, the State of Illinois and the State of Hawaii. FCOE has provided a range of educational services since its inception in 2003, with its executive director, and our board president, Mark Fournier, an internationally recognized expert on fundraising for non-profit organizations.

II.L(2) Non-Profit Support

FCOE has committed to fully support KLA by working closely with us to develop fundraising programs and projects, strategic partnerships and other ways of supporting our mission and vision. Coupled with the experience of Joe Iacuzzo, whose background in strategic marketing and partnership development in the private sector brings us an unparalleled advantage in these areas, we anticipate substantial support on a regional and state-wide basis. This support will be both academic and financial. We have been encouraged by both the HK Castle Foundation and the Atherton Foundation to apply for grants from their organizations. These and other state-based and national foundations will help us meet our financial needs.

II.L(3) Non-Profit's Qualifications

FCOE has decades of experience in developing fundraising programs and campaigns for non-profit organizations. These include *United Way*, *Make-a-Wish*, *ChildHelp USA* and many other groups. Fundraising programs range from impactful videos designed to solicit donations to charity events such as celebrity poker tournaments, golf tournaments, etc. In addition to working with FCOE to support KLA in our fundraising and school support, we also will develop our own programs using the expertise of some of our other staff, board and advisory board members. Several members have deep ties in Hawaii and we will utilize these relationships to grow our school and meet all of our goals.

II.M GEOGRAPHIC LOCATION

II.M(1) Geographic Location

Ka'u is located on the southern end of the Big Island and is the largest district in the state of Hawaii. It is larger than the entire island of Oahu in land mass but provides no choice in education. Ka'u Learning Academy will be the first and only charter school within the Ka'u district.

Ka'ū was one of the six original districts of ancient Hawaii on the island. It includes the areas of South Point, Hawaiian Ocean View Estates, Nīnole, Wai'ōhinu, Na'ālehu and Pāhala.

The district contains much of Hawaii Volcanoes National Park, including the volcanoes Kīlauea and Mauna Loa, and Punalu'u Black Sand Beach, Papakōlea (Green Sand) Beach and Kamilo Beach. To the east of Ka'ū is the Puna District, and to the west is the South Kona District. The population of Ka'u is approximately 7000 (2010 census).

The people of Ka'u face a substantial number of economic, social, and educational hardships. With 45-55% of the population of Ka'u 200% below the federal poverty level (2010 U.S. Census), Ka'u has one of the highest poverty rates in the state. The 2010 Federal Poverty Guideline for a family of four in Hawaii was \$25,360.

High proportions of the very young and the very old live in poverty, and one-third of the families—more than double the State average—receive food stamps. Ka'u schools are 85% free or reduced lunch compared to the state average of 47%. The Kau Area has the highest percentage in the State of "idle teens" (not in school and not working).

In addition to the challenges of poverty, almost one-third of Ka'u students have English language deficiencies and the public school proficiency rates are among the lowest in the state. .

Relevant Student Data and Statistics

	Ka'u	State of Hawaii	
Free and Reduced Lunch	85%	47%	
ELL	30%	10%	
Math Proficiency	35%	59%	
Reading Proficiency	45%	72%	

Student Ethnicity

Ethnicity	Ka'u	State Average
Hawaiian Native/Pacific Islander	51%	34%
Two or More Races	20%	8%
Asian	15%	35%
White	11%	14%
Hispanic	3%	4%
American Indian/ Alaskan Native	1%	1%
Black	0%	2%

II.M(2) Rationale for Selected Geographic Area

Though our district is larger geographically than the entire island of Oahu, Ka'u offers no choice in education. Schools in the Ka'u district have consistently been among the lowest achieving in the state of Hawaii, and according to Strive-Hi, the Department of Education has lowered the expectations of Ka'u students to the third lowest in the state. Even after four years under a federally mandated partnership with Edison Learning, 65% of Ka'u students failed in math, and 55% failed in reading on the HSA in the 2012-2013 school year. KLA finds these percentages unacceptable and has proven that our methods are far more successful at meeting the unique needs of our children. The founder of KLA spent two years teaching in the public school in Na'alehu. After the first year, she could clearly see that the system was not meeting the needs of her students, so she risked her career in a bold effort to see her students succeed. She

implemented methods that she had acquired and developed throughout her 15 years in education, and she saw immediate results with her students. Students who had never even considered the idea that they might succeed in education, started achieving at amazing levels on the monthly benchmark assessments and the HSA. Ms. Tydlacka saw many special education and ELL students make 50-60 point gains on the HSA under her instruction. Her class scored 66% proficient on the HSA (71% FAY) compared to 33% for the rest of the school. Perhaps of even greater importance is the fact that only 13% her students scored in the "well below" category compared to 36% (FAY), and a full 30% of her students scored "exceeds" compared to 5% for the rest of the school. In response, her students and their parents requested that she begin a charter school. That is why KLA chose this area to start Ka'u Learning Academy.

II.N ACADEMIC PLAN CAPACITY

II.N(1) Leadership Team

The culture of Ka'u Learning Academy is such that all of our board members, administration and staff are invested in, and will have important roles in, the school's development, operation and the academic success of our students. This is particularly true during our initial years of operation. Our teachers, in particular, will have a serious investment in their student's as a part of the KLA philosophy. Of course, when specific decisions must be made, our board of directors, along with KLA's Executive Director, will have the final responsibility to set the course of the school. Our school's academic vision was created by our Executive Director and proven in the classroom. It is the intent of the board to adhere to that vision and support the administration and staff. Attachment O contains the resumes and CVs of the KLA leadership team who have, and will continue to, play roles in developing and implementing our academic plan. This leadership team includes our Founding Board of Directors Mark Fournier, Dr. Lok Lew Yan Voon, Kathryn Tydlacka, Joe Iacuzzo, Nancy Sledziewski, Michael Richards, and Terri Chopot along with our initial Academic Advisory Board members Dr. Dale Baker, Dr. Ken Lacovera, Dr. Stuart Sumida, and James Bordonaro.

II.N(2)a. Leadership, Administration and Governance Qualifications

The school is ultimately governed by the board of directors. However, the board, led by its chairman, Mark Fournier, believe in the vision and leadership of Kathryn Tydlacka, the school's executive director. Our founding board members have significant education and leadership experience, along with a number of other important skill sets that will provide deep resources for Ka'u Learning Academy. Mark Fournier has over 25 years experience developing marketing, public relations and fundraising programs for non-profit organizations, such as United Way and Make-a-Wish. As the founder of the Fournier Center for Empowerment, he has developed a number of educational programs for both children and adults that are being used throughout North America. Dr. Stuart Sumida is a professor of anatomy in the University of California system. His deep family roots in Hawaii give him a particular passion for the children of Hawaii. Dr. Sumida has been involved with a number of education development and outreach programs in California and throughout the United States, including many workshops for educators. Our other board members bring a wealth of direct experience as educators, and a number of our advisory board members, such as Dr. Dale Baker, a professor of the Mary Lou Fulton College of Education at Arizona State University, are giving Ka'u Learning Academy a fantastic depth of resources to implement our academic plan. The school administration is being directed by our

founder Kathryn Tydlacka, and will work closely with the Board of Directors and Advisory Board to insure smooth, full and successful implementation.

II.N(2)a. Curriculum, Instruction, and Assessment Qualifications

Our executive director is personally taking the responsibility for the training of our teaching team and the hands-on oversight of the implementation of our academic plan. This gives us a solid foundation to put all of our methodologies into place. Administrative support will be provided on-site by founding staff member Joe Iacuzzo, who co-created one of the most successful on-line informal science education programs. Together with a teaching staff who will become full partners in the implementation of the academic plan, we will have our students fully integrated into the school's plan in a short period of time. Our teachers will be hired with the understanding that our curriculum and teaching methodologies utilize a unique approach to a blended flex curriculum. As is set out elsewhere in this application, our assessment procedures are thorough and ongoing and will provide the board, administration, teachers and parents with real-time progress of all our students and the ability to be proactive in addressing any issues that may arise.

II.N(2)c. Performance Management Qualifications

The founding board of directors has already made it clear that monitoring performance of administration and staff is a responsibility that they take very seriously. Fortunately, and importantly, we have experienced educators on the board who are eminently qualified to make sound and informed assessments of performance, particularly from the perspective of a new school that is bound to have a few hiccups along the path to what we know will be success. Both the board and the administration have an "open door" policy that will assist in addressing any performance issues.

II.N(2)d. Parent and Community Engagement Qualifications

We are fortunate to have a broad base of support and engagement within the community and particularly with many of the parents whose children will become KLA students. Our founder, Kathryn Tydlacka, as a teacher at the local elementary school, developed a number of close relationships with her students and their families. It was at the urging of many of these parents that KLA was conceived. Ms. Tydlacka has been a member of the School Community Council for several years, currently serving as a full member. Our community has contributed a great deal of support, both financially and with their assistance in several projects that are benefitting the establishment of the school. This support ranges from our local fishermen repairing our building roof to our local physician waiting tables at our fundraising events.

II.N(3) Ties to Target Community

Our founder, Kathryn Tydlacka, as previously stated, has been a very successful teacher in Ka'u, with students from Na'alehu and Ocean View. In addition, through community meetings in Pahala and family relationships, many community members have had the opportunity to meet Ms. Tydlacka. Our fundraising events have engaged many community members and leaders both as attendees and volunteers, affording us a chance to share our plans for the school to their overwhelming support. Our operation of a small café has integrated us into the community in a very unique way, allowing us to raise funds and create relationships with many in our small communities. Several of our board members and advisory board members have long and deep ties to the community.

II.N(4) Essential Organizations

Section II-K-4 sets out a number of the relationships that we have established. These businesses and organizations are all committed to our success and providing us with resources for our students. Since we are still in the embryonic stages of creating our school, many of the specifics

of their roles have yet to be fleshed out. An example of the roles we anticipate them playing is the recent 2 day field trip KLA organized with the UH Hilo to take 12 future students to the Hakalau forest on Mauna Kea where we worked with university biologists to capture, tag and release endangered bird species.

II.N(5) Planning and Development Partners

Again, in II-K-4 we set out a number of organizations and businesses that will collaborate with KLA on a wide spectrum of academic enrichment activities and presentations. One contribution that we have yet to elaborate is that of our founding board president Mark Fournier. Mr. Fournier is an expert at developing fundraising programs for a range of non-profit organizations on a national and regional level. In addition, Joe Iacuzzo has decades of experience in strategic marketing and as a lobbyist, critical skills during our formative years. Both are enthusiastically looking forward to working with KLA to bring in support. Other organizations that have agreed to work with us are in the process of developing specific programs, or are waiting for confirmation that we have acquired our charter before devoting the time and energies to program development.

II.N(6) School Leadership

Our Executive Director will be Kathryn Tydlacka. KLA is based on Ms. Tydlacka's vision of how to best provide a quality education for the children of Ka'u and is reflected in a number of aspects of how the school will implement our academic plan. With experience as a very successful teacher in the classroom, as an administrator and as a member of the School Community Council, Ms. Tydlacka is well qualified to accept the mantle of KLA Executive Director. Attachment M sets out her CV and Attachment N set out the job description of the KLA Executive Director.

II.N(7) Additional School Leadership

At KLA we consider our Board of Directors and our Advisory Board to be important members of our leadership team, particularly during our founding years. We are very fortunate to have a number of individuals with tremendous education credentials who have committed to helping us realize our goals. Our Board President Mark Fournier is widely recognized for his expertise not just as a fund raiser, but as a communicator and educator. Founding and Academic Board Members Nancy Sledziewski M.Ed., Dr. Lew Yan Voon, Dr. Stuart Sumida, James Bordonaro, Dr. Dale Baker, and Kathryn Tydlacka M.Ed. are all education specialists with significant experience in the forefront of the science of education. Dr. Sumida has been a featured speaker at the prestigious TED talks and Dr. Lew Yan Voon is the Dean of Science and Mathematics at The Citadel. Dr. Dale Baker is a specialist in science education, winning many awards for her work and research, and James Bordonaro is a recently retired charter school director who is a specialist in developing turn-around programs for academically troubled schools. Attachment O sets out the qualifications of these important members of our leadership team.

II.N(8) Start-Up Funding

In the months following our application being approved, our founding executive director, Kathryn Tydlacka, and our founding managing director, Joe Iacuzzo, will work full time to finalize the development of Ka'u Learning Academy. As we already have a facility for our first two years of operations, we will use this as a base to continue to develop the school, curriculum and begin to source our initial educators and staff. We anticipate acquiring start-up grants and other contributions once the approval is received. These funds will be used to compensate any staff working during the pre-opening phase of operations. To date, three granting organizations, including the HK Castle Foundation and the Atherton Foundation, have indicated their desire to

provide funding once we are approved. We also plan to continue to offer special enrichment programs to the students whose families have expressed their intention to enroll their children in Ka'u Learning Academy. We expect to have at least four such programs during our pre-opening year, similar to the program we just held in collaboration with the UH Hilo. KLA will also hold tutoring sessions and will continue to operate Gilligan's Cafe as our primary fundraising source.

ILO THIRD PARTY EDUCATION SERVICE PROVIDERS AND CHARTER MANAGEMENT ORGANIZATIONS

N/A-KLA will not use a third party education service provider or charter management organization

III. ORGANIZATIONAL PLAN AND CAPACITY

III.A GOVERNANCE

III.A(1) Board Mission and Vision

Our Founding Board of Directors has worked closely with the Ka'u Learning Academy founder, Kathryn Tydlacka in order to understand, through her personal experience and vision, what it is the school will accomplish and have a common mission and vision. Attachment q is a copy of the Bylaws and Attachment r is the completed and signed Statement of Assurances.

III.A(2) Organizational Chart

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

III.A(3) Governance Philosophy

The governance philosophy that will guide the Ka'u Learning Academy Board is based on establishing policies and procedures that will insure compliance with all state and federal requirements while allowing the mission and vision of the school to be fully implemented. The founding board understands that the teachers and staff, under the guidance of the Executive Director, must be empowered in order to provide our students and their families with the educational opportunities KLA will offer. The Board will also work to reach out to the communities of Ka'u to build relationships with families, and businesses that will be mutually beneficial. This is particularly important in Ka'u as the small communities that comprise our district are keenly aware of all the issues of education that our school will address.

III.A(4) Governance Structure

The Bylaws of Ka'u Learning Academy set out the governance structure of our school, beginning with the Board of Directors, to the Executive Director to the Staff. The Founding Board of Director's governing role is set out in the Bylaws (attachment Q.) KLA currently has seven Founding Board Members with significant experience in education, curriculum development, leadership, non-profit management, grant writing and fiscal planning and oversight. Our initial Advisory Board will be utilized in order to access specific skills that may not be represented among the Board at any given time, for example; attorneys, accountants, and IT experts, along with educators with specific areas of expertise. Key skills sought in compiling our Founding Board included; non-profit experience, PhD's and M.A.'s in education, business expertise and curriculum design, experts in the arts and in technology and proven leaders. The Founding Board will develop training and performance measures that will provide metrics to gauge KLA's academic and operational success. As KLA will utilize on-line and other digital curriculum components, our Board has committed to understanding how these critical components of our academic plan will benefit our students. They will become familiar with the specific technologies that the school will implement in order to effectively evaluate the schools success.

III.A(5) Current Founding Board Members:

Board President – Mark Fournier

Vice President – Joe Iacuzzo

Secretary – Nancy Sledziewski

Treasurer – Terri Chopot

Director – Dr. Lok Lew Yan Voon

Director – Michael Richards

Director (ex officio) – Kathryn Tydlacka

See Attachment t for completed and signed Board Member Information Sheets.

See Attachment o for complete resumes of each Founding Board Member.

See Section 1.A (Executive Summary) for professional biographies of each Founding Board Member.

We have also included the resumes of our Advisory Board Members in attachment o. These Advisory Board Members include:

- Dr. Dale Baker
- Dr. Stuart Sumida
- Mr. James Bordonaro
- Ken Lacovara

III.A(6) Non-profit Information

III.A(6)a. Governing Board

KLA is collaborating with the Fournier Center for Empowerment (FCE) as our fiscal sponsor. Mark Fournier, the FCE Executive Director, is a member of the KLA Board of Directors, and there are not members of the FCE board involved in any capacity with KLA.

III.A(6)b. Board Transformation

Not Applicable

III.A(6)c.

There is no relationship, formal, implied or planned, with the FCE Board or any of its members.

III.A(7) Selection of Board Members

Our board members were selected for their expertise in their specific areas of education and business. Each board member has had the opportunity to review the school plan as well as discuss at length with Kathryn Tydlacka the methodologies that she has developed and how they will work for the children of Ka'u. While many other candidates were considered, we had the good fortune to select those very qualified individuals that we feel will provide KLA with exceptional leadership and vision. The Founding Board will meet monthly and have an annual meeting each July. While we will have specific committees such as fundraising/grant writing, community outreach, etc., we have not yet formalized the structure of these committees.

III.A(8) Board's Ethical Standards

The Founding Board has will adhere to the Bylaws (attachment Q) and a Code of Conduct for ethical standards and conflicts of interest. See Attachment q for the Bylaws and Attachment u for the KLA Board Conduct and Ethics agreement. There are no existing relationships that could pose actual or perceived conflicts if the application is approved. The Board, during its monthly meetings, will ensure any potential conflicts of interest are addressed and resolved. All board minutes and agenda's will be made public on the school website and also be made available on school premises and summarized in parent and community communications. This will allow for all stakeholders and anyone with an interest or involvement in the school to maintain an informed decision making process.

III.A(9) Board Transition

The Bylaws (attachment Q) address how the board will be increased to nine members over time, transitioning from the founders over a three year period. As we implement all of our programs and plans, the skills and expertise we need from new board members will become clear. Once we have a clear understanding of our needs, we can better target the individuals that will be able to provide us with the specific sets of experience and skills that will best help KLA grow and succeed. The KLA Founding Board will participate in annual Board Training conferences and in-house training sessions to increase the capacity of the current proposed school governing

board members and establish benchmarks for future board members. We anticipate, based on their enthusiasm for KLA, that Founding Board members will continue to be active in fundraising for our school even after they have served their terms.

The Founding Board Members serve for three (3) years with staggered terms (see Bylaws for specific election dates.) The terms will begin in 2015 upon the opening of the school with three (3) members serving an initial term of four (4) years to accomplish a staggered term system that will allow for newer members to be brought up to speed by experienced members. KLA has integrated suggestions from document “Creating and Sustaining High-Quality Charter School Governing Boards” in establishing board criteria and composition. We have adopted the staggered term concept so that new members will be able to work with experienced members, providing a better understanding of board responsibilities and vision. Board meetings will be conducted using Roberts Rules and any guidelines set by the state of Hawaii under the Sunshine Law, as well as those set out by the Hawaii State Public Charter School Commission.

III.B ADVISORY BODIES

KLA's board was selected to include individuals with a wide range of relevant experience in education that will prove invaluable to our school and our development. KLA will reach out to these people, all of whom have committed to providing their time and energy to meet the academic needs of our school and our students. In addition to the Academic Advisory Board, we will have a Community Relations Advisory Board and a Facilities Advisory Board. We have already developed an Academic Advisory Board. Part of the reason we have not formally established our Community Advisory Board is the fact that our community relationships are well established. We have informal commitments from a number of community leaders to serve on this board and intend to have it in place by June 1, 2014. Additionally, as we have a facility in place for our first two years of operations, we felt that it would be easier for us to attract appropriate Facilities Advisory Board members following the granting of our charter. We intend to have this board in place by September of 2014.

Academic Advisory Board

Please see attachment v for resumes

Dr. Dale Baker- Dr. Baker specializes in science teaching, science teacher professional development and engineering education, with a special focus on equity issues. Dr. Baker is a fellow of the American Educational Research Association and the American Association for the Advancement of Science. She has more than forty years experience as a classroom teacher, a teaching assistant in graduate school, and a university professor. “I identify future great teachers by their willingness to be self-critical and make data driven decisions about what constitutes good instruction.”

James Bordonaro-Mr. Bordonaro retired in 2009 as the Director of a charter school in upstate New York after more than 30 years experience as a teacher and administrator. He began his career in the traditional public school system and, since 1991, worked with public charter schools. Mr. Bordonaro earned a reputation for taking on the challenges of schools that had proficiency problems and was brought in as a turn-around specialist in 2005 and 2006 to troubled schools that were facing closure. In both instances, he was able to change the school culture and create successful programs that resulted in the schools being granted long term extensions of their charters. One of these schools was a Title One school, providing invaluable experience that

relates directly to the socio-economic issues affecting the communities of Ka'u and our potential students.

Dr. Ken Lacovara-Dr. Lacovara is a professor at Drexel University in Philadelphia and a curator of natural history at the Academy of Natural Sciences. While his work is heavily focused on research, he has spent many years both as an educator and developing education outreach programs. Dr. Lacovara was a major contributor to the Jurassic Park Institute project that developed classroom content used by over 35,000 elementary school teachers. He is also a member of the prestigious Explorers Club, inducted for his work in Africa and South America.

Dr. Stuart Sumida- Prof. Stuart S. Sumida is a property owner in Ocean View, Hawaii and is a professor of Biology at California State University, San Bernardino, where he joined the faculty in 1992 after completing a Ph.D. in biology at the University of California, Los Angeles. He is an internationally respected instructor and paleontological researcher, having delivered lectures in the United States, Canada, England, Germany, Brazil, and Hong Kong. He is the recipient of the Wang Family Excellence of CSU, 2008, which is designed to celebrate those CSU faculty who have distinguished themselves by exemplary contributions and achievements in their academic disciplines. In 2011 the Carnegie Institute of Washington D.C. named him the outstanding professor for the entire state of California. Dr. Sumida has been at the forefront of science education, working with educators through educator workshops and outreach programs. As the chairman of the Society of Vertebrate Paleontology education committee, Dr. Sumida developed, implemented and conducted many workshops that provided tools to educators for teaching science. He is also a noted TED talks speaker, where he discusses how he integrates paleontology into education. Acknowledged as the world's leading expert as an anatomical specialist for animation and digital special effects, Prof. Sumida has more than 50 feature-length film projects to his credit, working with such studios as Disney, DreamWorks, Pixar, Sony Pictures. He is the consultant of animal anatomy for many films, including *Kung Fu Panda*, *Stuart Little*, *Tarzan*, *The Lion King*, *How to Train Your Dragon*, *Life of Pi*, etc.

III.C KLA COMPLAINTS PROCEDURE

See attachment w

III.D STAFF STRUCTURE

III.D(1)Staffing Chart Template-See attachment x

III.D(2) Staffing Plan Rationale

Our Executive Director will work in conjunction with our Managing Director to perform a wide variety of duties including tech support, data collection and analysis, fundraising and grant writing, media relations, assist with recruiting and training of new board members, establish policies, implement strategic plan, staff grievances, teacher evaluations, professional development, managing the budget and personnel, audits, building and construction, emergency procedures, insuring compliance with all state and federal laws and mandates including ADA, SPED, FAPE, IDEA, etc., and managing and ensuring success in accordance with Strive HI. Our SASA will perform duties including: assisting the Executive and Managing Directors with daily administrative services functions by: planning, arranging for and/or providing office support and related services to meet priorities; greeting and ascertaining the purpose of callers and assisting or referring them as necessary; answering or referring inquiries on policies, regulations, procedures and activities of the school; contacting parents, departmental offices, other

governmental agencies, business concerns and community groups for information required by the school or to disseminate information and secure cooperation; reviewing and distributing incoming correspondence, circulars and other materials; composing standard letters; informing the Executive Director of matters requiring immediate attention and concerns relative to appointment, commitments and deadlines; organizing and maintaining the office files; maintaining personnel records for the staff; collecting cash, maintaining fiscal records, and completing reports on expenditures and fund balances; preparing, compiling and submitting purchase orders, checking against invoices and maintaining records of purchases; maintaining inventory records, performing physical inventory, and completing report forms; maintaining student records and compiling required data; operating and maintaining a variety of standard office machines; typing letters, reports, schedules, bulletins and other material; cutting stencils, duplicating and distributing a variety of material; instructing students assigned to the office; assigning and reviewing their work. For the first two years of operation, our Managing Director and SASA will also perform office duties such as answering the phone and greeting parents and community members when they come in to the school.

We will hire a full-time teacher for each grade level (4,5,6) and one teacher to oversee our virtual program. Our virtual teacher will be certified in Special Education and will ensure compliance with all state and federal laws regarding Special Education. Our virtual education teacher will be onsite daily, and will oversee students working on computers as well as providing educational support to home school students. We will hire two EA's to support our teachers in the classroom overseeing the online component of our program and performing lunchroom and recess supervision to allow adequate teacher breaks in compliance with the master bargaining agreement and state and federal laws. Both of our EA's will be trained to assist in ELL and SPED support and will work with small groups of higher-needs students inside the classroom under the direction of our SPED teacher. We will hire one individual to perform a variety of duties including driving the bus, performing routine maintenance tasks, cleaning, and overseeing security issues.

III.D(3) Adult to Student Ratios

Our Executive Director with the support of the Managing Director will manage all faculty and staff. Our teacher-student ratio in the classroom will be 1:27 and our virtual component for the first year will be 1:30 and increase from 5-10 students per year thereafter. The total adult to student ratios are as follows:

2015-2016 1:11

2016-2017 1:12

2017-2018 1:12

2018-2019 1:13

2019-2020 1:15

Teacher to student ratio:

1:27 for traditional classroom

1:30-50 for virtual component

III.D(4) Virtual Component Staffing

We have budgeted for one teacher to manage our online component. This person will be fully trained by *Edmentum* specialists and the Executive and Managing Directors who will also provide technical support.

III.E STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION

III.E(1) Employee Manual

Attachment Y not yet developed, will comply with all state and federal laws and collective bargaining agreements.

III.E(2&3) Attracting, Recruiting, Hiring, and Retaining High-Performing Teachers

Ka'u learning academy is aware of the challenges of attracting high-performing teachers to the district of Ka'u. However, we have already spoken with several teachers who are anxious to join our team. Some of these teachers are retired or semi-retired, and some are currently teaching but are excited about the opportunity to be a part of our school. We have also consulted with teach for America, and we anticipate recruiting teachers from their program. We will also advertise on the Charter School Commission and Department of Education websites, in Hawaii newspapers, and at state university job fairs. This will begin in February 2015 with the goal of hiring teachers by July 1 for various start dates within July dependent upon the positions needed based on enrollment. We will assist teachers who are not HQ, as necessary, if they present with the most qualified experiences needed for the schools' curriculum and are highly motivated in becoming HQ. We will set deadlines for them to become HQ and these will be monitored by the Executive and Managing Directors. We will market the school as an exciting innovative, healthy, collaborative place where teachers can grow, be creative and be supported by their administration and peers. Because *Edmentum* provides many of the tools that teachers need to be successful such as help with lesson planning, data tracking, intervention strategies, and grading, teachers will have more time to spend doing what they should be doing: teaching. KLA will provide our staff opportunities for collaboration creating a camaraderie within our school. In addition, we are already establishing a welcoming committee for teachers who move to our district. Many local individuals and families have committed to making our teachers feel like they are part of our community. Our administration will help our teachers develop good relationships with parents so they are supported when behavioral challenges arise. We will not tolerate students disrupting the class or being disrespectful to teachers. In summation, KLA values excellent teachers and believes that, by respecting, encouraging, and supporting them, they will want to stay at our school.

III.E(4) Hiring, Firing, and Background Checks

KLA will follow all Federal and State laws regarding hiring and firing practices. We will conduct criminal history checks in accordance with Sec. 846-2.7, HRS, to determine whether a prospective employee or agent is suitable for working in close proximity to children. The Federal Bureau of Investigation for a national criminal history record check; and the Hawaii criminal justice data center for a state criminal history record check may conduct state and national criminal history record checks on the personnel for the purpose of determining suitability or fitness for a permit, license, or employment; provided that the Hawaii criminal justice data center may charge a reasonable fee for the criminal history record checks performed. The criminal history record check shall include the submission of fingerprints and information received shall include non-conviction data. Information obtained shall be used exclusively by the school for said purposes. Employment suitability forms will be used to assist with gathering this information. No official offer of employment will be made until the background check is complete and clear. All such decisions shall be subject to applicable federal laws and regulations currently or hereafter in effect. The school will utilize a local vendor to provide hiring support services related to new employee forms, payroll services, and conducting background checks.

Several vendors are under review to assist with the service. For dismissing employees the school will follow all union regulations. KLA may terminate the employment of any employee or deny employment to an applicant if the person has been convicted of a crime, and if we find by reason of the nature and circumstances of the crime that the person poses a risk to the health, safety or well-being of our students.

III.E(5) Principal Evaluation:

The Executive Director will be supported, developed, and evaluated each school year by the Board or a committee of its members. KLA will use the Comprehensive Evaluation System for School Administrators (CESSA) developed by The Hawaii State Department of Education and Hawaii Government Employees Association (attachment z). The evaluation tools will be presented and recommended to the Board prior to July 1, 2015 and align with the criteria outlined in BOE Policy 2055 and related provisions to Collective Bargaining.

III.E(6) Teacher Evaluation

KLA will use the Charlotte Danielson Classroom Observation Framework and the new Educator Evaluation System (EES) to evaluate our teachers. The Charlotte Danielson Classroom Observation Framework is guided by more than 15 years of research and experience. The rubric bound framework focuses on every aspect of teaching from planning lessons to keeping records. Additional measures to evaluate teacher practice will be used including effective instruction relative to IEPs; student and parent surveys; student outcomes; and progress towards student learning objectives (see attachment aa). New teachers will be supported specifically by the Executive and Managing Directors who will mentor and assist new teachers and other teachers as needed. All teachers will be developed by regular, personal meetings; online trainings; and ongoing staff development. Teachers will receive a summative evaluation annually and quarterly formative evaluations. KLA will comply with BOE Policy 2055, the new Educator Effectiveness System and all HSTA Master Collective Bargaining Agreements for the 2015-2016 school year. Attachment aa provides the framework for our teacher evaluation tools.

III.E(7) Handling Unsatisfactory Leadership and Teacher Turnover

Unsatisfactory leadership on the part of the Director will be handled by the Board in the Director's annual evaluation, or by notifying the Director of a mid-year evaluation due to concerns, or immediately if a breach in behavior seriously and negatively impacts the school. In such cases, the Board will call an emergency meeting and contact the AG or legal counsel. It will then follow the procedures outlined in policy. The Director will be responsible for teacher performance and will address it at the teacher evaluation or as soon as possible once a concern is noted by giving the teacher notice of a meeting. Teacher and leader turn-over will be addressed with new hire orientation and information about the KLA way. New hires will be invited to spend time with the Executive and/or Managing Director on a weekly basis to continue building understanding about the school's culture, mission, and vision. Seasoned staff will be encouraged to mentor new hires and be offered incentives such as extra time out of teaching responsibilities in order to spend time cultivating relationships and assisting the new staff members. The Director or a substitute teacher or office personnel will be available for the new hire mentoring to take place.

III.E(8) Deviations From Staffing Plans

KLA will comply with BOE Policy 2055 and all Master Collective Bargaining Agreements for the 2015-2016 school year using the new EES and CESSA evaluation tools.

III.F PROFESSIONAL DEVELOPMENT

III.F(1) Professional Development Strategies

Staff development sessions will be designed and coordinated by instructional leadership and may include vendor representatives and consultants. In July, all staff will participate in week long training and planning sessions. In our first year training topics for instructional staff will include: the school mission and vision; Common Core Standards, curriculum programs and unit and lesson design; blended-learning techniques, school culture, routines, procedures and discipline; assessment and data analysis protocols; Response to Intervention (RTI) program; and co-teaching and mentoring. The Executive Director along with our Special Education Teacher will conduct trainings explaining the referral process for special education, RTI, IEP development and implementation, evaluation and reporting of the student's progress toward meeting IEP goals and objectives, confidentiality of student records, structured English language immersion and discipline of students with disabilities.

In the future, topics will be differentiated based on assessment of staff needs; new staff will be oriented to the school's program and practices while veteran staff will receive refresher or more advanced trainings. During the school year students will be released early on Fridays to provide extended time for staff development and planning. The weekly agenda will be determined by school leaders based on ongoing observation of instructional practice, review of student performance data, and staff input. It may be delivered to the whole staff, grade level teams or by department including learning supports, or operations staff. We will also encourage teachers to take some ownership of leading staff development. These Friday sessions will also provide important opportunities for collaboration and sharing of effective practices, especially between general education teachers and intervention staff. So called "prep periods" are not usually maximized in schools; to avoid this we will build teacher schedules that provide regular common planning time for collaborative work. Traditionally teachers work in isolation and receive little pre-service or on the job training in the skills necessary to make collaboration effective.

Therefore, KLA teachers will be trained to use protocols to evaluate student work to norm expectations, review assessment data to inform action plans, and discuss students' achievement and behavior to develop re-directing strategies. School leaders will facilitate and then observe meetings as teachers become familiar with the protocols.

III.F(2) Identifying Professional Development Needs

KLA will strive to provide our directors significant time to support faculty.

The Executive and Managing Directors, will visit classrooms and attend grade team meetings, either for quick pop-ins or extended periods. They will also use these opportunities to collect evidence related to each teacher's professional growth goals and evaluate the implementation of staff development training into practice. Faculty and students will be accustomed to classroom visitors and will not break stride. We are considering the possibility of videotaping of instruction to track progress and help teachers identify strengths and areas for improvement. A constant theme of classroom observation will be instructional rigor and student engagement. Feedback may be verbal or written, and will be aligned with the new Educator Evaluation System. The Executive and Managing Directors will hold one-to-one meetings with co-teaching teams each week and individually once per month, though we anticipate much more frequent informal interaction. The leadership team will meet regularly to discuss teacher performance and identify any needs for more targeted and intensive coaching. In addition, we

believe teachers possess valuable expertise and will design systems to cultivate peer support and development. For example, using reflection protocols, teachers will collaboratively identify specific problems, reflect on their manifestation, and develop strategies to address them.

III.F(3) Professional Development Resources

KLA will actively seek sources to underwrite the costs of ongoing professional development including: Title II-A Teacher and Director Training and Recruiting Fund, Title II-D Enhancing Education Through Technology (EETT), and Title V-A Innovative Programs. In addition, funding will be sought for our staff from the corporate community including Gilligan's Cafe, private donations and grants.

III.F(4) Professional Development Coordinator

Our Executive and Managing Directors will be the driving force behind staff development and will work closely with the Governing Board, teachers, and staff, to ensure adequate resources, including dedicated time in the schedule, trainers with relevant expertise, and technology. We intend to connect the school with external resources as well.

III.F(5) Professional Development Schedule

For the first two years of operation, KLA will follow the HSTA Master Collective Bargaining Agreement that when determining the amount of days that will be scheduled for professional development. Our final professional development calendar has not been completed as it would be impossible to plan activities and recruit and schedule training professionals this far in advance. However, we do anticipate scheduling professional development for a full four to five-days prior to the beginning of the school year to train teachers in the areas listed in III.F(1). In compliance with the HSTA Master Collective Bargaining Agreement, teachers will be allowed two professional days for teacher-initiated activities prior to the first day for students, one day PD day without students between semesters for grading and other teacher-initiated activities, and one day without students at the end of the year.

III.F(6) Supplementary Professional Development

KLA understands the reality of budget constraints for charter schools; though we would love to send our faculty and staff to various excellent workshops state and nationwide, we cannot plan any at this time. We will make it our goal to constantly seek funding for meaningful professional development opportunities and resources. We will utilize technology for training through skype sessions, "go to meeting," and other tools, and we hope to be included in any DOE professional development opportunities that might be offered to us. We are also extremely fortunate to have on our founding and advisory boards, educators recognized internationally for the training and professional development of teachers. They have committed to working with our staff to ensure that we provide an excellent education to our students.

III.G PERFORMANCE MANAGEMENT

School Specific Measures

KLA students will meet or exceed Strive HI academic expectations for our area as measured by the HSA

Strive HI Performance System - Current Goals and Annual Targets for Ka'u

School Year	Reading Proficiency	Math Proficiency	Science Proficiency
15-16	65%	60%	87%
16-17	70%	66%	88%
17-18	75%	72%	90%

KLA intends to follow the new Common Core and Strive HI standards. We believe it is necessary to focus our energies on becoming experts in these new Hawaii systems. Based on the inevitable learning curve for these systems, we will not burden our administration and staff with excessive standards outside of those required by the state (at least not for the first three years).

III.G(1) Interim Assessments

KLA will integrate assessment as a critical element of our academic plan. One of the reasons we selected *Edmentum* online curriculum is that it provides strong and effective ongoing assessments developed in accordance with the Common Core Standards and that specifically work with the curriculum. *Edmentum Assessments* offer a full range of assessment solutions, including diagnostic and formative assessments we will use to help teachers understand each student's unique needs to more effectively guide instruction. Their assessment solutions accurately evaluate learners and prepare them through a personalized learning path. This allows students to bypass objectives they have already mastered, gain confidence, and focus on topics that challenge them for a more relevant and satisfying learning experience. Using *Edmentum's* assessment tools, teachers will be able to create an assessment or series of assessments to identify their students' strengths and needs against state standards reporting categories. This will give teachers and administrators the information they need to determine if students are on track to proficiency and help us develop the best courses of action for each of our students. Additionally, we will use *Contextual Foundation Learning Assessments* developed/being developed by our founder which go deeper than traditional methods in identifying struggling students' weaknesses. These assessments are based on the process of deconstructing every standard and identifying every skill that should have been mastered in previous grades before a student can master the grade-level skill. Sometimes this requires going back several grades. The goal is to identify holes in each student's educational scaffolding so teachers can instruct accordingly. KLA knows that this type of instructional practice takes very hard work and dedication, but our teachers will NEVER be allowed to leave a child behind.

III.G(2) Measuring Academic Progress

KLA will use the measurement tools provided by *Edmentum* and the Hawaii DOE (including eSIS, eCSSS, LDS, Strive HI, etc.) as well as our own *Contextual Foundation Learning* data tracking and analysis tools. Teachers will also be trained in a new way to manage grade books using a standards-based grading method developed by our founder. Using her own methodology, she was able to predict her students level of achievement on the HSA with 80% accuracy within a ten-point margin. Our teacher's grade books will be designed to measure student progress on each individual Common Core standard. Teachers will develop individual action plans based on assessment data. Students' comprehensive understanding will also be measured through a culminating quarterly project. Our teachers and aides will be responsible for providing student data to administration on a weekly basis. This data will be discussed during weekly Professional Learning Community (PLC) meetings. Our administrative approach is one of being proactive to any issues that may arise.

Reporting data with complete transparency is an important part of our overall process of administration. Having access to information about academic progress, behavior, and other performance metrics, will make parents, teachers, Board Members and our community feel that they are included in the education process. We will communicate with our learning community through weekly newsletters, quarterly grading reports and publishing achievement data online as required by the state. We have already developed a good working relationship with the

founder/owner of our local newspaper, and we will continue to work with her to keep our community informed.

III.G(3) Managing Assessment Data

KLA will use *Edmentum* and *Contextual Foundation Learning* tools to collate the data that our administrative team will analyze and use to assess student and teacher performance. Through the first three years, our Executive and Managing Directors will have the primary responsibility for the collection, analysis, interpretation and management of the assessment data. Other staff, particularly our teachers, will be trained to collect, analyze and utilize data to drive instruction. Teachers will be given two student-free, forty-five minute periods each week to analyze data and plan accordingly. We will also dismiss students at 12:30 every Friday to allow time for professional development in data-driven methodologies and for teachers to collaborate to develop best instructional practices. Our Year 4 budget allows for a full time assessment specialist who will assume the bulk of the data responsibilities and then provide a synopsis with supporting documentation to administrators.

III.G(4) Data Analysis Training and Support

KLA Executive Director Kathryn Tydlacka has extensive training in standards-based, data-driven instruction practices. Her experience, coupled with this training, has provided her with remarkable skills in the analysis and use of data. Ms. Tydlacka was able to predict, with over 80% accuracy, the HSA results of her students within a ten point margin. These skills and experience in interpreting and utilizing data make our executive director the perfect person to provide training and support to our teaching staff when it comes to using performance data to improve student learning. As set out above, weekly professional development sessions offer the time and venue for this training. This development will include elements and tools from our *Edmentum* curriculum and from their curriculum specialists.

III.G(5) Falling Short of Performance Objectives

While we feel very strongly that our academic plan will have long term success, we are fully aware that there will be bumps in the road as students and teachers adapt to our methodologies and school culture. We feel strongly that, through the use of our assessment protocols, we will be able to quickly identify students who may be falling behind their IEP goals and proactively intervene. When a particular teacher's students are falling short of their goals, they will be required to develop individual action plans that must be turned in to the administrative team. Our Executive and Managing Directors will provide additional support to struggling teachers based on perceptible needs. If, after one full year of extensive administrative support, a teacher is not able to meet satisfactory levels of growth and achievement, KLA will conclude that they are not a good fit for our school. If we do not meet our Strive Hi goals school wide, our administration, faculty, and staff in conjunction with our Board of Advisors and Board of Directors will collaborate to develop a school-wide action plan delineating very specific goals. KLA fully understands the consequences of not meeting Strive HI goals.

III.H FACILITIES

III.H(1) Facility Information

Ka'u Learning Academy is fortunate to have been provided a lease for an existing building for the first two years of operation. The lease terms provide for KLA to have the use of the building for only \$30 per month and the cost of utilities and upkeep/grounds maintenance. In addition, two parcels of land have been offered as a donation for our permanent campuses in two locations

– one is five acres in Na’alehu/Discovery Harbour with an existing structure, the other is a six acre parcel in Ocean View. The existing building (now being utilized by KLA as a restaurant for fundraising) is ideal for our initial purposes. The building is a former golf course clubhouse. The building is roughly 3,000 square feet with three separate rooms that will be classrooms, and a larger multipurpose room that will be utilized as our open learning center. The building has a commercial kitchen and sits on 3 acres of lush outdoor areas for holding classes and other outdoor activities such as gardening. There is also a tennis court and a basketball court on the property. It has a new roof, recently updated plumbing and electrical, and it is being updated to recent state and ADA compliance requirements for access and restrooms. As the facility is currently being used for fundraising as a café, it has met all county health and safety requirements with current inspections. KLA has been working with the county planning department to insure that we will have the appropriate use permit to operate the property as a school facility, and upon notification of our charter being granted, we will provide the county with the necessary documentation. The zoning on all of our land and facilities allow for utilization as a school, and the six acres in Ocean View is specifically designated for a school facility. We have already spoken at three community meetings in preparation for public zoning hearings required by the state. We have received very positive feedback from all residents within a 500- foot radius of the land/facility.

III.H(2) Facilities Growth Plan

KLA plans to have our permanent campus open by our third year of operation. This will entail construction on five acres of land that is being donated to KLA in the Na’alehu/Discovery Harbour area. We anticipate two to three buildings that will house up to 225 students plus our staff. Exact building design and construction type will be determined during our first year of operation, and we anticipate breaking ground for the new buildings by the start of our second year of operation. This plan allows us to fine tune our facilities needs based on the actual operation of the school. In addition to costs being built into our normal operating budget, KLA will have a special building fund and will seek grants and donations for the new buildings. We estimate roughly 12,000 square feet under roof for this expanded phase of our school.

III.H(3) Renovations

With the financial and volunteer support of many community members, KLA's facility has been completely renovated and is currently in use as restaurant and learning center. Total combined (all facilities and land) contributions for restoration and remodeling are in excess of \$35,000 with countless hours of volunteers labor.

III.H(4) Facilities Letters of Intent/MOU's

We have attached letters of intent for our current facility and future expansion (attachment dd)

III.I START-UP PERIOD

III.I(1)a-e Detailed Start-up Plan-see Attachment ee

III.J ONGOING OPERATIONS

III.J(1) Transportation

KLA has discussed our regular school day transportation needs with local providers, including the Hele-On, Roberts Hawaii, Akita, and other private providers. Fortunately, our location is

convenient to a number of our prospective students who can walk to school or whose families will drive them the short distance to school. If we provide transportation to and from school, our bus will be provided through private funding. One of our donors has tentatively agreed to purchase a bus for our transportation needs. Based on his considerable donations thus far, we have no reason to doubt his integrity in this matter. We will require our families to pay a nominal fee for bus service in order to cover our fuel, maintenance, insurance and driver costs. We anticipate that cost to be \$75.00 per month. For those unable to afford this, we will try to offer relief through scholarships funded through special events, donations and grants. We plan to hire one position who will be responsible for driving the bus, supervising students at recess and during lunch breaks, performing general janitorial and maintenance tasks, and helping with general security.

KLA has established relationships with a number of community organizations and leaders to provide transportation for events and field trips. As stated earlier, one of our collaborating institutions is the University of Hawaii. Transportation for a recent KLA field trip was provided by a local church in Naʻalehu. We have good relationships with our local churches and anticipate partnering with them occasionally for field-trip transportation needs.

III.J(2) Safety Plan

Our existing facility has a full security system in place, with cameras, motion detectors, and remote monitoring. There will be fire and smoke detection devices throughout our existing facility and planned buildings. One of our full-time aides will be designated as a security officer as a part of their duties. Each teacher will receive training in how to handle specific security issues. This will include a workshop providing state and federal guidelines on crisis and emergency management procedures. With regard to specific student conduct as it affects security, KLA will use as a guide the Hawaii DOE Student Conduct and Dismissal Policy and any appropriate measures to mitigate disruptive or dangerous behavior.

III.J(3) Food Service

While we have a certified kitchen in the building we will be using for the first two years, we have yet to decide if we will provide food or require students to bring their own lunch. We are working with an individual who has experience with the DOE food program, but we have not yet developed a plan to provide lunch services to our students. If we do not have a plan in place by the beginning of our school year, students will be required to bring their own lunch from home. Alternatively, we may have each student bring food supplies on Mondays and work together during the week to prepare meals for their lunch, integrating this activity as a learning experience.

III.K OPERATIONS CAPACITY

III.K(1) Implementation

KLA will rely on our Executive Director and our Managing Director as the primary implementers of our Organizational and Academic Plan. They will provide guidance and oversight to the staff, and report to the Board. At the same time, our Founding Board members have all made commitments to assist in any way they can with the implementation of the Organizational Plan. As administrators, we feel that this involvement will help the Board better grasp the overall operation of the school. Likewise, teachers and other staff will be involved at whatever level the administration feels is appropriate in plan implementation. Several board members have significant relevant experience as educators and entrepreneurs that will translate

well to this aspect of operations. There are also key stakeholders in our community who will play roles at varying levels of involvement in implementation of our Organizational Plan.

III.K(2) Implementation Qualifications

Several of our Board members have significant staffing and management experience. As a project manager and former Managing Director of a large non-profit professional association with over 20 full time employees, Joe Iacuzzo will play a key role in implementing the organizational plan. Likewise, Founding Board member Michael Richards, who sold his business management software company and founded a non-profit educational organization, will provide invaluable expertise in the implementation process. With extensive education administrative experience, our Executive Director Kathryn Tydlacka, our Founding Board members Mark Fournier, Dr. Lok Lew Yan Voon, Terri Chopot, and Nancy Sledziewski, and our advisory board members Dr. Dale Baker and James Bordonaro, give us a team with unparalleled expertise. This team will work together to insure that our Organizational Plan in the areas of staffing, professional development, performance management and general operations will be implemented efficiently and competently, with redundant oversight and planning transparency.

III.K(3) Facilities Development Experience

KLA has a pool of expertise to draw upon that offers us a wealth of resources to accomplish our goals. This includes individuals with facilities development, acquisition, and management capacities. Joe Iacuzzo has been a key team member in the development of two museum buildings, from raw land, through construction to grand opening. These projects, both for non-profit corporations, are analogous to the development of KLA's building needs. We are very fortunate to have use of an existing building for the first two years that requires only minimal renovation to convert to a school facility. Our planned Facilities Advisory Board will include other individuals with significant experience in construction, real property development and real estate/zoning law. In addition, Ms. Tydlacka recently initiated and managed a renovation project in Pahala, HI including paint, drywall, plumbing, electrical, etc. for a facility that is now being used for the Boy's and Girl's Club and is available for the future expansion of KLA.

She has personally raised over \$30,000 for renovations, recruited and managed volunteers, and worked with the planning department to secure permits for facilities.

We are already working with a local contractor to develop the five acres of land that has been donated to us, and we have dozens of willing volunteers with credentials and expertise in construction.

III.K(4) Organizational Plan Expertise

KLA has and will continue to utilize the resources made available through the Hawaii DOE and the HSPCSC, as well as many other resources in developing our Organizational Plan. We are confident that the foundation we have already created through the contributions of our administrators and board members will be effective in creating our future success. These individuals and resources will continue to be used to ensure effective implementation of our plan.

III.K(5) Organizational Plan Leadership

Our Executive Director Kathryn Tydlacka, our Managing Director Joe Iacuzzo, and our Founding Board members Mark Fournier, Dr. Lok Lew Yan Voon, and Nancy Sledziewski, Terri Chopot, Mike Richards, and our advisory board members Dr. Dale Baker and James Bordonaro, Dr. Stuart Sumida, and Dr. Ken Lacovara give us a team with unparalleled expertise. This experienced and able team will work together to insure that our Organizational Plan is

implemented to the greatest effectiveness possible to give our school a solid foundation for growth.

IV. FINANCIAL PLAN CAPACITY

IV.A FINANCIAL PLAN

IV.A(1) Financial Planning Policies, and Processes

As we expect to grow from a small initial student population, and anticipate a full student population of about 225 students within 5 years, we are very cognizant of the importance of having a lean and efficient operating budget. Our budget policy includes significant oversight and control mechanisms to insure that all our costs and expenditures fall within our cash flow and budget guidelines. Planning our budget has been a critical element of our overall development process. We understand that, given our initial student expectations, we need to take a fiscally conservative approach. Our anticipated first year student population of about 105, provides us with \$630,000 first year state funding. We do anticipate some grant monies, and while we have included a modest amount in our projections, we have developed our budget so that we can operate with only state provided funding. Any grant funds will be brought into the operating budget on a stepped basis, with programs funded by the grants integrated into our curriculum and teaching plans. Together with key members of our Board of Directors, we have looked closely at the resources required to implement the entire scope of our educational plan, school operations, staffing and all other school activities. We assigned priority values to each item and worked downward from the highest to lowest priority until we were able to reconcile anticipated funding with budgetary needs. As an established non-profit 501(c)(3) organization, we have the benefit of having experience among our board members with the systems and policies necessary to insure compliance with regulatory issues related to that part of our operations. We have taken elements of those systems and policies, such as how we manage oversight of specific line item expenditures as well as facilities expenditures, and incorporated them into our overall financial plan. Our internal budget/financial controls will have redundant oversight to insure fiscal responsibility. Our Executive Director and Managing Director, along with the School Administrative Services Assistant (SASA), will have “on-site” responsibility of all budget related issues. This will include providing weekly budget reports to the board treasurer. Additionally, we will have monthly meetings with our CPA.

IV.A(2) Financial Leadership Roles

Specifically, we will have several dedicated sources of budget responsibilities. In addition to our internal staff, as set out above, we will have a third party payroll/benefits provider and a CPA. The Executive Director and SASA will review all expenditures and budget related items and the Board of Director Treasurer will have complete access to, and oversight of, all budget issues. Lastly, our CPA will provide monthly reconciliation.

The following are the specific responsibilities

- **Annual budget**: Developed, recommended and implemented by the Executive Director (ED), Reviewed and Approved by the Board of Directors (BOD)
- **Budget Management Policies**: Recommended and implemented by ED, Approved by, and oversight by, BOD/BOD Treasurer
- **Capital and Non-Capital Purchases**: Procurement policy developed and implemented by ED, Approved by BOD. Any exception requests require specific approval by BOD.

IV.A(3) Annual audit

Ka'u Learning Academy will have an annual audit performed by a third party auditor that meets standards set by the Commission/DOE. Based on costs provided by our outside CPA firm, we have budgeted \$10,000.

IV.A(4) Contracted Financial Services

Given that our staff will be comprised of education professionals, we will use a third party payroll firm for all staff related costs and expenditures, benefits, taxes, etc. Our independent CPA firm will provide monthly reconciliation reports and perform our annual audit. We will select these firms based on their experience working with educational institutions, along with their overall reputations for reliability and ethical performance.

IV.A(5). Financial Plan Workbook

See Attachment ff

IV.A(6)a. Budget Narrative

IV.A(6)a. Expected Resources

We anticipate applying for a number of grants and soliciting corporate, institutional and individual donors and sponsors. Virtually every one of the entities that fall into these categories that we have approached have asked that we first secure our charter. In the case of two grant applications we submitted – HK Castle and the Atherton Family Trust – both told us they feel that our school fit their mission for funding, but we had to first secure our charter. We are currently raising money on a regular basis, both through the operations of our café and through cash and materials donations. To date we have raised over \$35,000, much of which has gone into facility improvement and the donation of equipment such as computers, furniture, etc. These donations have come almost exclusively from supportive community members. Additionally, and very importantly, we have had significant donations of time and labor from the families of prospective students who can't afford to donate any money due to their financial circumstances. They have repaired our roof, landscaped our grounds, painted our walls, installed appliances, cleaned our windows, served meals at our café and much more to show their support.

IV.A(6)b. Budget Contingency Plan

As is evidenced by our budget summary, we anticipate operating in a fiscally conservative manner, taking full advantage the first two years of our operations of our greatly reduced overhead cost based on nearly free rent. This is in large part why we have a surplus at the end of each of these years that we intend to put towards our building fund that will go towards the construction of our permanent school buildings. However, should expenses exceed our budget projections, we will have the opportunity to utilize these funds to make up any shortfall. In a worst case scenario, we may not receive the grant monies we have modestly projected – this will still leave us with a positive year-end balance. Should expenses unexpectedly increase, these same surplus funds will allow us to cover any increase arising from unanticipated costs. We feel very strongly that our projected budget allows for reasonable contingent expenses.

IV.A(6)c. Cash Flow Contingency

We feel comfortable that our projected surplus will allow us to have funds available for any unanticipated revenue shortfall. Based on the modest projections we have included for grant acquisition, we actually anticipate greater, not less, revenue.

IV.A(6)d. Virtual or Hybrid Online Component

Approximately 30 of our students will be primarily virtual KLA students, using online learning tools. The other 75 will be using a hybrid program. Both of these programs are being acquired through *Edmentum* and the costs are reflected on page A2, lines 69, 71 and 74. These figures are

based on detailed discussion and analysis of the programs we anticipate using and the costs provided to us by *Edmentum*.

IV.B FINANCIAL MANAGEMENT CAPACITY

IV.B(1) Financial Team Key Members

The following are the specific responsibilities regarding the implementation and management of the financial plan. We will utilize an outside accounting firm to assist in managing our fiscal issues, and we will also add an attorney to our Advisory Board to assist with both legal and fiscal issues.

- Annual budget: Developed, recommended and implemented by the Executive Director (ED), Reviewed and Approved by the Board of Directors (BOD)
- Budget Management Policies: Recommended and implemented by ED, Approved by, and oversight by, BOD/BOD Treasurer
- Capital and Non-Capital Purchases: Procurement policy developed and implemented by ED, Approved by BOD. Any exception requests require specific approval by BOD.

IV.B(2)a. Financial Team Qualifications

Michael Richards, Mark Fournier and Joe Iacuzzo all have backgrounds in financial management to varying degrees. Their attached CVs illustrate this background. These three members also have experience in the financial management of non-profit organization, and each have founded or served as a director of a non-profit organization. Out of the seven Founding Board Members, five have successfully owned and operated businesses.

IV.B(2)b. Fundraising and Development

While the three board members set out in “a” above have fundraising and development experience for non-profit organizations, Mr. Fournier, our Board President, has extensive experience, raising over \$100 million for a variety of non-profit organizations through various fundraising and development campaigns. Mr. Iacuzzo has developed a number of strategic partnerships to benefit non-profit organizations, particularly in the field of education.

IV.B(2)c. Accounting

The majority of our accounting will be done through a third party accounting firm. Oversight will be provided by the Executive Director, Managing Director and Board Treasurer. Real time accounting software will be used on site at school offices and linked with our accounting firm.

IV.B(2)d. Internal Controls

We have redundant controls based on our board members, three staff members, and our outside accounting firm being responsible for our financial management. Regular reporting to the board and meetings with the accountant will insure that we have appropriate oversight and responsible financial management.

IV.B(3) Contracted Financial Services

KLA has not yet identified our accounting firm. This is primarily due to our location. There are no local firms with the capabilities we will require. We intend to contract with an accounting firm in either Hilo or Kona. Whichever firm we select will provide reports to both the Board Treasurer and the Executive Director.

IV.B(4) Financial Plan Leadership

Our Board Treasurer, Terri Chopot, has a Bachelor's Degree in Business Administration and a background in accounting and financial management, and has owned/operated a business. She

will lead the development of our financial plan. Ms. Chopot will work closely with the Executive and Managing Directors to insure that the plan is implemented with fiscal responsibility.

ATTACHMENT A

ENROLLMENT SUMMARY JUSTIFICATION

Student Pre-Enrollment List

Last Name	First Name	SPED	Parent Name	Address	City, State, Zip	Phone Number
Alani-Horan (Poli Alani)	Cruz		Louis Poli Alani	PO Box 778	Naalehu, HI 96772	
Bedgood	Sierra		Lisa & Hunter Bedgood	PO Box 6784	Ocean View, HI 96737	832-382-1806
Burcena	Jeiven		D. Burcena		Naalehu HI, 96772	808-228-3733
Carpenter	Abigail		Donald Carpenter	92-1329 Prince Kuhio Blv	Captain Cook, HI	808-217-2170
Delos Santos	Aaron		Mylene & Carlos Delos Santos	PO Box 779 Naalehu	Naalehu, HI 96772	808-854-7766
Engichy	Noah		Emma Salina Akiu	PO Box 1054	Naalehu, HI 96772	808-217-7039
Hashimoto	Brandi		Kevin & Connie Hashimoto	PO Box 565	Naalehu, HI 96772	808-854-0333
Hu-Blanco	Shanastie		Sasha Ann Littu		Naalehu, HI 96772	808-333-8256
Hughes	Monique		Karen Hughes or Reta Hill	PO Box 7127	Ocean View, HI 96777	806-678-3211
Kainoa-Aukai	Kayla		Kellene Kainoa	PO Box 644	Naalehu, HI 96772	808-640-0632
Kekoa Burgos	Taylor		Jolie Burgos	PO Box 475	Naalehu, HI 96772	808-960-2512
Kekoa Jara	Reishalyn		Brenda Kekoa, Regulo Jara		Naalehu, HI 96772	808-937-2158
Liu	Keala		Mike Liu	PO Box 377403	Ocean View, HI 96737	808-854-3548
Martin	Cheyenne		Kealoha Martin	PO Box 6312	Ocean View, HI 96737	808-938-4306
Miranda	Emelyn		Robert Miranda		Naalehu, HI 96772	808-937-4723
Oyama	Terree		Aileen Oyama	PO Box 211	Naalehu, HI 96772	808-929-7632
Palakiko Lefew	Kaimi Pono		Charleyann & Shane Palakiko Lefew	Haehaeha Loop	Naalehu, HI 96772	808-854-4999
Patton	Randall		Randall Patton, Janis Patton		Naalehu, HI 96772	808-365-9843
Rosario	Justine		Monalisa Gabini	PO Box 816	Naalehu, HI 96772	808-929-9743
Silk	Sesmi		Youlina Silk, Kosmi Silk	Ocean View, HI 96777	Ocean View, HI 96737	808-494-9486
Subica	Justin		Tomeyo Kawakami	PO Box 89	Naalehu, HI 96772	808-929-7304
Tamura	Shyann		Dina & Wayne Tamura	PO Box 286	Naalehu, HI 96772	808-315-7332
Torres	Mikela		Wanda Torres	PO Box 6934	Ocean View, HI 96737	808-929-8057
Waiwaiole	Tiarre		Pandalia Makuakane	PO Box 418	Naalehu, HI 96772	808-938-6754
Watson	Eugene	1	Nina Lloyd	PO Box 6503	Ocean View, HI 96737	808-929-9179
Barade	Mhay Rose		Romeo Felipe		Naalehu, HI 96772	808-339-4635
Candaroma	Sidrielle		Lolita Candaroma		Naalehu, HI 96772	808-929-7591
Galea	Aiden		Reba Galea	PO Box 945	Naalehu, HI 96772	808-238-5998
Kandeau Smith	Isaiah		Emma Akiu	PO Box 1054	Naalehu, HI 96772	808-217-7039
Rudacille-Zimmerman	Kai		Carol Zimmerman	PO Box 445	Naalehu, HI 96772	808-238-0701
Galea	Ethan		Reba Galea	PO Box 945	Na'alehu, HI 96772	808-238-5998
Liu	Kapono		Michael Liu	PO Box 377403	Ocean View, HI 96737	808-345-1358
Chapot	Rio		Teri Chapot	PO Box 1024	Na'alehu, HI 96772	808-929-9992
Rae	Jaxson		Becca Rae	Wakea Street	Na'alehu, HI 96772	808-430-9994

Student Pre-Enrollment List

'elez	Chaunalisa	John Masters		Na'alehu, HI 96772	808-640-2135
edgood	Olivia	Hunter Bedgood	PO Box 6784	Ocean View, HI 96737	210-422-3013
Williams	Kiersten	Kathryn Tydlacka	PO Box 809	Na'alehu, HI 96772	808-213-1097
'etrill	Nani	Anne Petrill	PO Box 1054	Ocean View, HI 96737	808-929-9479
elos Santos	Orion	1 R. Delos Santos	PO Box 92	Na'alehu, HI 96772	808-640-4495
iu	Kaiola	Mike Liu	PO Box 377403	Ocean View, HI 96772	808-345-1358
loleso	Taenna	Kristin Galigo	PO Box 281	Naalehu, HI 96772	808-756-5332
'etion	Timmy	J. Ketion	PO Box 6504	Ocean View, HI 96737	no phone
'elez	Logan	Velez		Naalehu, HI 96772	
loleso	Ashantee	Kristin Galigo	PO Box 281	Naalehu, HI 96772	808-756-5332

Kau Learning Academy

www.kaulearning.com

I am a resident of Ka'u and I am in full and strong support of bringing Learning Academy, a public charter school, to our community. I believe the families and children of Ka'u need educational choice. I believe Kathryn Tydlacka, a member of our community, understands the unique specific needs of many of the children of Ka'u and will provide them educational opportunities that are not currently being made available to many of our children.

Name DAVID M SCASIANO

Address Box 6173 O.V.

Name MIKE AIKEN

Address PO BOX 734
94-1442 KAULWA C

Name TAMRA MAREY

Address PO. Box 6160
Ocean View, HI 96737

Name Barry Jensen

Address PO Box 775, Naalehu

Name Jim Helfenbein

Address PO Box 6642
Ocean View, HI 96737

Name Diana Jensen

Address PO Box 775, Naalehu

Name Marvelle E. Rau

Address 94-1707 Waka
P.O. BOX 350

Name Sharon Tom Shun

Address 94-1510 Hekaua
Naalehu HI 96

Name EDWARD RAY

Name Adam Griffin

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www.kaulearning.com

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Name Temi Chagot

Address Box 1024
Naa'alehu Hi 96772

Name W/Ran

Address Box 473 NAALEHU

Name Doede Ponaugh

Address Box 673 Naa'alehu

Name Don Anderson

Address P.O. Box 100 NAALEHU

Name Lamin R Boyer

Name Douglas Castro

Address 94-1720 Hae Hae I,
96

Name Ray Goble

Address Box 761 Naa

Name Stella Kiben

Address P.O. Box 977 Naa

Name John Kiben

Address P.O. Box 977 Naa

Name Mark Passarelli

Kau Learning Academy

www.kaulearning.com

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Name WILLIAM WARD

Address P.O. Box 896 NA'ALEHU

Name Dibrah Gwin

Address P.O. Box 721173 Na
HI 96772
94-6441 Palaoa Rd.

Name MIKKEE TACKER

Address PO 721173 NA'ALEHU 96772

Name Daira Gwin

Address PO Box 721173
Naa lehu HI 96

Name Robyn ^{David} Baglow

Address P.O. Box 510 Naleleho
94-1522 Hekau St Discovery
Hendrix

Name Ottavia Zephiri

Address box 567 Na'alehu

Name LES WILLIAMS

Address BOX 6563
Ocean View, HI 96737

Name Mike CHADA

Address Box 928 Kala
96

Name Lawrence Allen

Name Asia Leslie

Dear Ms. Tydlacka,

Should you be successful in obtaining a State Charter for Kau Learning Academy, I'll be with you all the way to the point of fruition; enabling you to bring about innovative, intense, quality education for the now grossly educationally underserved children of Kau.

To date, we have struggled together to prepare adequate facilities investing more than \$20,000 plus countless hours of volunteer labor from so many members of the community.

You have already begun by volunteering tutoring services to some of the many who trust you and learn from you. I admire your dedication and skill, particularly when you are working with little and carrying on against steep odds.

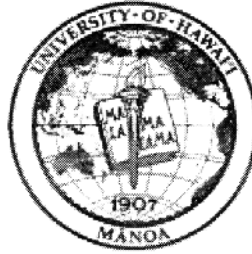
If there is anyone who can orchestrate and create a new Public Charter School in Kau, it surely is you.

We have come far. We shall go further yet!

Your Friend,



Ross Rammelmeyer
Volcano, Hawaii



December 16, 2013

Kathryn Tydlacka
Executive Director, Ka'u Learning Academy

Dear Kathryn Tydlacka,

I just wanted to send a quick note to say how much of a pleasure it was to spend three days with you and your students on our recent trip to Hakalau Forest. You are truly wonderful individuals, and your students were incredible!! Every member of your group inspired our staff deeply. I have thought about you guys over the entire weekend and feel grateful to share with you at Hakalau. I look forward to working with Ka'u Learning Academy in the future to continue our vision of bringing science education to the children of Ka'u.

Thank You,

Scott Laursen

Scott Laursen
Research and Education Coordinator
Ecosystem Ecology

Department of Natural Resources and Environmental Management
College of Tropical Agriculture and Human Resources
University of Hawaii

Mailing Address:
Komohana Research and Extension Center
875 Komohana St.
Hilo, HI 96720

phone: 307-699-0123

email: slaursen@hawaii.edu



December 3, 2013

Dear Ms. Tydlacka,

I am writing to give a sincere and heartfelt Mahalo for all the work you are doing to bring positive change to the educational system, here in Ka'u! We have lived here for years now and it has become all too clear that the children of Hawaii, and especially Ka'u, need better educational opportunity!!

With your success as a teacher and dedication to the youth and families in this community, I firmly believe, you can evoke real positive change!

I can only hope those responsible for the charter system will see what I have seen, and in their wisdom, grant you what you need to enact this critical goal.

Again, Mahalo for your efforts!

A handwritten signature in black ink, appearing to read "Scott Reagan". The signature is fluid and cursive, with a long horizontal stroke at the end.

Aloha, Scott Reagan

Dear Miss Tydlacka,

Keala is writing this for me. He has been in your class and wants to go to your new school. Kaiola was also in your class. They are so much happier in your class and they learned a lot more. I hope that your school is open so Kapono can go to your school. I know how much you love our children, more than any other teacher they have had at the other school. Please let Miss T open the school so my kids and all the other kids can make a better future.

Michael Liu

A handwritten signature in black ink, appearing to read 'Michael Liu', written in a cursive style.

Ocean View parent of three sons

December 24, 2013

Dr. Doede Donough D.O.
PO Box 673
Naalehu, HI 96772

Dear Charter School Commission,

It is with pleasure that I write this letter in support of Ka'u Learning Academy. The concept of broadening educational horizons in the Ka'u area is imperative. I am in full support of having a new way to enlighten the minds of this community's youth and I look forward to witnessing this dream breach reality.

Sincerely,

Dr. Doede Donough
Doctor of Osteopathic Medicine
Ka'u Family Health Center

The greatest of these is love...Doede
doede4@me.com

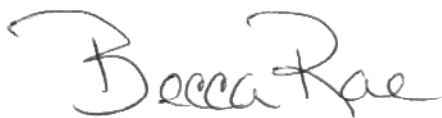
December 7, 2013

Dear Kathryn,

My son is currently a student at the Na'alehu Elementary School. I wanted to let you and the people who will be considering your application for a charter school know that I am hoping they will give you a charter for your school. My son has seen remarkable improvement with his understanding of math since you began tutoring him. I am MOST dissatisfied with his education at the existing public school. I, and many of the parents I know, would love to see an option available for our children.

Ka'u needs this school. If this is being read by the people who are reviewing your application, I want to know how much we all want this charter school for our children.

Thank you for your hard work in making this happen,

A handwritten signature in cursive script that reads "Becca Rae". The signature is written in dark ink and is positioned to the left of the printed name "Becca".

Becca

December 20, 2013

Dear Kathryn Tydlacka,

I am looking forward to your opening the Ka'u Learning Academy. Both of my sons go to the public school and there are many problems that the school doesn't seem to be able to fix. I have met with their teachers and the school principal, but that leaves me feeling worse.

I have talked to the parents of several of the children who were in your class and I am very impressed with the results that you were able to get when they were in your class. I know that many of these parents want to have their children attend your school. I hope that there will be room for mine. I know that the people who are responsible for giving you a charter for Ka'u will be reading this and I hope that they understand that there are many of us parents who want our children to be able to have someplace other than the existing public schools to go to.

Even without her school, Kathryn takes our children on field trips with the University of Hawaii and comes to our home to tutor them, all without asking for anything from us. Please give Ka'u Learning Academy a chance to give our children a better education than what the other schools are providing them.

Sincerely,

A handwritten signature in black ink that reads "Reba Galea". The signature is written in a cursive style with a large, looping initial "R".

Reba Galea



November 18, 2013

Joe Iacuzzo
Kau Learning Academy
Naalehu, Hawaii

Dear Joe,

We are excited about you and Ka'u Learning Academy representing National Fossil Day in Hawaii. We will post KLA as an official National Fossil Day partner on our webpage. Dr. Kirkland told me about all the paleontology based educational outreach and museum exhibits you have created over the years and I am looking forward to the programs you will create in Hawaii.

I am more than happy to talk about where we can collaborate on website content. I'm thinking right now that the place for us to link to your webpage is on our Kids Page (since your content is geared towards kids). We also have an External Resources page that we could link to Kau Learning Academy. Please let me know if there is anything I can do for you, such as helping with content, etc.

Thank you so much for your support of National Fossil Day, and we look forwards to collaborating with you.

Cheers,
Cassi Knight
Program Director
National Park Service

SOUTH POINT INVESTMENT GROUP

P.O. BOX 130

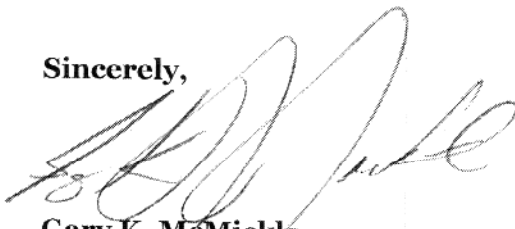
NAALEHU, HAWAII 96772

December 3, 2013

To whom it may concern:

It is the intention of South Point Investment Group, (SPIG) to allow our real property known as the 'Discovery Harbour Clubhouse' in Discovery Harbour, Hawaii, to be used as Ka'u Learning Academy, a Charter School, and Gilligan's Café, an eatery run for the benefit of said Charter School. Lease Term for above entities to coincide with dates of current lease in effect with Joe Iacuzzo and Kathryn Tydlacka. Upon the successful completion of the current Lease term, it is SPIG's intention to renew said Lease for an additional year's term.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gary K. McMickle', is written over a faint, larger signature that appears to be 'Joe Iacuzzo'.

Gary K. McMickle

For

South Point Investment Group

December 3, 2013

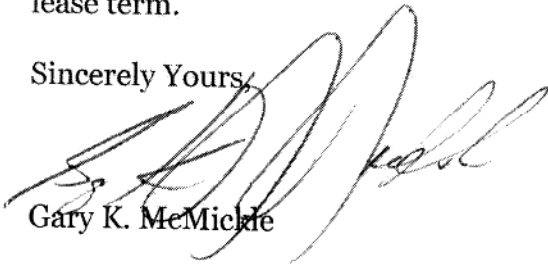
Kathryn Tydlacka
Ka'u Learning Academy
Discovery Harbour, Hawaii 96772

Re: Use of 5 acres for Charter School

Dear Kathryn,


It is our intention to lease five (5) acres of our land for use as Ka'u Learning Academy, a Charter School located in Ka'u, Hawaii 96772. The 5 acres to be leased is located within our 527 acre tract (TMK 3940010050000000, zoned one (1) acre Ag.) Exact location of 5 acres to be leased, will be subject to subdivision approval by County of Hawaii. Lease term shall be thirty (30) years and lease rental amount shall be \$1.00 per annum during lease term.

Sincerely Yours,



Gary K. McMickle

&



Linda L. McMickle

ATTACHMENT C

CURRICULUM

One of the greatest advantages of being a charter school is the ability to quickly modify curriculum to meet student needs. Edmentum Online Learning Programs will allow KLA to select from a diverse array of content providers. With the field of education technology evolving so rapidly, it does not make sense to specify the exact digital content that we will use, however, the following are just a few of the programs that seem to fit KLA's unique needs. Our curriculum will be developed by our Executive and Managing Directors, Teachers, Board of Directors, and our Academic Advisory Board. We anticipate having our first year curriculum developed by October 1, 2014.

Content Area	Developer/ Publisher	Rationale for Selection
Grade Level: 4, 5, 6		
ELA	Edmentum Plato Courseware	<p>Plato Courseware is a standards-based online learning program grounded in a tradition of solid research, sound pedagogy, and applied innovation. It is a rigorous, relevant curriculum that challenges students with a 21st century approach - engaging them with interactive, media-rich content.</p> <p>Whether our students are falling behind, at grade level, or advanced, Edmentum accommodates their unique needs in an environment in which they will thrive. Plato Courseware can be used in a lab setting, a blended model in which online courses supplement the traditional classroom, or through a completely virtual experience.</p> <p>Plato Courseware provides courses in a wide range of core subjects, electives, global languages, honors, and Advanced Placement[®] offerings. Courses consist of integrated assessments; including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work. Course-level assessments also include tests for each course module to ensure concept mastery.</p> <p>Effective Online Courses to Achieve Real Results</p> <ul style="list-style-type: none"> • Rigorous courses, proven to improve student achievement • Interactive, media-rich content actively engages students • Robust flexibility allows customization of courseware to meet unique needs • Aligned to Common Core and state standards • Award-winning courseware proven by third-party research and studies • High-quality content for original credit, supplemental learning, credit recovery, unit recovery and extended learning
	Edmentum Study Island	<p>Designed to help students master the content specified in state and Common Core standards and improve performance in core skill areas. All content is built specifically from state and Common Core standards. Automatic feedback and remediation</p>

	<p>Edmentum ESL ReadingSmart</p> <p>Edmentum ReadingMate</p>	<p>raises individual student achievement and helps teachers differentiate their instruction. Teachers and administrators can easily build custom diagnostic, formative, or summative assessments. Teacher support tools include lesson plans, instructional videos, and web- and print-resources Built-in lessons, animations, and activities keep students engaged in their learning</p> <p>ESL ReadingSmart offers individualized, content-based instruction for newcomers, beginning, intermediate, early advanced, and advanced ELLs. ESL ReadingSmart offers a unique newcomers' program for beginning English language learners, a placement test, five ESL/ELD levels, multi-genre, multi-cultural content, multimedia vocabulary and comprehension activities, and 126 content-based reading selections written at all levels of English proficiency.</p> <ul style="list-style-type: none"> • Accelerates English language development • Supports TESOL and state ESL learning objectives • Tracks students' English language development • Integrates language arts and ESL objectives • Integrates reading, writing, listening, and speaking skills <p>Teachers can implement ReadingMate either as a student-centered, online application, or as a hybrid learning environment that integrates online student work with one-on-one tutorials or small group instruction.</p>
Math	<p>Edmentum Plato Courseware</p> <p>Edmentum Study Island</p>	<p>See Above</p> <p>Study Island's standards mastery and test preparation programs are explicitly designed to help K-12 students master the content specified in state and Common Core standards and improve performance in core skill areas. Study Island's high impact, high value learning programs provide quality academic support, practice, and real-time assessment data. The immediate feedback and built in remediation, coupled with the actionable data, enables educators to easily monitor student progress and differentiate instruction.</p> <p>Study Island is ideal for self-paced, individualized learning or teacher-led, whole-class instruction. Teachers can easily guide students through the program, communicate expectations, and create class assignments. Students can work through questions using a standard test format, an interactive game format, printable worksheets, or a classroom response system.</p> <p>What It Is</p> <ul style="list-style-type: none"> • Standards mastery and test preparation program built specifically from state and Common Core standards • Interactive lessons and activities that reinforce and reward learning achievement • Real-time progress monitoring that identifies student

		<p>strengths and weaknesses</p> <p>Why It Works</p> <ul style="list-style-type: none"> • All content is built specifically from state and Common Core standards • Automatic feedback and remediation raises individual student achievement and helps teachers differentiate their instruction • Teachers and administrators can easily build custom diagnostic, formative, or summative assessments • Teacher support tools include lesson plans, instructional videos, and web- and print-resources • Built-in lessons, animations, and activities keep students engaged in their learning
Science	Edmentum Plato Courseware	See Above
Social Studies	Edmentum Plato Courseware	See Above

ATTACHMENT D

LEARNING STANDARDS

Reading Standards for Literature K–5

Grade 3 students:		Grade 4 students:		Grade 5 students:	
Key Ideas and Details					
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure					
4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6.	Distinguish their own point of view from that of the narrator or those of the characters.	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6.	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas					
7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity					
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Kaly Learning Academy77

Reading Standards for Informational Text K–5

Grade 3 students:		Grade 4 students:		Grade 5 students:	
Key Ideas and Details					
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure					
4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6.	Distinguish their own point of view from that of the author of a text.	6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas					
7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8.	Explain how an author uses reasons and evidence to support particular points in a text.	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9.	Compare and contrast the most important points and key details presented in two texts on the same topic.	9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity					
10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Kaifu Learning Academy78

Reading Standards: Foundational Skills (K–5)

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency		
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Literature K–5

Grade 3 students:		Grade 4 students:		Grade 5 students:	
Key Ideas and Details					
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure					
4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6.	Distinguish their own point of view from that of the narrator or those of the characters.	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6.	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas					
7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity					
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Kalv Learning Academy80

Speaking and Listening Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas		
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

Language Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Use relative pronouns (<i>who</i>, <i>whose</i>, <i>whom</i>, <i>which</i>, <i>that</i>) and relative adverbs (<i>where</i>, <i>when</i>, <i>why</i>). b. Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>).* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

Language Standards K-5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English. 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>). Ka'u Learning Academy83</p>

Reading Standards for Literature 6-12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:		Grade 7 students:		Grade 8 students:	
Key Ideas and Details					
1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure					
4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6.	Explain how an author develops the point of view of the narrator or speaker in a text.	6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Reading Standards for Literature 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Standards for Informational Text 6-12

Grade 6 students:		Grade 7 students:		Grade 8 students:	
Key Ideas and Details					
1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure					
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas					
7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity					
10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Ka'u Learning Academy86

Writing Standards 6-12

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
<ol style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 	<ol style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ol style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued) <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>

Writing Standards 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards 6-12

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
Presentation of Knowledge and Ideas		
<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>

Language Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly. 	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). Spell correctly. 	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.* 	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Language Standards 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:		Grades 9-10 students:		Grades 11-12 students:	
Key Ideas and Details					
1.	Cite specific textual evidence to support analysis of primary and secondary sources.	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3.	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure					
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas					
7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	8.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9.	Analyze the relationship between a primary and secondary source on the same topic.	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.	9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity					
10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Ka'u Learning Academy93

Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>3. (See note; not applicable as a separate requirement)</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>3. (See note; not applicable as a separate requirement)</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <p>3. (See note; not applicable as a separate requirement)</p>

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

Grades 6–8 students:		Grades 9–10 students:		Grades 11–12 students:	
Production and Distribution of Writing					
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge					
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9.	Draw evidence from informational texts to support analysis, reflection, and research.	9.	Draw evidence from informational texts to support analysis, reflection, and research.	9.	Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing					
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

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

Operations and Algebraic Thinking**3.OA****Represent and solve problems involving multiplication and division.**

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

¹See Glossary, Table 2.²Students need not use formal terms for these properties.³This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

Number and Operations in Base Ten**3.NBT****Use place value understanding and properties of operations to perform multi-digit arithmetic.⁴**

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Number and Operations—Fractions⁵**3.NF****Develop understanding of fractions as numbers.**

1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*
 - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data**3.MD****Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

⁴A range of algorithms may be used.⁵Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.⁷

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
7. Relate area to the operations of multiplication and addition.
 - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

⁶Excludes compound units such as cm^3 and finding the geometric volume of a container.

⁷Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).

Geometry

3.G

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.*

Mathematics | Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Grade 4 Overview

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

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

Operations and Algebraic Thinking**4.OA****Use the four operations with whole numbers to solve problems.**

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.¹
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten²**4.NBT****Generalize place value understanding for multi-digit whole numbers.**

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

¹See Glossary, Table 2.²Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions³**4.NF****Extend understanding of fraction equivalence and ordering.**

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\frac{1}{8} = 1 + 1/8 = 8/8 + 1/8$.
 - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

³Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ *For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.*
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite $\frac{62}{100}$ as 0.62; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement and Data**4.MD****Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
 - b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

⁴Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry**4.G****Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Grade 5 Overview

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

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

Operations and Algebraic Thinking**5.OA****Write and interpret numerical expressions.**

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten**5.NBT****Understand the place value system.**

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions**5.NF****Use equivalent fractions as a strategy to add and subtract fractions.**

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
 - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
 - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹
 - a. Interpret division of a unit fraction by a non-zero whole number,

¹Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*

- b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*
- c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?*

Measurement and Data

5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry

5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and

median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

Grade 6 Overview

Ratios and Proportional Relationships

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

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Mathematical Practices

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

Ratios and Proportional Relationships**6.RP****Understand ratio concepts and use ratio reasoning to solve problems.**

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹*
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
 - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.
 - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System**6.NS****Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?*

Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express $36 + 8$ as $4(9 + 2)$.*

¹Expectations for unit rates in this grade are limited to non-complex fractions.

Apply and extend previous understandings of numbers to the system of rational numbers.

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
 - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
 - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
 - c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
7. Understand ordering and absolute value of rational numbers.
 - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
 - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .*
 - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.*
 - d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations**6.EE****Apply and extend previous understandings of arithmetic to algebraic expressions.**

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
 - a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*

- b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*
 - c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.*
3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.*
 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

Geometry

6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability**6.SP****Develop understanding of statistical variability.**

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.
 - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
 - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

ATTACHMENT E

EXIT STANDARDS

Please refer to attachment d (learning standards). Our students will demonstrate at least 75% proficiency in the Common Core Standards for their grade level. This will be demonstrated through HSA proficiency as well as Edmentum, Contextual Foundation, and teacher devised assessments. Students who do not demonstrate 75% proficiency will be required to take Edmentum recovery classes online in the summer and at their own expense (unless we receive grant or private funding for summer school).

ATTACHMENT F

SCHOOL CALENDAR

Ka'u Learning Academy 2015-2016 School Calendar

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

Final calendar is subject to State budget and teacher contract	Independence Day	July 3, 2015	New Year's Day	January 1, 2016
	Statehood Day	August 21, 2015	Dr. Martin Luther King Jr. Day	January 18, 2016
	Labor Day	*****	Presidents' Day	February 15, 2016
	Veterans Day	*****	Good Friday	March 25, 2016
	Thanksgiving Day	*****	Prince Kuhio Day (3/26)	March 25, 2016
	Christmas Day	*****	Memorial Day	May 30, 2016
			King Kamehameha I Day	June 10, 2016

^^ The employer may assign up to 6 additional hours in half-hour blocks (=1 day) for training and meetings beyond teacher regular
 ***21 hours contiguous to teacher's day (not less than 1 hour increments) for job-imbedded professional

ATTACHMENT G

DAILY/WEEKLY SCHEDULE

Monday Time	Room 1	Room 2	Room 3	Common Room
8:00 – 8:25	4 th Grade Homeroom	5 th Grade Homeroom	6 th Grade Homeroom	
8:30 – 9:25	4 th Math	5 th ELA	6 th Science & Social Studies	Online Support
9:30 – 10:25	5 th Math	6 th ELA	4 th Science & Social Studies	Online Support
10:30 – 10:45	Recess	Recess	Recess	Online Learning Games
10:45 – 11:40	6 th Math	4 th ELA	5 th Science & Social Studies	Online Support
11:40 – 12:10	6 th Culminating Project			4 th & 5 th Lunch
12:15 – 12:45	4 th Culminating Project	5 th Culminating Project		6 th Lunch
12:50 – 1:45	4 th Art/ Enrichment	5 th Theater Arts/ Enrichment	6 th Music/ Enrichment	Remediation
1:50 – 2:45	4 th Science & Social Studies Enrichment	5 th Science & Social Studies Enrichment	6 th Science & Social Studies Enrichment	Remediation

Tuesday Time	Room 1	Room 2	Room 3	Common Room
8:00 – 8:25	4 th Grade Homeroom	5 th Grade Homeroom	6 th Grade Homeroom	
8:30 – 9:25	4 th Math	5 th ELA	6 th Science & Social Studies	Online Support
9:30 – 10:25	5 th Math	6 th ELA	4 th Science & Social Studies	Online Support
10:30 – 10:45	Recess	Recess	Recess	Online Learning Games
10:45 – 11:40	6 th Math	4 th ELA	5 th Science & Social Studies	Online Support
11:40 – 12:10	6 th Culminating Project			4 th & 5 th Lunch
12:15 – 12:45	4 th Culminating Project	5 th Culminating Project		6 th Lunch
12:50 – 1:45	4 th Music/ Enrichment	5 th Art/ Enrichment	6 th Theater Arts/ Enrichment	Remediation
1:50 – 2:45	4 th Science & Social Studies Enrichment	5 th Science & Social Studies Enrichment	6 th Science & Social Studies Enrichment	Remediation

Wednesday Time	Room 1	Room 2	Room 3	Common Room
8:00 – 8:25	4 th Grade Homeroom	5 th Grade Homeroom	6 th Grade Homeroom	
8:30 – 9:25	4 th Math	5 th ELA	6 th Science & Social Studies	Online Support
9:30 – 10:25	5 th Math	6 th ELA	4 th Science & Social Studies	Online Support
10:30 – 10:45	Recess	Recess	Recess	Online Learning Games
10:45 – 11:40	6 th Math	4 th ELA	5 th Science & Social Studies	Online Support
11:40 – 12:10	6 th Culminating Project			4 th & 5 th Lunch
12:15 – 12:45	4 th Culminating Project	5 th Culminating Project		6 th Lunch
12:50 – 1:45	4 th Theater Arts/ Enrichment	5 th Music/ Enrichment	6 th Art/ Enrichment	Remediation
1:50 – 2:45	4 th Science & Social Studies Enrichment	5 th Science & Social Studies Enrichment	6 th Science & Social Studies Enrichment	Remediation

Thursday Time	Room 1	Room 2	Room 3	Common Room
8:00 – 8:25	4 th Grade Homeroom	5 th Grade Homeroom	6 th Grade Homeroom	
8:30 – 9:25	4 th Math	5 th ELA	6 th Science & Social Studies	Online Support
9:30 – 10:25	5 th Math	6 th ELA	4 th Science & Social Studies	Online Support
10:30 – 10:45	Recess	Recess	Recess	Online Learning Games
10:45 – 11:40	6 th Math	4 th ELA	5 th Science & Social Studies	Online Support
11:40 – 12:10	6 th Culminating Project			4 th & 5 th Lunch
12:15 – 12:45	4 th Culminating Project	5 th Culminating Project		6 th Lunch
12:50 – 1:45	4 th Hawaiian Studies/Enrichment	5 th Hawaiian Studies/Enrichment	6 th Hawaiian Studies/Enrichment	Remediation
1:50 – 2:45	4 th Science & Social Studies Enrichment	5 th Science & Social Studies Enrichment	6 th Science & Social Studies Enrichment	Remediation

Friday Time	Room 1	Room 2	Room 3	Common Room
8:00 – 8:25	4 th Grade Homeroom	5 th Grade Homeroom	6 th Grade Homeroom	
8:30 – 9:25	4 th Math	5 th ELA	6 th Science & Social Studies	Online Support
9:30 – 10:25	5 th Math	6 th ELA	4 th Science & Social Studies	Online Support
10:30 – 10:45	Recess	Recess	Recess	Online Learning Games
10:45 – 11:40	6 th Math	4 th ELA	5 th Science & Social Studies	Online Support
11:40 – 12:10	6 th Culminating Project			4 th & 5 th Lunch
12:15 – 12:45	4 th Culminating Project	5 th Culminating Project		6 th Lunch
Early Release				

ATTACHMENT H

TYPICAL DAY FOR STUDENT AT KLA

I woke up this morning excited to go back to school after the weekend. I still can't believe I won the lottery and was accepted into Ka'u Learning Academy! My whole life has changed since then. Kids don't make fun of me for wanting to make good grades here. We respect and encourage each other, and that's really cool.

It's Monday, so we had character education in homeroom today. We discussed finding joy in our own accomplishments and the accomplishments of others. We each talked about something we were proud of, and then we drew names and said really positive things to each other based on what we had shared. The first few times we had group meetings in homeroom were kind of awkward, but now we are like a really big family. On some mornings, we talk about college and what we want to do after we graduate. I never knew there were so many opportunities for me in this world! My favorite mornings are when we have guest speakers that we can skype with. One time we had a dinosaur specialist called a paleontologist. It was really cool, because I saw him once on a Discovery Channel show.

At 9:00, the bell rang, and I went to math. I knew immediately that we were learning about probability, because my teacher had the Common Core learning objective on the board. We discussed what it meant, and she told us some really cool ways we could use the skill in real life. Then she gave us a pretest. The first questions were easy, but they got harder at the end. I got the first five right, so she put me in a group with Kaimi and Keala. We listened to instruction and then worked together on a worksheet. The three of us finished pretty quick, so my teacher gave us the posttest. I got all those right, so I helped Kanani for about ten minutes, then got on the computer. We use a computer program that lets me work at my own pace. I didn't understand one of the questions, so I hit the explain button and asked Kaimi to help me. I kind of got it, but I went to Khan Academy and listened to him solve a similar problem just to be sure. Sometimes, I have to call my teacher to help me, but today, I figured it out on my own.

After math class, I went to reading. We are reading *Flight 116 is Down* by Caroline Cooney and learning about literary elements. The story is about some teenagers who are first responders after a plane crash, so, next week our teacher is bringing some people in to teach us how to do CPR and first aid; I can't wait. We learned about different ways to develop characters, and then we developed our own. We had to make the reader *feel* something about our characters. I wanted my readers to love my character, so I had him rescue a puppy from some mean guys. We all voted on the one that made us *feel* the most, and I won a science book.

I had lunch duty this week which means I helped prepare the fruit, salad, and sandwiches. We are all assigned something to bring on Mondays, and then we share. I brought three packs of ham this week, and I'll bring some homegrown bananas next week. Lunch time is relaxing. We all eat together and talk story. Since I had lunch duty, I only got to work in the garden with the other kids for ten minutes, but it's okay, because I only have to do it one week each quarter.

After lunch, I went to Science and Social Studies, and then to electives. I'm in theater arts right now. We will be performing "Willy Wonka and the Chocolate Factory" in a few weeks. The art class designed and built the sets, and the music class is going to play and sing the songs. A group of eighth graders designed and recorded the soundtrack. They will also run the mics and lights. Next quarter the school will perform "Alice in Wonderland." I'll be in art class then, and I'm looking forward to designing the set.

After school, we had tennis class behind the school, and I got to see some of my friends from my old school. They are still on the waiting list for KLA, but hopefully, the building project will be done next year and they can come too.

ATTACHMENT I

TYPICAL DAY FOR A KLA TEACHER

It's Tuesday, so we had a skype session today in homeroom. We spoke with the Research and Education Coordinator at the College of Tropical Agriculture and Human Resources, University of Hawaii. It was a great follow-up session to our two-day field trip at Hakalau Forest. My students each got to hold a native bird in their hands and release it back into the wild after it was captured, weighed, measured and tagged. They learned so much about the environmental changes here in Hawaii and how those changes are affecting native species. The best part about the trip is that the University of Hawaii funded the entire thing; what a great partnership!

I teach 6th, 7th, and 8th grade language arts. We are reading a novel in each of these classes. The 8th grade class is reading *The Outsiders* by S.E. Hinton. I love teaching this novel, because I've never had a student who didn't love it, and it contains so many of the literary elements. Today we talked about the way the writer used foreshadowing to draw the kids into the novel. We also chose our jury and judge for a mock trial we are holding for one of the characters; it's great to have the freedom to teach civic lessons along with reading skills. The last school I worked for never let us teach anything that wasn't on the standardized test. That sounds good in theory, but the truth is, it's almost impossible to engage kids in learning if you are chained to a one-size-fits-all, systematic approach to education; learning has to be fun at least some of the time. KLA uses a standards-based, data-driven methodology, but it allows teachers to maintain autonomy (and dignity) in the classroom. I love that I have the tools to really get to know my students academic strengths and weaknesses and the freedom to teach to their individual learning styles in ways that keep them engaged in learning.

After teaching my three reading classes, I have a 30 minute lunch break. I can eat in the workroom if I want to, but I usually eat with the kids, because I enjoy the family environment in our lunch room. Occasionally, I sit with one of my students I assigned lunch detention for a minor discipline problem (though that has become almost non-existent now that my students understand that I care about them, and that I am fair, firm and consistent). Our graduated consequences system for discipline works very well, but honestly, because of positive peer pressure and strong support from our parents, our students rarely misbehave.

After lunch on Tuesdays and Thursdays, I am in the computer lab with an EA assisting students with their online learning programs. Our computer programs allow students to work at their own level. We have given them all the tools they need to be self-directed learners, so mostly I serve as a facilitator in the lab. On Mondays and Wednesdays, I have forty-five minutes to collaborate with other teachers and our administration to discuss the progress of individual students in my classes. We do intensive data analysis that helps me understand where I need to focus my attention. Because of the analysis process, I know each one of my students strengths and weaknesses which allows me to teach with laser precision. We also work together to come up with new ideas and solutions to educating our students. The last hour of the day is dedicated to Specials (electives). Depending on the which day of the week it is, I am either working with students in art, music, theater arts, Hawaiian studies, or specialized tutoring. I love the way our electives all come together in our school wide productions. Next year, we will be adding a technical class so students can do their own sound and lighting for the performances. We could have done it this year, but we are waiting for our grant money to come in. It is a shame that we don't get the same funding as the local public school especially since we doing such a better job educating students. Maybe all of our lobbying will make a difference one day, and we will see an equitable distribution of funds. I know that all of us at KLA will keep lobbying.

ATTACHMENT J

ADMISSIONS AND ENROLLMENT POLICY

Enrollment Applications for SY 2015-2016 for only 6th, 7th and 8th grade will be accepted starting February 2, 2015 to March 13, 2015. Applications will be available on our website or at the school office starting February 1, 2015. Once available, the application form can be downloaded as a PDF file, printed, filled out and mailed to the KLA office or submitted on-line. Applications have a deadline of 3:00 p.m. on March 13, 2015. All applications go into a public lottery system as more applications are received than spaces available. The lottery will take place at KLA on April 3, 2015 at 9:00 a.m. Applicants do not need to be present.

IMPORTANT ADMISSION INFORMATION FOR PARENTS

Thank you for your interest in our charter school. As a school of choice, prospective families will want to explore our website to learn about Ka'u Learning Academy's philosophy and instructional program. Information learned about the school will help parents understand the level of participation expected from parents and know if the KLA program meets their child's learning style and needs.

The following summary outlines how children are admitted to our school. If you have further questions, do not hesitate to call our office at 808-213-1097.

Who Can Apply: KLA has an open admission policy regarding all who wish to attend. It does not target any particular student population. It is intended that all students be admitted in compliance with state and federal mandates. The only eligibility requirements for all students is that families must agree to and support the KLA Student Code of Conduct.

Minimum Age Requirement: KLA follows the August 1 Federal age requirement for enrollment. Children entering sixth grade must be eleven (11) years old by August 1 of their entry year. Children who are younger may be developmentally unprepared to enter our program.

Parent Volunteers: KLA is a school of choice open to all. Parents determine if KLA will provide an appropriate learning environment for their child based on educational setting, expectations for students, and services available. Parents also must determine if they are willing to commit to parent participation expectations. Parent volunteers are valued at KLA. Parent volunteers help KLA meet the vision and goals of the school. There are many ways for parents to help. By submitting an application for your child, you are committing to active participation in the school through volunteering.

Special Needs Applicants: The Department of Education has developed a policy regarding the enrollment of Special Education students in charter schools. The purpose of this policy is to ensure that students and their families are aware of the services available at the charter school. Students who have been identified as needing Special Education Services, have an IEP, and are selected in the lottery are offered enrollment after it is determined that the staff at KLA can provide the services needed for that child. Parents will meet with the home school and KLA teams to determine what services are needed for their child and what services KLA can provide.

SPED students at KLA receive services from a Special Education Teacher using an inclusion model (students are not pulled out of their classroom for servicing; rather they receive services in the classroom in their regular setting.)

If SPED services are required that KLA cannot provide, the child's placement will be at his/her home school where services can be provided.

Lottery: Because more students apply for admission than space allows, the school will admit students based on a public lottery system as required by federal mandate. A lottery is a random selection process by which applicants are admitted to the charter school.

Each completed application will be drawn in random order to fill the available open slots. Once the openings are filled, the subsequent applicants will be assigned a wait list number. In the event that more than one child from a single family has applied to the same grade level (twins), one child will be placed in the lottery and one number will be assigned to both children.

Application and Lottery Dates / Notification of Results: Applications are accepted starting February 2 up to the deadline date of March 13, 2015. The lottery will be held April 3, 2015 at 9 a.m. Parents and applicants do not need to be present for the drawing. Students whose names are drawn in the lottery and space is available, will be offered enrollment on April 5, 2015 via phone call. Applicants drawn and no space is available will have their name added to the existing waitlist until October 15th, 2015. These applicants will be notified via a letter. After October 15, 2015, applications of students who have not been offered a slot will be purged. Applicants must reapply the following year for participation in the enrollment lottery.

Lottery Exemptions and Order: The only students exempt from the lottery are returning students, siblings of KLA students, and students of staff, board members, and founding board members. The order in which openings are filled is as follows: Returning students from current school year. Younger siblings (including stepchildren) of students/former students, and children of KLA staff and board members.

Applicants on wait list from previous year's lottery (if grade level has openings)

Applicants for school's entry grade level. If more applicants apply than openings, a public lottery will be held.

Ranking of lottery: All non-placed students shall be wait-listed in the order in which they are drawn in the lottery. The starting wait-listed number for each grade level will be determined by total number of existing wait-listed students for each of the grade levels.

If after April 3rd there are spaces available and no wait-listed applicants, then from that time forth all students shall be admitted on a first-apply, first-offered basis.

Parents do not need to be present at the lottery to gain entry for their child. Children accepted for enrollment at the lottery are notified by phone or from the wait list are notified by telephone and/or a mailed letter. If a family cannot be reached by phone and the letter is returned without forwarding information, the school will go to the next child on the list to offer enrollment.

ATTACHMENT K
STUDENT DISCIPLINE POLICY

**Chapter 19 Student Misconduct, Discipline, School Searches and Seizures, Reporting
Offenses, Police Interviews and Arrests, and Restitution for Vandalism**

HAWAII ADMINISTRATIVE RULES

TITLE 8

DEPARTMENT OF EDUCATION

SUBTITLE 2

EDUCATION

PART 1

PUBLIC SCHOOLS

CHAPTER 19

STUDENT MISCONDUCT, DISCIPLINE, SCHOOL SEARCHES AND SEIZURES,
REPORTING OFFENSES, POLICE INTERVIEWS AND ARRESTS, AND RESTITUTION
FOR VANDALISM

Subchapter 1 General Provisions

§8-19-1 Philosophy

§8-19-2 Definitions

§8-19-3 Applicability

§8-19-4 Severability

Subchapter 2 Student Misconduct and Discipline During the Regular School Year

§8-19-5 Disciplinary actions; authority

§8-19-6 Prohibited student conduct; class offenses

§8-19-7 Crisis removal

§8-19-7.1 Investigation

§8-19-8 suspension

§8-19-9 Due process for suspensions exceeding ten days, disciplinary transfer, and dismissal

§8-19-10 Duration of disciplinary actions

§8-19-11 Alternate educational activities and other assistance when students are found to be in violation of this chapter

Subchapter 3 Student Misconduct and Discipline in Summer School

§8-19-12 Disciplinary actions; authority

§8-19-13 Prohibited student conduct; class offenses

Subchapter 4 School Searches and Seizures

§8-19-14 Policy on opening and inspection of student lockers

§8-19-15 Policy on general school searches and seizures

§8-19-16 Authority

§8-19-17 Conditions under which general school searches and seizures may be carried out

§8-19-18 Prohibited searches and seizures

Subchapter 5 Reporting Offenses

§8-19-19 Reporting class A and class B offenses occurring in school

§8-19-20 Indemnity upon reporting class A and class B offenses

§8-19-21 Failure to report class A or class B offenses occurring in school; consequences

Subchapter 6 Police Interviews and Arrests

§8-19-22 Police interviews in school for school-related offenses

§8-19-23 Police interviews in school for non-school-related offenses

§8-19-24 Police arrests in school

Subchapter 7 Restitution for Vandalism

§8-19-25 Liability for vandalism

§8-19-26 Procedures applicable to vandalism

§8-19-27 Repealed

§8-19-28 Repealed

Historical Note: This chapter is based substantially upon Department of Education “Rule 21, Relating to Student Discipline” [Eff 3/28/64; am 11/29/73; am 5/01/76; R 9/1/82]; “Rule 3, Relating to Police Interviews and Arrest of Students During School Hours” [Eff 9/23/63; am 6/20/77; R 9/1/82]; “Rule 24, Relating to Students Smoking on School Premises” [Eff 3/28/64; R 9/1/82].

Subchapter 1

General Provisions

§8-19-1 Philosophy. (a) Hawaii has established and supports a statewide system of public education. The compulsory nature of school attendance ensures that a student shall have the opportunity for an education. In addition to the education provided during the regular school year, the department offers students the opportunity to receive additional instruction and educational services through a self-supporting summer school program on a voluntary attendance basis. The department is committed to:

- (1) Provide the student with optimal learning conditions;
- (2) Select appropriate teachers for the student’s instruction; and
- (3) Other programs that will help the student to succeed.

In 1996, the Hawaii state department of education initiated a collaborative and systemic reform known as the Comprehensive Student Support System (CSSS), which provides a continuum of academic, social, emotional, and physical environmental supports and services to all students to facilitate their learning and their meeting of high educational standards. It is a CSSS community of caring and supportive relationships among students, teachers, families, and agencies working together that promote timely and appropriate services for all students. The goal of the school system is to provide a learning experience that allows all students to achieve the Vision of the

Public School Graduate, 2005-2008 Department of Education Strategic Plan, State of Hawaii Department of Education, Office of Superintendent, June 2005, in safe, caring, nurturing, and orderly teaching and learning environments.

(b) It is the responsibility of every student to demonstrate respectful, responsible, safe, and ethical behaviors on department of education transportation, or during a department of education sponsored activity on or off school property. The department supports this through the establishment of a proactive systems approach to schoolwide discipline. §8-19-2

(c) However, when a student's behavior violates established policies, rules, or regulations of the department, state or local laws, the department may take appropriate disciplinary action in accordance with this chapter. The purpose of school-administered discipline is to:

(1) Promote and maintain a safe and secure educational environment;

(2) Teach and acknowledge proper behavior which is beneficial to the educational process and self-development;

(3) Deter students from acts which interfere with the purpose of education or which are self-destructive, self-defeating or anti-social; and

(4) Maintain proper student conduct to ensure that educational activities and responsibilities remain uninterrupted.

(d) An educational worker conducting or participating in a school program, activity, or function sponsored or approved by the department, or hired to engage in carrying out an educational function, has a reasonable expectation to be free of undue disruption and threat of disorder or acts of violence, or both, committed against them by students.

(e) In addition to the disciplinary action taken under this chapter, restitution for vandalism or for negligence shall be made in accordance with the provisions of this chapter. The purpose of restitution is to discourage acts of vandalism and negligence and to ensure recovery of the cost of public property damaged by acts of vandalism and negligence.

(f) On occasions it is necessary for police officers to interview students or to take them into custody. This chapter is also intended to safeguard the rights and interests of students in attendance, to cooperate with police officers in the performance of their duties, to preserve the school milieu, and to delineate responsibilities of school personnel. [Eff 9/1/82; am 5/23/86; am and comp 7/19/93; am and comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS §§302A-1101, 302A-1112)

§8-19-2 Definitions. As used in this chapter:

“Abusive language” means verbal messages that use words in an inappropriate way and may

include but is not limited to swearing, name-calling, or profanity.

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

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

“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.

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

“Complex area superintendent” means the chief administrative officer of a complex area and the school complexes therein.

“Contraband” means a property, other than which is unlawful to produce or possess, which, as defined by local school rules, is prohibited on school premises has in the past lead to bodily injury or disruption of school operations.

“Controlled substance” means a drug or substance as defined in I through V in chapter 329, Hawaii Revised Statutes.

“Correction and conference with student” means a student meets with an administrator, their teacher(s), and/or parent and receives instruction on demonstrating appropriate behavior.

“Crisis removal” means the immediate exclusion of a student from school in an emergency, because the conduct of the student presents a clear, immediate threat to the physical safety of self or others, or the student is so extremely disruptive as to make the immediate removal of the student necessary to preserve the right of other students to pursue their education free from undue disruption.

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

- (1) On campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property;
- (2) Through a department of education data system without department of education authorized

communication; or

(3) Through an off campus computer network that is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student or school personnel, or both.

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

“Dangerous instrument, or ‘substance’” means any explosive device, instrument, material, or chemical, whether animate or inanimate, which in the manner it is used or is intended to be used is known to be capable of producing death or bodily injury. Examples of such items include but are not limited to knives, pipe bomb devices, fireworks, pepper spray, mace, martial arts devices such as sticks and throwing stars; and inanimate objects such as pipes, sticks, or baseball bats swung at a person in a menacing manner so as to cause or threaten bodily injury.

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

“Department” means the department of education.

“Detention” means detaining a student on school campus during non-instructional hours to require the student to carry out in-school educational or other activities as may be prescribed by school officials as a form of disciplinary action for student misconduct.

“Disciplinary transfer” means the removal of a student from the school the student is attending as a result of a violation of section 8-19-6. Disciplinary transfer does not include cases involving the revocation of geographic exceptions under chapter 13 of title 8 under circumstances in which the purpose for granting the geographic exception is no longer valid.

“Dismissal” means the removal of a student from Hawaii public schools for the remainder of the school year or for a period of not less than one calendar year for firearm violations.

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

(1) Engaging in fighting or threatening, or in violent or tumultuous behavior such as yelling or

screaming, or both;

(2) Making unreasonable noise as to cause disruption of normal school operations;

(3) Making any offensively coarse utterance, gesture, or display, or addressing abusive language to any person present, which is likely to provoke a violent response;

(4) Creating a hazardous or physically offensive condition by any act which is not performed under any authorized license or permit;

(5) Impeding or obstructing any person in a public school for the purpose of begging or soliciting alms or other forms of aid; or

(6) Inappropriate physical contact including but is not limited to consensual sex or consensual touching of body parts, or both.

“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.

“Educational worker” means any administrator, specialist, counselor, teacher, or employee of the department of education, or a person who is a volunteer in a school program, activity, or function that is sponsored or approved by the department of education, or a person hired by the department of education on a contractual basis and engaged in carrying out an educational

function.

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

(1) Obtains, or exerts control over, the property or services of another with intent to deprive that person of the property or services by threatening by word or conduct to:

(A) Cause bodily injury in the future to the person threatened or to any other person;

(B) Cause damage to property;

(C) Subject the person threatened or any other person to physical confinement or restraint;

(D) Expose a secret or publicize an asserted fact, whether true or false, tending to subject some person to hatred, contempt, or ridicule, or to impair the person’s credit or business repute;

(E) Reveal any information sought to be concealed by the person threatened or any other person;

(F) Testify provide information, or withhold testimony or information with respect to another’s legal claim or defense;

(G) Take or withhold action as a public servant, or cause a public servant to take or withhold such action;

(H) Bring about or continue a strike, boycott, or other similar collective action, to obtain property which is not demanded or received for the benefit of the group which the student purports to represent; or

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

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

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

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

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

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

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

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

“Firearm” means:

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

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

(3) Any firearm muffler or firearm silencer; or

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

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

(i) Bomb;

(ii) Grenade;

(iii) Rocket having a propellant charge;

(iv) Missile having an explosive or incendiary charge;

(v) Mine; or

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

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

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

“Forgery” means:

(1) A student signing a name other than the student's own name on a document or;

(2) The illegal production or reproduction of materials such as fundraising or sports event tickets.

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

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

(1) Striking, shoving, kicking, or otherwise touching a person in an offensive manner or subjecting such person to offensive physical contact;

(2) Insulting, taunting, or challenging another person in a manner likely to provoke a violent response;

(3) Making verbal or non-verbal expressions that causes others to feel uncomfortable, pressured, threatened, or in danger because of reasons that include but are not limited to the person’s race, color, national origin, ancestry, sex, including gender identity and expression, religion, disability, or sexual orientation that creates an intimidating, hostile, or offensive educational environment, or interferes with the education of a student, or otherwise adversely affects the educational opportunity of a student or students;

(4) Name calling, making rude gestures, insulting, or teasing another person who feels humiliated, intimidated, threatened, or embarrassed;

(5) Making a telephone call without purpose of legitimate communication;

(6) Making repeated communications anonymously, or at extremely inconvenient hours, or in offensively coarse language on campus or, other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property;

(7) Causing fear as to prevent others from gaining legitimate access to or use of school buildings, facilities, services, or grounds such as, but is not limited to, restroom facilities; or

(8) Physically harming, physically restraining, threatening, or stalking, or a combination of the foregoing.

“Hazing” means any conduct or method of initiation into any student organization or activity, whether on campus or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school

property, which willfully or recklessly endangers the physical or mental health of any student. Such conduct shall include, but is not limited to whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, indecent exposure, or any other treatment or forced physical activity which is likely to adversely affect the physical or mental health, or both, or safety of any student, or which subjects any student to extreme mental stress, including deprivation of sleep or rest, extended isolation, or personal humiliation.

“Hijacking” means to extort from another by a threat or a perceived threat.

“Homicide” means causing the death of another person.

“Inappropriate or questionable uses, or both, of internet materials and equipment” means when a student is in violation of the Internet Access Policy, Board of Education Policy 2170, amended 10/1997, <http://lilinode.k12.hi.us/STATE/BOE/POL1.NSF> the department’s Internet Access Regulations, Hawaii Department of Education 2170.1 Internet Access Regulations, amended 08/2000, <http://www.k12.hi.us/~atr/policy2000/intaccreg.htm> and the Network Support Services Branch’s Acceptable User Guidelines Department of Education Network and Internet Services, updated 11/29/2004; <http://nssb.k12.hi.us> for using computers and network resources. Examples of inappropriate or questionable uses of the department’s computer and network resources include but are not limited to disabling or bypassing the filters, gambling software, music sharing software, or sexually explicit photographs and pictures that do not support the department’s mission and purpose. Copies of these policies are available via the websites listed in the footnotes or may be obtained from school office.

“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.

“Individualized instruction related to student’s problem behaviors” means as a result of a disciplinary action the student receives individualized instruction specifically related to the student’s problem behaviors. Examples of individualized instruction include but are not limited to the development and implementation of behavior support plans, developing behavioral contracts or social skills training, or a combination of the foregoing.

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

“In-school suspension” means a student is temporarily removed from his/her school program for disciplinary purposes but remains under the direct supervision of school personnel to complete instruction work.

“Interim alternative educational setting” or “IAES” means a temporary placement for a student who has been suspended or otherwise removed from his current educational placement for disciplinary reasons in which the student continues to receive educational services to enable the student to continue to participate in the general education curriculum and to progress toward

meeting the goals set out in the student's IEP.

“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.

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

“Leaving campus without consent” means leaving the premises of a school, department of education facility, or department of education program without first obtaining permission from school officials.

“Low intensity problem behaviors” means those behaviors that are demonstrated with low frequency, brief engagement, and do not lead to serious harm.

“Mail” or “mailed” means documents sent via:

- (1) Regular mail;
- (2) Certified mail; or
- (3) Return receipt requested.

“Minor problem behaviors” means demonstration of low-intensity problem behaviors that may include, but are not limited to the following.

- (1) “Defiance/disrespect/non-compliance” means student engages in brief or low-intensity failure to respond to adult requests;
- (2) “Disruption” means student engages in low-intensity, inappropriate disruption;
- (3) “Dress code violation” means student wears clothing that is not within the dress code guidelines defined by the school;
- (4) “Inappropriate language” means student engages in low-intensity instance of inappropriate language;
- (5) “Physical contact” means student engages in non-serious, inappropriate physical contact;
- (6) “Property misuse” means student engages in low-intensity misuse of property;
- (7) “Tardy” means a student arrives to school after school has started, or a student arrives at class

after class has started, or both.

“Negligence” means the failure to use the care that a prudent and careful person would use under similar circumstances which results in harm to a person or loss, destruction, breakage, or damage of school books, equipment, or of supplies.

“Parent” means the natural or legal parent, legal guardian or other legal custodian of the student. For students eighteen years of age or older, all parental rights herein transfer to the student.

“Property damage” or “vandalism” means:

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

“Rendering a false alarm” means a student causes a false alarm of fire or other emergency to be transmitted to or within an official or volunteer fire department, any governmental agency, or public utility that deals with emergencies involving danger to life or property.

“Restitution” means monetary or non-monetary repayment to the department or the State of Hawaii for the reasonable value of public school property lost, damaged, broken or destroyed as the result of student negligence or vandalism.

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

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

“School” or “public school” means all academic and non-college type schools established and maintained by the department in accordance with state law.

“School books” means library and textbooks.

“School official” means any administrator, specialist, counselor, teacher, school security attendant, or other department employee, responsible for the supervision of students. It does not include individuals whose services are procured.

“School related offenses” means offenses involving school property, or offenses committed on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property.

“School rules” means schoolwide conduct rules that have been established by the school.

“School staff” means any teacher, officer, or other employee of the department. §8-19-2

“Search” means if after requesting the student to voluntarily relinquish the contraband item(s) and the student refuses and there are reasonable grounds to believe that the student has violated the law or provisions prohibited under this chapter, or if there is a health or safety issue with illicit drugs, dangerous weapons, dangerous instruments or firearms, or a combination of the foregoing, the school official may examine the contents and belongings which may include but are not limited to purses, fanny packs, backpacks, jackets, shoes, socks, or any other outer clothing.

“Seizure” means to take possession of the contraband item(s) that is or are uncovered during a search.

“Serious discipline” means disciplinary actions including dismissals, disciplinary transfers, crisis removals, and suspensions which either exceed ten school days or will result in the student affected being crisis removed or suspended more than a total of ten school days in any single semester.

“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.

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

"Strip search" means searches, which require the removal of clothing that results in the exposure of the genitals, the female breasts, or underwear or combination thereof.

"Suspension" means exclusion from school for a specific period during a school year.

"Switchblade knife" means any knife having a blade which opens automatically:

- (1) By hand pressure applied to a button or other device in the handle of the knife, or
- (2) By operation of inertia, gravity, or both.

“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.

"Theft" means:

- (1) Obtaining, or exerting control over, the property of another and depriving that person of the property;
- (2) Obtaining, or exerting control over, the property of another by deceiving and depriving the person of the property;
- (3) Obtaining, or exerting control over, the property of another which the person knows to have been lost or mislaid, or to have been delivered under a mistake as to the nature or amount of the property, the identity of the recipient, or other facts, and with the intent to deprive the owner of the property, the person fails to take reasonable measures to discover and notify the owner;
- (4) Obtaining services, known by the person to be available only for compensation, by deception, false token, or other means to avoid payment for the services;
- (5) Having control over the disposition of services of another to which the person is not entitled and diverts those services to the person’s own benefit or to the benefit of a person not entitled thereto;
- (6) Failing to make required disposition of funds by:
 - (A) Obtaining property from anyone upon an agreement, or subject to a known legal obligation, to make specified payment or other disposition, whether from the property or its proceeds or from the person’s own property reserved in equivalent amount, and dealing with the property as the person’s own and failing to make the required payment or disposition; or
 - (B) Obtaining personal services from an employee upon agreement or subject to a known legal obligation to make a payment or other disposition of funds to a third person on account of the employment, and intentionally failing to make the payment or disposition at the proper time;
- (7) Receiving, retaining, or disposing of the property of another, knowing that it has been stolen,

with intent to deprive the owner of the property; or

(8) Shoplifting:

(A) Concealing or taking possession of the goods or merchandise of any department of education store or department of education retail establishment, with intent to defraud;

(B) Altering the price tag or other price marking on goods or merchandise of any department of education store or department of education retail establishment, with intent to defraud; or

(C) Transferring the goods or merchandise of any department of education store or department of education retail establishment from one container to another, with intent to defraud.

"Trespass" means entering or remaining in or upon the premises of any school, or department of education facility after reasonable warning or request to leave by school authorities or police officer.

"Truancy" means a student is absent from class(es) or the school campus without authorization from the principal or designee. [Eff 9/1/82; am 5/23/86; am and comp 7/19/93; am and comp 5/19/97; am and comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS §§302A-101, 302A-1101, 302A-1112, 302A-1134, 302A-1134.5)

§8-19-3 Applicability. (a) The provisions of this chapter shall apply to all students enrolled in a public school during the regular school year, summer session, or intersessions regardless of age with the addition that, outside of the hours when school is in session, boarding students are subject to the dormitory rules developed by the school and agreed upon through written consent by the parent(s) or legal guardian(s) of boarding students.

(b) The Hawaii administrative rules for students with disabilities shall apply in the discipline of students who are eligible to receive special education or other services under those chapters.

(c) References to principal or designee in subchapter 2 shall be construed to include summer school director for purposes of discipline in summer school. References to school year in this chapter shall be construed to mean summer session whenever summer school applies.

(d) Discipline during intersessions and in summer school shall be governed by subchapter 3. Discipline of students who receive special education services during an extension of the student's school year shall be governed by subchapter 2 and the guidelines and requirements of the Hawaii administrative rules for students with disabilities.

(e) In all cases of student-related administrative actions and reporting, chapter 8-34 shall apply. In addition, for students who receive special education services, the Hawaii administrative rules for students with disabilities shall prevail.

(f) No action relating to suspension, serious discipline, or restitution for vandalism or negligence shall be taken except in accordance with this chapter.

(g) All matters relating to police interviews or arrests, or both, of students shall be administered in accordance with this chapter. [Eff 9/1/82; am 5/23/86; am and comp 7/19/93; am and comp 5/19/97; am and comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS 302A-1101)

§8-19-4 Severability. If any provision of this chapter or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of the chapter that can be given effect without the invalid provision or application, and to this end, the provisions of this chapter are severable. [Eff 5/23/86; comp 7/19/93; comp 5/19/97; comp 2/22/01; comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §302A-1112)

Subchapter 2

Student Misconduct and Discipline During the Regular School Year

§8-19-5 Disciplinary actions; authority. (a) Suspensions exceeding ten school days or suspensions that will result in the student being suspended more than a total of ten school days in any single semester, disciplinary transfers, dismissals, and extension of crisis removals shall be approved by complex area superintendent.

(b) Crisis removals and suspensions of ten school days or less may be approved by the principal or designee.

(c) In determining disciplinary actions, the principal or designee shall consider the intention of the offender, the nature and severity of the offense, the impact of the offense on others including whether the action was committed by an individual or a group of individuals such as a gang, the age of the offender, and if the offender was a repeat offender. [Eff 9/1/82; ren §8-19-4, 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §§302A-1112, 302A-1002) (Imp: HRS §§302A-1112, 302A-1002)

§8-19-6 Prohibited student conduct; class offenses. (a) The following prohibited conduct applies to all students in the public school system, on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property.

(1) Class A offenses:

(A) Assault;

(B) Burglary;

(C) Dangerous instrument, or substance; possession or use of;

(D) Dangerous weapons; possession, or use of;

(E) Drug paraphernalia; possession, use, or sale of;

(F) Extortion;

(G) Fighting;

(H) Firearms; possession or use of;

(I) Homicide;

(J) Illicit drugs; possession, use, or sale of;

(K) Intoxicating substances; possession, use, or sale of;

(L) Property damage or vandalism;

(M) Robbery;

(N) Sexual offenses; or

(O) Terroristic threatening.

(2) Class B offenses:

(A) Bullying;

(B) Cyberbullying;

(C) Disorderly conduct;

(D) False alarm;

(E) Forgery;

(F) Gambling;

(G) Harassment;

(H) Hazing;

(I) Inappropriate or questionable uses, or both of internet materials or equipment, or both;

(J) Theft; or

(K) Trespassing.

(3) Class C offenses:

(A) Abusive language;

(B) Class cutting;

(C) Insubordination;

(D) Laser pen/laser pointer; possession or use of;

(E) Leaving campus without consent;

(F) Smoking or use of tobacco substances; or

(G) Truancy.

(4) Class D offenses:

(A) Contraband; possession or use of;

(B) Minor problem behaviors; or

(C) Other school rules.

(i) Any other conduct as may be prescribed and prohibited by school rules. Individual school rules shall be published or made available for inspection at the school office and shall inform students, school staff, and parents of the prohibited conduct under class A through D of this section.

(ii) No disciplinary action amounting to serious discipline shall be imposed for violation of any individual school rule as a class D offense.

(b) Any student who possesses a firearm shall be dismissed from school for not less than one calendar year period. The possession or use of a firearm is prohibited on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property except for

participation in athletic teams, clubs and/or Junior Reserve Officer Training Corp (JROTC) shooting sports programs and marksmanship training, education, and competitions. The superintendent or designee, on a case-by-case basis, may modify the dismissal of a student found to be in possession of a firearm. If a student is dismissed from school, that student shall be provided alternate educational activities or other appropriate assistance as provided in section 8-19-11.

(c) Any student who possesses, sells, or uses a dangerous weapon, switchblade knife or any improperly used knife, intoxicating substance(s), or illicit drug(s) while attending school may be excluded from attending school for up to ninety-two school days. Any student who reasonably appears to be under the influence of, have consumed or used intoxicating substance(s) or illicit drug(s) prior to attending school or attending department-supervised activities held on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property may be excluded from attending school for up to ninety-two school days and the school shall administer a substance use screening tool to determine whether there is a need for the student to be referred for a substance abuse assessment pursuant to section 302A-1134.6(f), Hawaii Revised Statutes. The school administrator shall comply with the provisions of this chapter by conducting an investigation of the reported incident and inform the parent of the disciplinary action. In addition, the school administrator shall arrange for the student to be screened by a trained screener. The designated screener will summarize the results with the student, and inform the school administrator of the results. The school administrator shall then inform the family of the screening results, the early return provisions of the law, and provide a contact list of medical insurance agencies that conduct substance abuse assessments. During the screening the student will be asked a series of questions to determine if the student is at low, high or very-high risk for a substance use problem. If the screening interview indicates high or very-high results, the student will be referred for a formal substance abuse assessment. A formal substance abuse assessment serves to provide expert clinical opinion to determine if a substance abuse problem exists, and if so, offer treatment recommendations. If referred for a substance abuse assessment, students with medical health insurance shall be asked to contact their medical health carrier to schedule an appointment. Professionals who can provide substance abuse assessments include certified substance abuse counselors (CSAC), psychiatrists, advanced practice registered nurses (APRN), psychologists, and licensed clinical social workers. The principal or designee can approve suspensions of one to ten school days. The complex area superintendent shall approve suspensions exceeding ten school days. In exercising this discretion and determining disciplinary actions, the principal or designee shall consider, the nature and severity of the offense, the impact of the offense on others, the age of the offender, and if the offender is a repeat offender. If the student is excluded from attending school, the principal or designee shall ensure that alternate educational activities or other appropriate student support assistance shall be provided, and that the student is referred for appropriate intervention or treatment services, or both, as determined by the principal or designee in consultation with the appropriate school staff or in accordance with the Hawaii administrative rules for students with disabilities, if applicable. §8-19-6

(d) Disciplinary action shall be taken for all class offenses in grades kindergarten through twelve in accordance with procedures established under this chapter and within the following options as determined by the authorities designated in section 8-19-5. Interventions to teach students

appropriate behaviors must be instituted when disciplinary actions are imposed. Disciplinary action options may include the following:

- (1) Correction and conference with student;
 - (2) Detention;
 - (3) Crisis removal;
 - (4) Individualized instruction related to student's problem behaviors;
 - (5) In-school suspension;
 - (6) Interim alternate education setting;
 - (7) Loss of privileges;
 - (8) Parent conferences;
 - (9) Time in office;
 - (10) Suspension of one to ten school days;
 - (11) Suspension of eleven or more school days;
 - (12) Saturday school;
 - (13) Disciplinary transfer;
 - (14) Referral to alternative education programs;
 - (15) Dismissal; or
 - (16) Restitution.
- (e) Students shall be counseled in addition to any disciplinary action taken under subsections (c) and (d).
- (f) No action amounting to serious discipline shall be imposed on students for committing class D offenses.
- (g) No suspension or serious discipline shall be imposed on any student because of class cutting or truancy.
- (h) The disciplinary action options of subsections (c) and (d) shall be construed as disciplinary

actions within a school year.

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

§8-19-7 Crisis removal. (a) A principal or designee, in an emergency, may crisis remove a student immediately based upon preliminary inquiry and findings that the student's conduct presents a clear immediate threat to the physical safety of self or others or is so extremely disruptive as to make the student's immediate removal necessary to preserve the right of other students to pursue an education free from undue disruption.

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

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

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

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

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

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

A copy of the crisis removal notice shall be mailed to the complex area superintendent. In addition to the crisis removal notice required by this subsection, the principal or designee shall attempt to confirm the notice by telephoning the parent.

(d) A student who is the subject of a crisis removal shall be permitted to resume attendance at school as soon as the crisis no longer exists.

(e) A crisis removal shall not continue for more than ten school days, except when approved by the complex area superintendent during an appeal. [Eff 9/1/82; am and ren §8-19-6, 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §302A-1112)

§8-19-7.1 Investigation. (a) Immediately after making a crisis removal or whenever the principal or designee has reason to believe that a student has engaged in an activity warranting the imposition of a suspension, the principal or designee shall initiate a thorough investigation.

(b) When conducting an investigation, the principal or designee shall make a good faith effort at the earliest point possible to inform the parent about the school's investigation. If after making reasonable attempts, the principal or designee is unable to contact the parent, the school may engage in and complete the investigation. The investigation shall be completed as quickly as possible. If the principal or designee elects to initiate proceedings for the imposition of serious discipline other than crisis removal, the principal or designee upon completion of the investigation, shall make a written report containing a brief summary of the testimony of witnesses interviewed, any other evidence, and the principal or designee's reason(s) for the initiation of disciplinary proceedings.

(c) The principal or designee shall give to the parent notice of the findings against the student. If the student or parent denies the charge(s), the principal or designee shall indicate to the parent and the student the evidence to support the findings of the school official. The student or parent shall be given an opportunity to present the student's version of the incident. [Eff and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §302A-1112)

§8-19-8 Suspension. (a) Whenever a principal or designee has reason to believe that a student has engaged in activity warranting the imposition of suspension, the principal or designee shall immediately conduct an investigation of the incident. Upon completion of the investigation and findings, the student may be suspended if the principal or designee finds that the findings are sustained. The principal or designee shall inform the parent in writing of the findings and the disciplinary actions.

(b) If the student or parent denies the charge(s), the principal or designee shall indicate to the student and parent what evidence school authorities have to support the findings of the school official. The student or parent, or both shall be given an opportunity to present the student's version of the incident. However, where the student is unable to understand the seriousness of the charges, the nature of the proceedings, and consequences thereof, or is of such age, intelligence or experience as to make meaningful discussion difficult, the principal or designee shall request that the parent be present to participate in the discussion.

(c) If the total number of days in any single semester for suspensions exceeds ten school days, the due process procedures of this chapter shall apply unless otherwise indicated by law.

(d) The parent shall be given verbal notice of any suspension regardless of its length. Prior notice for suspension shall be by telephone, if feasible, and the written notice personally delivered or mailed to the parent upon completion of the investigation. The suspension notice shall contain the following written statements:

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

suspension;

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

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

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

A copy of the notice shall be mailed to the complex area superintendent. In addition to the notice required by this subsection, the principal shall attempt to confirm the notice by telephoning the parent. [Eff 9/1/82; am and ren §8-19-7, 5/23/86; am and comp 7/19/93; comp 5/19/97; am and comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §302A-1112)

§8-19-9 Due process for suspensions exceeding ten days, disciplinary transfers, and dismissal.

(a) If, based upon the investigation, the principal or designee believes that a student engaged in an activity which constitutes a violation of this chapter, and if the principal or designee recommends that serious discipline other than crisis removal be imposed, the principal or designee shall immediately notify the complex area superintendent to initiate disciplinary proceedings by obtaining verbal authorization from the complex area superintendent.

(b) Upon obtaining verbal authorization from the complex area superintendent, the principal or the designee will make a good faith effort to inform the parent of:

(1) The serious discipline incident,

(2) The opportunity to appeal, and

(3) That the disciplinary action will be implemented immediately.

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

(1) Allegations of the specific acts committed by the student that form the basis of the serious discipline;

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

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

(4) A statement that the parent has a right to an appeal to the complex area superintendent at

which time the parent may present evidence, call and cross-examine witnesses, and be represented by legal counsel and to the extent the parent provides a written notice of legal representation at least ten calendar days prior to the appeal.

(5) If the student or parent would like to file an appeal, the appeal must be submitted in writing and received by the complex area superintendent by the close of business of the seventh school day from the date of the issued serious discipline notice. The student shall be permitted to attend the school of the student pending the appeal unless the principal finds the continued presence of the student creates a substantial risk to self or others or to the rights of other students to pursue their education free from disruption. However, the student shall not participate in any extracurricular activities, including but are not limited to athletics, trips, or clubs.

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

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

(e) The parent may appeal the decision of the complex area superintendent by providing written notice of their appeal and a specific statement whether they are requesting a hearing to the superintendent of education or designee identifying the specific issues and arguments with supporting documents and evidence the individual is appealing. The written appeal shall be delivered to the superintendent of education or designee within seven school days of the date of the complex area superintendent's written decision. If no specific request is made for a hearing, the superintendent of education or designee shall render a decision based upon the entire record of the proceedings of the complex area superintendent and the parent submitted on the appeal. The superintendent of education or designee shall render a final written decision. The student shall be permitted to attend the school of the student pending the appeal unless the complex area superintendent finds that the continued presence of the student creates a substantial risk to self or others or to the rights of other students to pursue their education free from disruption. Where the student is to be excluded from school pending the appeal, the superintendent of education or designee shall render a decision within twenty-one calendar days of the date of the receipt of the appeal.

(f) Upon written receipt of an appeal, from the parent or the parent's legal counsel, the written decision of the complex area superintendent and all documents and recordings from the proceeding provided for in subsection (d) of this section shall be forwarded to the superintendent of education or designee within ten calendar days. The superintendent of education or designee shall examine the evidence and render a decision based on the disciplinary action within fourteen calendar days. The decision shall be personally delivered or mailed to the parent or attorney of record. In addition, the parent shall be informed of the right to submit written exceptions to the decision and to present argument to the superintendent of education or designee. Written exceptions and the request to present argument to the superintendent of education or designee must be received within five calendar days of the date of the decision rendered by the superintendent of education or designee. A parent may submit written exceptions and waive the right to present argument; however, there will be no right to present argument without first submitting written exceptions. If the parent has timely submitted written exceptions and requests the right to present the argument, the superintendent of education or designee shall, within two school days of receiving the request to present argument, inform the parent of the specific date, time, and place to present their arguments. The date for presentation of argument shall be no less than five calendar days and no more than fourteen calendar days from the date of the notice informing the parent of the specific date, time, and place to present their arguments. The superintendent of education or designee shall mail a written decision to the parent or the attorney of record within fourteen calendar days of the date of the presentation of the argument or in the case where the parent has waived the parent's right to present argument, within fourteen calendar days of the receipt of the parent's written exceptions. [Eff 9/1/82; am and ren §8-19-8, 5/23/86; am and comp 7/19/93; am and comp 5/19/97; am and comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §302A-1112)

§8-19-10 Duration of disciplinary actions. (a) If the disciplinary action could not be imposed as result of the appeal process, the disciplinary action may be carried over to the next school year

at any public school and does not include summer school.

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

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

(d) Other than as described in subsections (a) and (b), no disciplinary action shall continue beyond the school year in which the action was committed. [Eff 9/1/82; ren §8-19-9, 5/23/86; comp 7/19/93; am and comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1112, 302A-1134)

§8-19-11 Alternate educational activities and other assistance when students are found to be in violation of this chapter. (a) The complex area superintendent shall ensure that alternate educational activities or active participation of the public or private agencies are provided as appropriate for all students who are crisis removed for a period exceeding ten school days or suspended for a period exceeding ten school days.

(b) For all students who are suspended for one to ten school days, the principal or designee may consider providing alternate educational activities based on student's need.

(c) The Hawaii administrative rules for students with disabilities shall apply for students eligible under this chapter. [Eff 9/12/82; am and ren §8-19-10, 5/23/86; comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: §302A-1112) (Imp: HRS §§302A-1112, 302A-1128)

Subchapter 3

Student Misconduct and Discipline During Summer School

§8-19-12 Disciplinary actions; authority. The summer school director or designee shall impose disciplinary action against any student attending summer school. [Eff 5/23/86; comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §302A-1112)

§8-19-13 Prohibited student conduct; class offenses. (a) The following prohibited conduct applies to all students in summer school during summer school hours, on campus, or other department of education premises, on department of education transportation, or during a

department of education sponsored activity or event on or off school property.

(1) Class A offenses:

(A) Assault;

(B) Burglary;

(C) Dangerous instrument, or substance; possession or use of;

(D) Dangerous weapons; possession or use of;

(E) Drug paraphernalia; possession, use, or sale of;

(F) Extortion;

(G) Fighting;

(H) Firearms; possession or use of;

(I) Homicide;

(J) Illicit drugs; possession, use, or sale of;

(K) Intoxicating substances; possession, use, or sale of;

(L) Property damage or vandalism;

(M) Robbery;

(N) Sexual offenses; or

(O) Terroristic threatening.

(2) Class B offenses:

(A) Bullying;

(B) Cyberbullying;

(C) Disorderly conduct;

(D) False alarm;

(E) Forgery;

- (F) Gambling;
- (G) Harassment;
- (H) Hazing;
- (I) Inappropriate or questionable uses, or both of internet materials or equipment, or both;
- (J) Theft; or
- (K) Trespassing.

(3) Class C offenses:

- (A) Abusive language;
- (B) Class cutting;
- (C) Insubordination;
- (D) Laser pen/laser pointer; possession or use of;
- (E) Leaving campus without consent;
- (F) Smoking or use of tobacco substances; or
- (G) Truancy.

(4) Class D offenses:

- (A) Contraband; possession or use of;
- (B) Minor problem behaviors; or
- (C) Other school rules.

(b) Class C and D offenses: A summer school student who commits two of any class C or D offense as defined in section 8-19-6 in the course of summer school shall receive a warning for the first offense and may be released from summer school for the second offense.

(c) Any student who commits a class A or class B offense shall be dismissed from summer school. The summer school director or designee shall notify and meet with the student and parent prior to dismissal from summer school. The summer school director shall file a report with the complex area superintendent and shall provide a copy to the parent.

(d) A summer school director or designee, in an emergency, may impose a crisis removal of a

student immediately after finding that the student's conduct presents an immediate clear threat to the physical safety of self or others or is so extremely disruptive as to make the student's immediate removal necessary to preserve the right of other students to pursue an education free from undue disruption. The summer school director or designee shall inform and meet with the student and parent prior to the student's reinstatement in summer school. No student shall be reinstated without the meeting. The summer school director or designee shall file a report with the complex area superintendent and shall provide a copy to the parent. [Eff 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §302A-1112)

Subchapter 4

School Searches and Seizures

§8-19-14 Policy on opening and inspection of student lockers. School lockers provided to the students on campus are subject to opening and inspection (and external dog sniffs) by school officials at any time with or without cause, provided that the searches are not because of the student's race, color, national origin, ancestry, sex, gender identity and expression, religion, disability, or sexual orientation. Section 8-19-15 shall have no applicability to the opening and inspection (and external dog sniffs) of student lockers. None of the restrictions in sections 8-19-15 through 8-19-18 or related to general school searches and seizures shall in any way be construed to create an expectation of privacy in student lockers. Students should assume that their lockers are subject to opening and inspection (and external dog sniffs) any time with or without cause. [Eff 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS §§302A-1101, 302A-1112)]

§8-19-15 Policy on general school searches and seizures. Except as provided in section 8-19-14 regarding student lockers, students have a reasonable expectation of privacy in their persons on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property. Schools have an equally legitimate need to maintain order and an environment where learning can take place. In fulfilling this legitimate need, school officials may on occasions need to carry out searches and seizures on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property. As a general policy, except as provided in section 8-19-14 regarding student lockers, the searches and seizures are permissible if there are reasonable grounds to suspect, based on the attendant circumstances that the search will turn up evidence that the student or students have violated or are violating either the law or the student conduct prohibited under this chapter. Searches and seizures conducted by school officials shall abide by

the provisions of this subchapter. [Eff 5/23/86; comp 7/19/93; comp 5/19/97; comp 2/22/01; am and com 9/10/09] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS §§302A-1101, 302A-1112)]

§8-19-16 Authority. Except as provided in section 8-19-14 regarding student lockers, property may be searched if there are reasonable grounds to suspect, based on the attendant circumstances that the search will turn up evidence that student or students, or others on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property have violated the law or the provisions of this chapter. A school official conducting a search shall be accompanied by another school official serving as a witness, unless it is an emergency where prompt action is necessary to protect the health or safety, or both of any person or persons. [Eff 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS §§302A-1101, 302A-1112)

§8-19-17 Conditions under which general school searches and seizures may be carried

out. (a) Except as provided in section 8-19-14 regarding student lockers searches and seizures may be carried out by school officials when all of the following conditions are met:

(1) If at the time of the search, there are reasonable grounds to suspect based on the attendant circumstances that the search will turn up evidence that the student or students have violated the law or provisions prohibited under this chapter.

(2) The manner in which the search is to be conducted is reasonably related to the purpose of the search.

(3) The student who will be subjected to a search shall be informed of the purpose of the search and shall be given an opportunity to voluntarily relinquish the evidence sought by the school official.

(b) The principal or designee of the school shall be informed by the school official who will conduct the search that a search is to be conducted and of the purpose of the search unless it is an emergency where immediate action is necessary to protect the health or safety, or both of a person or persons.

(c) If more than one student is suspected of committing a violation, then, if practical and not a risk to health or safety, the school official conducting the search shall start with the student most suspected of having the item sought in the search. [Eff 5/23/86; am and comp 7/19/93; am and comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §§302A-1112, 703-309(2)) (Imp: Hawaii Const. Art. X, §3, HRS §§302A-1101, 302A-1112, 703-309(2))

§8-19-18 Prohibited searches and seizures. Except as provided in section 8-19-14 regarding student lockers:

(1) Random searches are prohibited.

(2) Strip searches are prohibited.

(3) A school official shall not conduct a search requiring bodily contact of a student except when such a search is necessary to prevent harm to the health or safety, or both of a person or persons. §8-19-19

(4) In the course of a search, the use of force against a student is prohibited unless the school official believes that the force to be used is necessary to prevent harm to the health or safety, or both of a person or persons or where the student physically resists the search.

(5) A search conducted under the provisions of this subchapter shall be limited to the object or objects for which the search was conducted. However, any other object observed during a search may be seized by a school official when possession of the object is a violation of law or the provisions of this chapter, or when non-seizure may pose a threat to the health or safety, or both of a person or persons, including the school official conducting the search. [Eff 5/23/86; comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS §§302A-1101, 302A-1112)

Subchapter 5

Reporting Offenses

§8-19-19 Reporting class A and class B offenses occurring in school. (a) Any teacher, official, or other employee of the department who is a witness to a class A or class B offense as defined in this chapter, or who has reasonable cause to believe that a class A or class B offense has been committed or will be committed, against a student, teacher, official, or other employee of the department, or involving school property, shall promptly report the incident to the principal or designee. Nothing in this subsection shall be construed to prohibit or prevent a teacher, official, or other employee of the department from reporting class C or class D offenses to the principal or designee.

(b) Upon receiving a class A or class B offense report, the principal or designee shall conduct an investigation to determine whether the behavior requires a direct call to the police or whether the behavior can be handled through school disciplinary procedures. The principal or designee shall call the police whenever there is perceived danger and the behavior cannot be handled by the

school staff.

(c) The principal or designee shall record the incident information into the department's electronic database system within five school days of the reported offense.

(d) The principal or designee shall notify the reporting teacher, official, or other employee, of the disciplinary action, if any, taken on the class offense(s) within five school days after the incident is reported in accordance with subsection (c).

(e) If the teacher, official, or other employee is dissatisfied with the disciplinary action taken on the offense reported, or if no disciplinary action has been taken within ten school days after the incident was reported by the teacher, official, or other employee, the person who made the report may appeal to the complex area superintendent, in writing.

(f) Within five school days of receiving an appeal as provided in subsection (e), the complex area superintendent or designee shall notify the appellant, in writing, of the disciplinary action taken on the offense reported. [Eff 9/1/82; am and ren §8-19-11, 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §§302A-1112, 302A-1002) (Imp: HRS §§302A-1112, 302A-1002)

§8-19-20 Indemnity upon reporting class A and class B offenses. Any teacher, official, or other employee of the department who in good faith reports as required under §8-19-19 shall be indemnified and held harmless in accordance with section 302A-1003, Hawaii Revised Statutes. [Eff 9/1/82; am and ren §8-19-12, 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §§302A-1112, 302A-1003) (Imp: HRS §§302A-1112, 302A-1003)

§8-19-21 Failure to report class A or class B offenses occurring in school; consequences. (a) The superintendent of education shall furnish an annual written notice to all schools and offices that failure to report class A or class B offenses occurring on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored activity or event on or off school property may result in disciplinary actions against responsible teachers, officials, or other employees of the department. Disciplinary actions may include:

- (1) Oral warning;
- (2) Written warning;
- (3) Suspension without pay;
- (4) Demotion; or
- (5) Dismissal.

(b) Teachers, officials, or other employees of the department who fail to report class A or class B offenses as required by section 8-19-19 may be disciplined in accordance with the regulations and procedures of the department.

(c) Any teacher, official, or other employee of the department who is disciplined for failure to report class A or class B offenses occurring on campus, or other department of education premises, on department of education transportation, or during a department of education sponsored event on or off property shall have the right to appeal the disciplinary action as provided by state law or the regulations and procedures of the department or applicable collective bargaining agreements. [Eff 9/1/82; am and ren §8-19-13, 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §§302A-1112, 302A-1002) (Imp: HRS §§302A-1112, 302A-1002)

Subchapter 6

Police Interviews and Arrests

§8-19-22 Police interviews in school for school-related offenses. (a) Police officers may appear at a school to question a student. Upon arrival at the school, the police officer shall be directed to the principal or designee to request permission to interview a student. If permission to interview a student is to be granted, the principal or designee shall make an effort to inform the parent of the police interview and the right to be present when the interview is conducted. The interview may be conducted if the principal or designee is unable to inform the parent or if the parent is informed and declines to be present, or if after a reasonable period of time after the notice is given the parent fails to appear at school for the police interview.

(b) The principal or designee shall be present during a police interview unless excluded by the police officer.

(c) If a student is arrested, the principal or designee shall follow the procedures prescribed in section 8-19-24. [Eff 9/1/82; am and ren §8-19-14, 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS §§302A-1101, 302A-1112)

§8-19-23 Police interviews in school for non-school-related offenses.(a) Police officers shall contact the school and advise the principal or designee of the nature and circumstances of the visit. Upon arrival at the school, the police officer shall be directed to the principal or designee to request permission to interview a student.

(b) Prior to any interview, the principal or designee shall inform the parent of the right to be

present while the police interview is conducted. The interview can take place upon obtaining verbal consent from the parent. The notification and consent requirements of this subsection shall not be followed if the nature of the interview involves child abuse or other offenses where a parent or household member is suspected of committing an offense against the student.

(c) The principal or designee shall keep a log and record the student's name, the date of the police interview, and the police officer's name and badge number and police report number if available.

(d) If the student is arrested by the police, the principal or designee shall follow the procedure prescribed in section 8-19-24. [Eff 9/1/82; am and ren §8-19-15, 5/23/86; am and comp 7/19/93; am and comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS §§302A-1101, 302A-1112)

§8-19-24 Police arrests in school. Police shall be directed to the principal or designee. Whenever possible the student shall be sent to the principal's office for the police officer to effect the pending arrest. Upon police arrival to arrest a student, the principal or designee shall make a good faith effort to inform the parent. [Eff 9/1/82; am and ren §8-19-16, 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS 302A-1112) (Imp: Hawaii Const. Art. X, §3; HRS §§302A-1101, 302A-1112)

Subchapter 7

Restitution for Vandalism

§8-19-25 Liability for vandalism. (a) When any student is found to be responsible for an act of vandalism against any public school building, facility, or ground, restitution shall be made by the student or parent. There shall be no restitution when vandalism cannot be proved to have been committed by the student.

(b) Notwithstanding the provisions of this chapter, the State may elect to bring any appropriate action for the recovery of damages to school properties.

(c) If a student is to be disciplined for an act of vandalism under this chapter, restitution procedures shall be initiated only after the disciplinary procedures of this chapter have been completed and the principal or designee conducting the investigation has reason to believe that the student has violated the provisions of this chapter. [Eff 5/23/86; comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1112, 302A-1153)

§8-19-26 Procedures applicable to vandalism. (a) Whenever a principal or designee has reason to believe that a student may be responsible for an act of vandalism against any public school building, facility or ground, the principal or designee shall immediately initiate an investigation.

(b) If the vandalism is an act which subjects the student to disciplinary action under this chapter, the principal or designee shall include as part of the investigation required under sections 8-19-7, 8-19-8, 8-19-9, and 8-19-10, a determination of the facts and circumstances that support restitution under this subchapter. Further action related to restitution shall be held in abeyance until disciplinary action has been determined and appeal procedures have been exhausted.

(c) If after the investigation, the principal or designee has reason to believe that a student is responsible for the vandalism, the principal or designee shall schedule a conference with the student and parent. Attendance at the conference shall be limited to the principal or designee, student, and parent.

(d) Advance written notice of the conference shall be made on departmental forms, which shall be delivered by mail to the parent. No student or parent shall be required to make restitution in any manner unless the parent has been notified and has been given an opportunity to be heard. The notice shall inform the parent of the findings and the date, time, and location of the conference. The notice shall be mailed at least fifteen calendar days before the date of the conference. When necessary to achieve effective communication the notice shall be provided in the native language of the parent. The school may use other means of communication, such as the telephone, to augment the written communication between the school and the parent.

(1) The parent shall respond to the notice within seven calendar days from the date of the notice.

(2) The conference date provided for in the notice may be rescheduled if the parent of the student contacts the school to arrange for a new conference date. The request to reschedule the conference shall be made within seven calendar days of the date of the notice.

(3) The conference and an informal settlement may be agreed upon in cases where damages do not exceed \$3,500. If a settlement is reached, a written agreement for restitution shall be executed between the parent and school. A written agreement shall be executed only if the damages do not exceed \$3,500.

(e) If a parent fails to respond to the notice within the time limit, the principal or designee may:

(1) Reschedule the conference date if the principal or designee determines that the failure to respond was for good cause or if it is in the best interest of the school or student; or

(2) Inform the parent in writing that a notice was given for an opportunity to be heard at a conference with the principal or designee, and because of the failure to respond to the notice, the matter shall be referred to the complex area superintendent by the principal or designee for

further action.

(f) The conference shall be conducted in the following manner:

(1) The parties present at the conference shall be the principal or designee, student, and parent. Except for the principal or designee of the school in which the vandalism occurred, the student, and the parent, no other person shall be permitted to be present at the conference for any reason.

(2) At the conference, the principal or designee of the school in which the vandalism occurred shall present the findings of the investigation and the restitution requirements.

(3) If the student and the parent agree with the amount and manner in which restitution is to be made, the principal or designee, the student and the parent shall execute a written agreement on departmental forms which shall specify the manner in which restitution is to be made and the time period within which the restitution shall be completed, provided that the damages do not exceed \$3,500. Restitution may be made in any manner, including monetary restitution by the student and parent. If damages exceed \$3,500, the matter shall be referred to the complex area superintendent who shall refer the matter to the attorney general for further action.

(4) When the restitution is completed, all records and documents regarding the investigation and conference shall be maintained at the school for three years. No information about the investigation, conference and the actions taken shall be communicated to any person not directly involved in the proceedings.

(5) If a written agreement is executed and the parent or student fails to comply with the terms of the agreement, the principal or designee may forward the matter to the complex area superintendent. The complex area superintendent shall review the matter and take appropriate action, which may include referral to the attorney general for further action.

(6) If the student and the parent do not agree with the findings made by the principal or designee, the principal or designee shall transmit all the records and documents regarding the investigation and conference, and shall report the findings and circumstances of the matter to the complex area superintendent who shall review the matter and take appropriate action which may include referral of the matter to the attorney general for further action. If damages exceed \$3,500, the matter shall be referred to the attorney general for further action. [Eff 5/23/86; am and comp 7/19/93; comp 5/19/97; comp 2/22/01; am and comp 9/10/09] (Auth: HRS §302A-1112) (Imp: HRS §§302A-1112, 302A-1153)

§8-19-27 REPEALED [R 2/22/01]

§8-19-28 REPEALED [R 2/22/01]

§8-19-29 REPEALED [R 2/22/01]

ATTACHMENT L

COMMUNITY PARTNER EVIDENCE OF SUPPORT

Last Name	First Name	SPED	Parent Name	Address	City, State, Zip	Phone Number
Alani-Horan (Poli Alani)	Cruz		Louis Poli Alani	PO Box 778	Naalehu, HI 96772	
Bedgood	Sierra		Lisa & Hunter Bedgood	PO Box 6784	Ocean View, HI 96737	832-382-1806
Burcena	Jeiven		D. Burcena		Naalehu HI, 96772	808-228-3733
Carpenter	Abigail		Donald Carpenter	92-1329 Prince Kuhio Blv	Captain Cook, HI	808-217-2170
Delos Santos	Aaron		Mylene & Carlos Delos Santos	PO Box 779 Naalehu	Naalehu, HI 96772	808-854-7766
Engichy	Noah		Emma Salina Akiu	PO Box 1054	Naalehu, HI 96772	808-217-7039
Hashimoto	Brandi		Kevin & Connie Hashimoto	PO Box 565	Naalehu, HI 96772	808-854-0333
Hu-Blanco	Shanastie		Sasha Ann Littu		Naalehu, HI 96772	808-333-8256
Hughes	Monique		Karen Hughes or Reta Hill	PO Box 7127	Ocean View, HI 96777	806-678-3211
Kainoa-Aukai	Kayla		Kellene Kainoa	PO Box 644	Naalehu, HI 96772	808-640-0632
Kekoa Burgos	Taylor		Jolie Burgos	PO Box 475	Naalehu, HI 96772	808-960-2512
Kekoa Jara	Reishalyn		Brenda Kekoa, Regulo Jara		Naalehu, HI 96772	808-937-2158
Liu	Keala		Mike Liu	PO Box 377403	Ocean View, HI 96737	808-854-3548
Martin	Cheyenne		Kealoha Martin	PO Box 6312	Ocean View, HI 96737	808-938-4306
Miranda	Emelyn		Robert Miranda		Naalehu, HI 96772	808-937-4723
Oyama	Terree		Aileen Oyama	PO Box 211	Naalehu, HI 96772	808-929-7632
Palakiko Leffew	Kaimi Pono		Charleyann & Shane Palakiko Lefew	Haehaeha Loop	Naalehu, HI 96772	808-854-4999
Patton	Randall		Randall Patton, Janis Patton		Naalehu, HI 96772	808-365-9843
Rosario	Justine		Monalisa Gabini	PO Box 816	Naalehu, HI 96772	808-929-9743
Silk	Sesmi		Youlina Silk, Kosmi Silk	Ocean View, HI 96777	Ocean View, HI 96737	808-494-9486
Subica	Justin		Tomeyo Kawakami	PO Box 89	Naalehu, HI 96772	808-929-7304
Tamura	Shyann		Dina & Wayne Tamura	PO Box 286	Naalehu, HI 96772	808-315-7332
Torres	Mikela		Wanda Torres	PO Box 6934	Ocean View, HI 96737	808-929-8057
Waiwaiole	Tiarre		Pandalia Makuakane	PO Box 418	Naalehu, HI 96772	808-938-6754
Watson	Eugene	1	Nina Lloyd	PO Box 6503	Ocean View, HI 96737	808-929-9179
Barade	Mhay Rose		Romeo Felipe		Naalehu, HI 96772	808-339-4635
Candaroma	Sidrielle		Lolita Candaroma		Naalehu, HI 96772	808-929-7591
Galea	Aiden		Reba Galea	PO Box 945	Naalehu, HI 96772	808-238-5998
Kandeau Smith	Isaiah		Emma Akiu	PO Box 1054	Naalehu, HI 96772	808-217-7039
Rudacille-Zimmerman	Kai		Carol Zimmerman	PO Box 445	Naalehu, HI 96772	808-238-0701
Galea	Ethan		Reba Galea	PO Box 945	Na'alehu, HI 96772	808-238-5998
Liu	Kapono		Michael Liu	PO Box 377403	Ocean View, HI 96737	808-345.1358
Chapot	Rio		Teri Chapot	PO Box 1024	Na'alehu, HI 96772	808-929-9992
Rae	Jaxson		Becca Rae	Wakea Street	Na'alehu, HI 96772	808-430-9994

Student Pre-Enrollment List

Velez	Chaunalisa	John Masters		Na'alehu, HI 96772	808-640-2135
Bedgood	Olivia	Hunter Bedgood	PO Box 6784	Ocean View, HI 96737	210-422-3013
Williams	Kiersten	Kathryn Tydlacka	PO Box 809	Na'alehu, HI 96772	808-213-1097
Petrill	Nani	Anne Petrill	PO Box 1054	Ocean View, HI 96737	808-929-9479
Delos Santos	Orion	1 R. Delos Santos	PO Box 92	Na'alehu, HI 96772	808-640-4495
Liu	Kaiola	Mike Liu	PO Box 377403	Ocean View, HI 96772	808-345-1358
Loleso	Taenna	Kristin Galigo	PO Box 281	Naalehu, HI 96772	808-756-5332
Ketion	Timmy	J. Ketion	PO Box 6504	Ocean View, HI 96737	no phone
Velez	Logan	Velez		Naalehu, HI 96772	
Loleso	Ashantee	Kristin Galigo	PO Box 281	Naalehu, HI 96772	808-756-5332

Kau Learning Academy

www.kaulearning.com

I am a resident of Ka'u and I am in full and strong support of bringing Learning Academy, a public charter school, to our community. I believe the families and children of Ka'u need educational choice. I believe Kathryn Tydlacka, a member of our community, understands the unique specific needs of many of the children of Ka'u and will provide them educational opportunities that are not currently being made available to many of our children.

Name DAVID M SCASIANO

Address Box 6173 O.V.

Name MIKE AIKEN

Address PO BOX 734
94-1442 KAULWA C

Name TAMARA MAREY

Address PO. BOX 6160
Ocean View, HI 96737

Name Barry Jensen

Address PO Box 775, Naalehu

Name Jim Helfenbein

Address PO Box 6642
Ocean View, HI 96737

Name Diana Jensen

Address PO Box 775, Naalehu

Name Marvelle E. Rau

Address 94-1707 Waka
P.O. BOX 350

Name Sharonita S. S. S.

Address 94-1510 Hekau
Naalehu HI 96

Name EDWARD RAY

Name Adrian Griffin

Kau Learning Academy

www.kaulearning.com

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Name Temi Choyot
Address Box 1024
Naa'lehu Hi 96772

Name Douglas Castro
Address 94-1720 Ha'Ha'e I,
96

Name Al Ran
Address Box 473 NAALEHU

Name Ray Goble
Address Box 761 Naa

Name Doede Ponough
Address Box 673 Naa'lehu

Name Stella Kibben
Address P.O. Box 977 Naa

Name Don Anderson
Address P.O. Box 108 NAALEHU

Name John Kibben
Address P.O. Box 977 Naa

Name Lamin R Boyer

Name Mark Passarelli

Kau Learning Academy

www.kaulearning.com

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Name WILLIAM WARD

Address P.O. Box 896 NA'ALEHU

Name Dibrah Gwin

Address P.O. Box 721173 Na
HI 96772
94-6441 Palaoa Rd.

Name MICHAEL TACKER

Address PO 721173 NA'ALEHU 96772

Name Daira Gwin

Address P.O. Box 721173
Naalehu HI 96

Name Robyn ^{David} Baglow

Address P.O. Box 510 Naalehu
94-1522 Hekau St Discovery
Hendrix

Name Ottavia Z. Rihini

Address Box 567 Naalehu

Name LES WILLIAMS

Address BOX 6563 -
Ocean View, HI 96737

Name Mike Chapa

Address Box 928 Kealahou
96

Name Lawrence Allen

Name Asia Leslie

Dear Ms. Tydlacka,

Should you be successful in obtaining a State Charter for Kau Learning Academy, I'll be with you all the way to the point of fruition; enabling you to bring about innovative, intense, quality education for the now grossly educationally underserved children of Kau.

To date, we have struggled together to prepare adequate facilities investing more than \$20,000 plus countless hours of volunteer labor from so many members of the community.

You have already begun by volunteering tutoring services to some of the many who trust you and learn from you. I admire your dedication and skill, particularly when you are working with little and carrying on against steep odds.

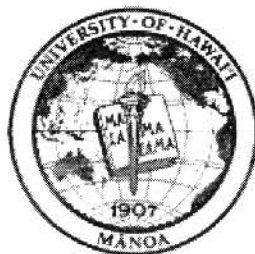
If there is anyone who can orchestrate and create a new Public Charter School in Kau, it surely is you.

We have come far. We shall go further yet!

Your Friend,



Ross Rammelmeyer
Volcano, Hawaii



December 16, 2013

Kathryn Tydlacka
Executive Director, Ka'u Learning Academy

Dear Kathryn Tydlacka,

I just wanted to send a quick note to say how much of a pleasure it was to spend three days with you and your students on our recent trip to Hakalau Forest. You are truly wonderful individuals, and your students were incredible!! Every member of your group inspired our staff deeply. I have thought about you guys over the entire weekend and feel grateful to share with you at Hakalau. I look forward to working with Ka'u Learning Academy in the future to continue our vision of bringing science education to the children of Ka'u.

Thank You,

Scott Laursen

Scott Laursen
Research and Education Coordinator
Ecosystem Ecology

Department of Natural Resources and Environmental Management
College of Tropical Agriculture and Human Resources
University of Hawaii

Mailing Address:
Komohana Research and Extension Center
875 Komohana St.
Hilo, HI 96720

phone: 307-699-0123

email: slaursen@hawaii.edu



December 3, 2013

Dear Ms. Tydlacka,

I am writing to give a sincere and heartfelt Mahalo for all the work you are doing to bring positive change to the educational system, here in Ka'u! We have lived here for years now and it has become all to clear that the children of Hawaii, and especially Ka'u, need better educational opportunity!!

With your success as a teacher and dedication to the youth and families in this community, I firmly believe, you can evoke real positive change!

I can only hope those responsible for the charter system will see what I have seen, and in they're wisdom, grant you what you need to enact this critical goal.


Again, Mahalo for your efforts!

A handwritten signature in cursive script, appearing to read "Scott Reagan".

Aloha, Scott Reagan

Dear Miss Tydlacka,

Keala is writing this for me. He has been in your class and wants to go to your new school. Kaiola was also in your class. They are so much happier in your class and they learned a lot more. I hope that your school is open so Kapono can go to your school. I know how much you love our children, more than any other teacher they have had at the other school. Please let Miss T open the school so my kids and all the other kids can make a better future.

Michael Liu 

Ocean View parent of three sons

December 24, 2013

Dr. Doede Donough D.O.
PO Box 673
Naalehu, HI 96772

Dear Charter School Commission,

It is with pleasure that I write this letter in support of Ka'u Learning Academy. The concept of broadening educational horizons in the Ka'u area is imperative. I am in full support of having a new way to enlighten the minds of this community's youth and I look forward to witnessing this dream breach reality.

Sincerely,

Dr. Doede Donough
Doctor of Osteopathic Medicine
Ka'u Family Health Center

The greatest of these is love...Doede
doede4@me.com

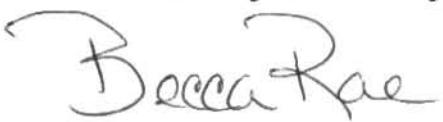
December 7, 2013

Dear Kathryn,

My son is currently a student at the Na'alehu Elementary School. I wanted to let you and the people who will be considering your application for a charter school know that I am hoping they will give you a charter for your school. My son has seen remarkable improvement with his understanding of math since you began tutoring him. I am MOST dissatisfied with his education at the existing public school. I, and many of the parents I know, would love to see an option available for our children.

Ka'u needs this school. If this is being read by the people who are reviewing your application, I want to know how much we all want this charter school for our children.

Thank you for your hard work in making this happen,

A handwritten signature in cursive script that reads "Becca Rae". The signature is written in dark ink and is positioned above the printed name "Becca".

Becca

December 20, 2013

Dear Kathryn Tydlacka,

I am looking forward to your opening the Ka'u Learning Academy. Both of my sons go to the public school and there are many problems that the school doesn't seem to be able to fix. I have met with their teachers and the school principal, but that leaves me feeling worse.

I have talked to the parents of several of the children who were in your class and I am very impressed with the results that you were able to get when they were in your class. I know that many of these parents want to have their children attend your school. I hope that there will be room for mine. I know that the people who are responsible for giving you a charter for Ka'u will be reading this and I hope that they understand that there are many of us parents who want our children to be able to have someplace other than the existing public schools to go to.

Even without her school, Kathryn takes our children on field trips with the University of Hawaii and comes to our home to tutor them, all without asking for anything from us. Please give Ka'u Learning Academy a chance to give our children a better education than what the other schools are providing them.

Sincerely,

A handwritten signature in cursive script that reads "Reba Galea". The signature is written in black ink and is positioned below the word "Sincerely,".

Reba Galea



November 18, 2013

Joe Iacuzzo
Kau Learning Academy
Naalehu, Hawaii

Dear Joe,

We are excited about you and Ka'u Learning Academy representing National Fossil Day in Hawaii. We will post KLA as an official National Fossil Day partner on our webpage. Dr. Kirkland told me about all the paleontology based educational outreach and museum exhibits you have created over the years and I am looking forward to the programs you will create in Hawaii.

I am more than happy to talk about where we can collaborate on website content. I'm thinking right now that the place for us to link to your webpage is on our Kids Page (since your content is geared towards kids). We also have an External Resources page that we could link to Kau Learning Academy. Please let me know if there is anything I can do for you, such as helping with content, etc.

Thank you so much for your support of National Fossil Day, and we look forwards to collaborating with you.

Cheers,
Cassi Knight
Program Director
National Park Service

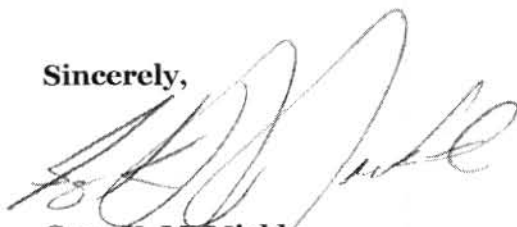
SOUTH POINT INVESTMENT GROUP
P.O. BOX 130
NAALEHU, HAWAII 96772

December 3, 2013

To whom it may concern:

It is the intention of South Point Investment Group, (SPIG) to allow our real property known as the 'Discovery Harbour Clubhouse' in Discovery Harbour, Hawaii, to be used as Ka'u Learning Academy, a Charter School, and Gilligan's Café, an eatery run for the benefit of said Charter School. Lease Term for above entities to coincide with dates of current lease in effect with Joe Iacuzzo and Kathryn Tydlacka. Upon the successful completion of the current Lease term, it is SPIG's intention to renew said Lease for an additional year's term.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gary K. McMickle', is written over a faint, larger signature that appears to be 'Joe Iacuzzo'.

**Gary K. McMickle
For
South Point Investment Group**

December 3, 2013

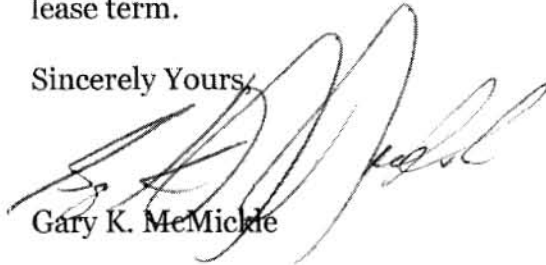
Kathryn Tydlacka
Ka'u Learning Academy
Discovery Harbour, Hawaii 96772

Re: Use of 5 acres for Charter School

Dear Kathryn,

It is our intention to lease five (5) acres of our land for use as Ka'u Learning Academy, a Charter School located in Ka'u, Hawaii 96772. The 5 acres to be leased is located within our 527 acre tract (TMK 3940010050000000, zoned one (1) acre Ag.) Exact location of 5 acres to be leased, will be subject to subdivision approval by County of Hawaii. Lease term shall be thirty (30) years and lease rental amount shall be \$1.00 per annum during lease term.

Sincerely Yours,



Gary K. McMickle

&



Linda L. McMickle

ATTACHMENT M

DIRECTOR'S QUALIFICATION AND RESUME

Ka'u Learning Academy strongly believes that Kathryn Tydlacka has the experience, skills, tenacity, drive, determination, and ability to inspire that is needed to succeed as the Executive Director of Ka'u Learning Academy.

Ms. Tydlacka has over fifteen years experience in education. She specializes in educating students from low socioeconomic backgrounds and has had tremendous success raising the academic achievement level of students who have consistently failed in the traditional public school setting. Ms. Tydlacka has a master's degree in Education Administration, and has had intensive training in standard-based, data-driven teaching methods that have been sweeping the nation under such educational organizations like Edison, Teach for America, and KIPP. As a teacher with very specific experience in the classrooms of Hawaii, she understands the system's limitations. Though she respects the accomplishments of the previous mentioned organizations, she sees that they have reached a plateau in their efforts working with failing schools across the nation. Ms. Tydlacka has broken through the invisible ceiling that kept the children of Naalehu School from reaching annual yearly progress (AYP) after four years under Edison's take over. The most recent example of successful implementation of her methods was at Naalehu Elementary School during the 2012-2013 school year. Naalehu Elementary School has traditionally been one of the lowest achieving schools in the state of Hawaii; however, using the unique pedagogical knowledge and techniques developed by the academy's founder, the sixth-grade class reached a level of achievement that surpassed the state average. As a point of reference, these are the proficiency rates for the different grades at Naalehu School during the 2012-2013 school year in math (FAY students):

3rd Grade 37%

4th Grade 44%

5th Grade 19%

6th Grade 71%

Perhaps of even greater importance are the percentages of students scoring in the "well below" and "exceeds" categories at Naalehu. According to the November test results, on average, 44% of students in all other grades scored "well below" on the HSA compared to only 14% of the students in the class using the methods developed by our founder, Kathryn Tydlacka. Ms. Tydlacka's methods not only reached the typically lower-achieving students, but she also had over 30% of her students "exceed" on the state test compared to 5% in the other grades combined. She saw incredible gains with all students including students with English language deficiencies like the Marshallese and with Special Education populations. Many of her students made over 50 point gains on the state achievement test under Ms. Tydlacka's instructional methods.

Kathryn Tydlacka has been able to bring the Ka'u Community together in a astounding way. Through sharing her vision for Ka'u Learning Academy, Kathryn has shown a remarkable ability to bring diverse elements of the Ka'u community together with local fishermen and physicians working side by side to achieve the same goal. She has raised over \$35,000 in financial and material contributions (plus facilities) through fundraisers and donations. She has recruited dozens of volunteers to help with the following: building renovations (roofing, electrical,

plumbing, carpentry, painting, etc.); running a restaurant as a 501(c)(3) for the funding of the charter school; writing a charter application; and serving as founding board members. Ms. Tydlacka has extensive experience in accomplishing projects. Some of her experiences include: serving as School Community Council Chairperson, Town Treasurer, HSTA Convention Delegate, and HSTA Association Policy Committee Representative ; working to build theater arts programs for schools; directing community theater plays; recruiting numerous businesses and civic organizations to accomplish reality fairs for high-school students; developing and managing community youth programs; recruiting and managing volunteers to drive and supervise field trips and camps; and developing and managing three successful businesses including Gilligan's Cafe which is currently funding Ka'u Learning Academy.

KATHRYN TYDLACKA

P.O. Box 809 Na'alehu, HI 96772
(808)213-1097-kathryntydlacka@hotmail.com

"...I highly recommend her as a school leader."

Dr. Richard Rosenberger, Assistant Superintendent-Sapulpa Public Schools

"...Her vision of education is refreshing, and can only be a benefit to any school district interested in her as a candidate."

Phil Klehm, Principal-Victory Christian School

"...Proved herself to be a capable team player with excellent leadership abilities."

Noel Nation, Principal-Cleveland Middle School

"...Portrays a positive attitude and illustrates a moral and ethical standard of living."

Michael Atherton, Pastor-Christ is Life Church

EDUCATION

2002-2005 M.Ed., School Administration	Northeastern State University	Broken Arrow, OK
1998-2000 B.S., Education/English Specialization	Southwestern AoG University	Waxahachie, TX
1992-1993 A.A., Education	Hillsborough Community College	Brandon, FL

CERTIFICATES AND LICENSES

Standard Principal, OK

K-12 Education, TX

Standard Elementary Education, OK

Standard Secondary Education, OK

LEADERSHIP EXPERIENCE

- Owned/Operated three successful businesses
- School Community Council Chairperson
- Association Policy Committee Representative
- HSTA Convention Delegate, Hawaii
- Wrote and received education grants
- Conducted fundraisers
- Prepared and conducted teacher training workshops
- Organized and managed volunteers for numerous projects
- Managed schedules
- Managed standardized test assessments and data and wrote individual education plans based on results
- Interim Town Treasurer for Westport, OK
- Director at Sapulpa Community Theater Sapulpa, OK
 - Auditioned/hired cast/staff
 - Trained and directed actors and crew
 - Scheduled events

- Handled media relations
- Managed schedules
- Directed performances

PROFESSIONAL EXPERIENCE

<i>Owner/ Operator</i>		
Present	Gilligan's Cafe	Na'alehu, HI
<i>Teacher</i>		
2011-2013	Na'alehu Elementary School	Na'alehu, HI
<i>Director of Education</i>		
2010-2011	Huntington Learning Center	Tulsa, OK
<i>Owner/ Operator</i>		
2002-2011	Tom and Jerry's Antiques	Tulsa, OK
<i>Teacher</i>		
2005-2007	Clyde Boyd Middle School	Sand Springs, OK
<i>Teacher</i>		
2002-2005	Cleveland Middle School	Cleveland, OK
<i>Teacher</i>		
2000-2002	Victory Christian School	Tulsa, OK

REFERENCES

Dr. Richard Rosenberger
 Assistant Superintendent, Sapulpa Schools
rrosenberger@sapulpaps.org (918)224-3400

Dr. Dennis Demuth
 Superintendent, Victory Christian School
 (918)491-7720

Philip Klehm
 Principal, Victory Christian School
pklehm@victory.com (918)491-7700

Joe Iacuzzo
 Executive Director, Hawaii Science Festival
joe.iacuzzo@gmail.com (702)808-1609

PERSONAL HOBBIES AND INTERESTS

Scuba
 Hiking
 Travel

ATTACHMENT N
HIRING AN EXECUTIVE DIRECTOR

This section does not apply to KLA as we have already selected our Executive Director.

ATTACHMENT O

LEADERSHIP QUALIFICATIONS

This attachment contains the resumes and curriculum vitae of our Founding Board members:

- Board President – Mark Fournier
- Vice President – Joe Iacuzzo
- Secretary – Nancy Sledziewski
- Treasurer – Terri Chopot
- Director – Dr. Lok Lew Yan Voon
- Director – Michael Richards
- Director (ex officio) – Kathryn Tydlacka

We have also included the resumes of our Academic Advisory Board members:

- Dr. Dale Baker
- Mr. James Bordonaro
- Dr. Ken Lacovara
- Dr. Stuart Sumida

We have included the resumes of our Advisory Board Members in this attachment as we anticipate that their significant experience in developing educational programs, along with their insights, will provide us with important guidance in our academic plan implementation and continued development.

Mark Fourniér

Phone: (602) 327 2798

E-mail: Mark@FournierMedia.com

5140 RFD, Long Grove, IL 60047

Mark launched a design house, Fournier Inc., in 1976 and built it into an international marketing & advertising firm. His Film & Video division was the 2nd largest production company in Arizona. Mark retired after 25 years to create empowering programs and educational outreach initiatives for nonprofit organizations.

Mark is an award winning Writer, Producer & Director of film and video with numerous EMMY, Addy, Telly and Cable Ace awards; he is an experienced Creative & Art Director, Copy & Script Writer, Layout & Graphic Designer, Animation Designer & Supervisor, and virtually every other aspect of film and video production. However, he is best known in recent years for his empowerment programs for corporations and individuals. As a sought after speaker, Mark has traveled the United States and addressed audiences of over 5,000.

Little known to many is Mark's philanthropic work. Over the years he has created and donated fund raising expertise, videos and promotional materials to many non-profit organizations such as United Way, Make-A-Wish, United Cerebral Palsy and ChildHelp USA. These materials have helped raise tens of millions of dollars for these organizations. He has also co-developed several Informal Science Education programs.

EMPLOYMENT EXPERIENCE

1) Fournier Media, Fournier Inc.; Phoenix, Arizona 1976 to 2001

President / Creative Director: Founded and led the firm.

Clients: Motorola, Boeing, CBS/Columbia Records, 3M, AT&T, Blue Cross/Blue Shield, United Way, Circle K Corporation, Dial Corporation, Greyhound, Hilton Hotels, Marriott Hotels, Miller Beer, Toyota, US West Communications, Ford Motor Company, Allstate Insurance Co., Make A

Wish, Diet Center, Arizona Dept. Of Transportation, Brown Derby Restaurants, United Cerebral Palsy, Childhelp USA, Phoenix Symphony Orchestra, Hi Health, others available upon request.

Functions:

- Executive & Line Producer (ALL size budgets and format lengths in digital through 35mm)
- Senior Director (Also Special FX, Animation & Edit Supervisor, Set and Art Director)
- Senior Script Writer
- Senior Account Executive
- Senior Creative Director
- Senior Copy Writer
- Head of strategic planning and campaign development
- Founding President of the Arizona Production Association (Association for ALL *above* and *below* line production staff and performers in Arizona, for both camera and stage)

AWARDS & HONORS (Writer / Producer / Director / Creative Director for all)

- 3 Emmy Awards
- 23 Telly Awards
- 1 Cable-ACE Award (Best Educational TV special)
- 1 US International Film & Television 1st Place Gold Camera Award
- 1 Mobius Award
- Two Aurora Awards (Including 1 Gold and 1 Platinum Best of Show)
- Over 60 ADDY, Prisma and other awards (for graphic design, photography and copywriting)
- Many performance and public speaking awards
- Inducted into Screen Actors Guild 1980
- Humanitarian of the Year 2008 House of Good Shepherd / Catholic church
- Humanitarian Leadership Award The Spirit Wings Foundation 2007
- Key-Note Speaker University of Phoenix 25th Anniversary
- Humanitarian Award Child Crisis Center 1999
- Many other similar awards and acknowledgements

2) Center for Empowerment (501(c)(3) nonprofit public charity; Chicago, IL. 2001 to Present

Executive Director: Founded and managed the organization, spokes person, public speaker

Creative Director: Created all tools, books and programs

Clients: United Way, Make-A-Wish, United Cerebral Palsy, Childhelp USA, Mary's House of Hope, House of The Good Shepherd, Child Crisis Center, Spirit Wings Foundation and others.

Functions:

- Oversee operations and production
- Create all programs, courses, books, articles, audio recordings, webinars and live events
- Host / MC / Presenter for all audio recordings, webinars, seminars, and live events
- On-Camera & Radio Spokesperson

EDUCATION

Design, Photography & Cinema Production, AA, Scottsdale College; Scottsdale, Arizona
Architectural Design certification, Genesee Skill Center; Flint, Michigan

ADDITIONAL SKILLS

Professional Public & Key-Note Speaker, Employee and Client Relations (Including Conflict Resolution & Mediation via CBT and NVC, as well as employee development and training);
Patented Inventor; Published Author; Columnist

Joseph M. Iacuzzo
PO Box 281
Naalehu, HI 96772
702.808.1609
joe@mummydinosaur.com

Education and Communications Professional

I have a diverse background in both Science and Education, producing some of the most widely read, used and viewed science education materials for both formal and informal science education. In addition, I have developed or co-developed some of the most successful marketing and communications programs in the science education field over the last decade. These endeavors have been developed for both non-profit and for-profit companies and institutions. Prior to my involvement with science education, I was a lobbyist for the banking and environmental industries, affording me invaluable experience in consensus building and the art of developing programs that meet established goals through both compromise and persuasion.

From April of 2003 through the present I have been the Managing Member of Leonardo Project, LLC, a company formed for the purpose of developing and disseminating educational materials and resources about natural history topics.

Highlights:

- Co-produced a documentary film for the Discovery Channel, *Secrets of the Dinosaur Mummy*, an acclaimed 2008 production.
- Co-authored *The Lovely Bones*, published in New Scientist magazine in December 2009.
- Developed *Dinosaur Apocalypse: A Climate Change Story*, creating this program in partnership with the National Oceanic and Atmospheric Administration (NOAA). This is an ongoing educational outreach program offering both formal and informal science education resources about Climate Change and the need for renewable energy.
- Developed Strategic Partnerships with Ford Motor Company, Kodak, Carestream Health and other companies that resulted in the donation of close to \$1 million in services, technologies and funding for the non-profit scientific research of a dinosaur mummy.

From June 2000 through June 2005 I was contracted by Universal Pictures, through their Office of Strategic Marketing to work with the Director of Strategic Marketing on the development of the Jurassic Park Institute. As Editor and Content Provider of the Jurassic Park Institute web site I was responsible for writing and developing what became the most widely used information resource about dinosaurs ever produced. More than 22 million children and their families used the site's resources and more than 35,000 educators registered to have access

to the free classroom materials and teaching tools we created for the web site. The project entailed partnering with educators and scientists to develop materials that met National Science Education Standards. The project was funded in part through strategic partnerships with companies including Sun Microsystems and Xerox. I also represented Universal Pictures and Amblin Entertainment in their role of funding the Jurassic Foundation, a non-profit granting organization that has provided nearly \$2 million for paleontological research.

From February 1996 through June 2000 I was Managing Member of Dino Science, LLC, a company that published a children's science magazine, *Dinosaurs! Illustrated*, and produced dinosaur themed exhibits that appeared in several venues. The first exhibition produced by this company, *The Great Dinosaur Extinction Exhibition*, created and developed on a small budget but utilizing some unique marketing and production concepts, broke all attendance records at the host museum, the Mesa Southwest Museum by a factor of four, drawing more than 30,000 visitors to the small museum during a six week run.

From February 1992 through April 1996 I was Creative Director at Fournier Communications, one of the largest Marketing Companies in Phoenix, Arizona. I worked directly with principal Mark Fournier, an award winning writer and producer. The company focused on producing strategic marketing tools and programs for non-profit agencies such as United Way, Make-A-Wish and ChildHelp USA. In addition, we were the principal marketing firm for Motorola's Arizona operations, INDECK Power, Hi-Health and a number of other large for-profit companies. In my role as Creative Director I worked with Mr. Fournier to develop Strategic Marketing Plans for our clients, including long and short-term analysis of proposed business operations such as expansion into foreign markets (INDECK Power.)

From October 1988 through February 1992 I was a Managing Director and Director of Publications for both the National Association of Review Appraisers and Mortgage Underwriters and the Environmental Assessment Association. These were professional credentialing organizations, the former a non-profit, representing over 8,000 banking and environmental professionals. In addition to oversight of the daily operations of the organizations, I represented their interests as a lobbyist on state and federal level. In this role I worked directly with various congressional staff on legislative issues, I was appointed by a congressional subcommittee to develop federal environmental assessment standards, I developed training programs for federal banking regulators, and I assisted in the establishment of a federal oversight agency for the appraisal industry. I also wrote and/or edited a number of professional journals, textbooks and publications for these organizations.

Prior to October 1988 I was a commercial photographer and I taught photography part-time at Glendale Community College. I also worked with Fournier Communications as a freelance Creative Director on individual projects.

Education

State University of New York at Buffalo 1971-1972

Arizona State University 1972 - 1977

KATHRYN TYDLACKA

P.O. Box 809 Na'alehu, HI 96772
(808)213-1097-kathryntydlacka@hotmail.com

"...I highly recommend her as a school leader."

Dr. Richard Rosenberger, Assistant Superintendent-Sapulpa Public Schools

"...Her vision of education is refreshing, and can only be a benefit to any school district interested in her as a candidate."

Phil Klehm, Principal-Victory Christian School

"...Proved herself to be a capable team player with excellent leadership abilities."

Noel Nation, Principal-Cleveland Middle School

"...Portrays a positive attitude and illustrates a moral and ethical standard of living."

Michael Atherton, Pastor-Christ is Life Church

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1992-1993 A.A., Education	Hillsborough Community College	Brandon, FL

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K-12 Education, TX
Standard Elementary Education, OK
Standard Secondary Education, OK

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- Association Policy Committee Representative
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- Managed schedules
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Present	Gilligan's Cafe	Na'alehu, HI
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<i>Teacher</i>		
2000-2002	Victory Christian School	Tulsa, OK

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 Principal, Victory Christian School
pklehm@victory.com (918)491-7700

Joe Iacuzzo
 Executive Director, Hawaii Science Festival
joe.iacuzzo@gmail.com (702)808-1609

PERSONAL HOBBIES AND INTERESTS

Scuba
 Hiking
 Travel

Kathryn Tydlacka has dedicated the past fifteen years to the education profession. She has had great success in educating students who struggle under the one-size-fits-all approach to education that has, unfortunately, become systemic nationwide. Her overwhelming success at raising the academic achievement levels of her students is partly due to her proprietary methodology and partly due to her patience, understanding, and general belief that all children can and will learn given the right set of circumstances. In one case in particular, Ms. Tydlacka took her class to a level of proficiency (71%) that more than doubled the proficiency rate of the rest of the school (33%). This was accomplished because of her ability to engage students, make learning fun, and instill a sense of real accomplishment as each child reached his/her fullest potential.

Kathryn has an undergraduate degree in Elementary and Secondary Education with a specialization in English/Language Arts. She earned her Master's Degree in Education Administration from Northeastern State University in Oklahoma. She is licensed to teach in elementary and secondary schools in Texas, Oklahoma and Hawaii. She is also a licensed school administrator.

Kathryn has a record of community service including, Town Treasurer (Westport, OK), School Community Council Chairperson (Naalehu, HI), and Community Theater Performance Director (Sapulpa, OK). Ms. Tydlacka has been awarded grants to study in Europe, prepared and conducted teacher training workshops, and organized a number of community events including a career fair that brought over 35 businesses and civic organizations together for the purpose of educating children. She has also volunteered numerous afternoons, evenings and weekends to organize and lead field trips for her students. This dedication to her students gives them a sense of value based on their understanding that someone cares deeply about their futures.

This is what school and community leaders are saying about Ms. Tydlacka:

"...I highly recommend her as a school leader."

Dr. Richard Rosenberger, Superintendent-Anderson School District 2, SC

"...Her vision of education is refreshing, and can only be a benefit to any school district interested in her as a candidate."

Phil Klehm, Principal-Victory Christian School, OK

"...Proved herself to be a capable team player with excellent leadership abilities."

Noel Nation, Principal-Cleveland Middle School, OK

"...Kathryn is an asset to our community."

Connie Tutor, Mayor-Cleveland, OK

"...Portrays a positive attitude and illustrates a moral and ethical standard of living."

Michael Atherton, Pastor-Wharton, TX

Michael S. Richards

PO Box 5031 Kaneohe, HI 96744 * (678) 619-0974 * mike@sciencecampsamerica.com * January, 2014

Curriculum Vitae

2012-Present: Founder and Executive Director, Science Camps of America, Inc.

Science Camps of America is a 501(c)3 non-profit corporation that was created to provide outstanding opportunities for teens to immerse themselves in fun, hands-on science education in a summer camp setting, and to bring those opportunities to as many young adults as possible. The camp successfully held its first summer programs in 2013.

As founder and Executive Director of this non-profit, I am responsible for all aspects of the business, including selecting a board of directors, developing a business plan, filing for and obtaining 501(c)3 status, selecting the camp location, marketing the camp to teens and their parents, developing the camp program, booking the camp activities, fund-raising and public relations. I have established and documented standards for policies on personnel, health and safety, bullying, child abuse, communications, and more. In my role as the Camp Director (that's the fun part!), I am responsible for lodging, meals, transportation and, of course, safety. I am also able to meet and get to know the kids who participate in our programs. Finally, as Program Director, I am responsible and actively participate in the development and implementation of the educational program.

2013-Present: Chief Technology Officer, Cheap Activities, Inc.

Cheap Activities, Inc. is a Hawaii-based startup that is creating web and mobile solutions for activity providers and consumers.

As CTO, I am responsible for the design and development of the software infrastructure and user interface. This is an exciting opportunity for me to continue to expand my software development abilities in new ways and for me to participate in a modern tech startup.

1983-2012: Founder, President, HI-Tech Smart Systems, Inc.

HI-Tech Smart Systems was founded in 1983 to create personal computer software for the management of self-storage facilities. The Hawaii-based company eventually grew to include more than 3,000 customers in 22 countries, with offices in Hawaii, Atlanta, Australia and The Netherlands. In 2010, the company operations were sold to a Salt Lake City-based competitor; the transition was completed in 2012.

As president and principal software designer, I was responsible for all aspects of the business, including personnel, financial planning, budgeting, marketing, product development, technical support, the development of our software and more. In this position I travelled to many places to meet with clients in both sales and service capacities. I developed, recorded and marketed software training manuals and videos for customers to learn to use our software products better, and I developed annual customer conferences that brought customers from across the country to Hawaii for software training and to other

locations in the U.S., Europe and Australia. I have spoken frequently on technology issues at national and international self-storage industry conferences.

1983-1990: Founder, President, HI-Tech Leasing, Inc.

Hi-Tech Leasing was started to provide personal computers and accessories for rent. Servicing individuals, companies, residents and visitors, Hi-Tech provided IBM PCs, Macs and printers for short term use. The company operations were sold to a Honolulu-based competitor in 1990.

I started Hi-Tech Leasing the same year that the IBM PC was introduced. Though we started with just a single computer for rent, within a year we were renting up to 50 different pieces of equipment, often delivering a dozen computers or more at a time to conventions. I was responsible for all aspects of the business, including overseeing the manager, payroll, taxes, finances and capital purchase decisions. Ultimately, I offered the company for sale, negotiated with potential purchasers, and finalized the sale to the new owner.

1987-2005: Director, Treasurer, Bookkeeper, Kaimuki Self Storage

Kaimuki Self Storage was started in 1987 in Market City Shopping Center (Honolulu) and was immediately recognized for its unique use of space and its location; for many years, the only self-storage facility on Oahu located east of Waikiki.

I helped with the financial planning for this facility prior to its construction in 1987. After 1990, I was responsible for the operations of this storage facility. I hired, trained and oversaw the facility manager, and assisted him or her as needed. Other duties included payroll, tax preparation, quarterly reporting to the board, accounting, operations policies, maintenance, marketing, scheduling, and more.

1981-1987: Director, Vice-president, EZ-Leasing, Inc.

EZ-Leasing, Inc. was started in 1981 as a truck rental business focusing on the small truck market, which at that time very few companies were doing. Several trucks were purchased and rented to customers on an hourly or daily basis.

This was my first experience starting a company. I was responsible for creating and registering the incorporation documents, opening a bank account, obtaining insurance and tax and other licenses. I also was responsible for developing and implementing the operating and financial plan for the company. Changes to insurance rules in the mid-1980s resulted in the shutdown of over fifty small car and truck rental businesses in Hawaii, including EZ-Leasing.

1980-2003: Director, Vice-president, EZ-Access Storage Systems, Inc.

EZ-Access Storage Systems was one of the first self-storage facilities to open in Honolulu, and quickly became one of the two or three largest self-storage facilities in the entire United States. It was also one of the first self-storage facilities to computerize its operations. A second Honolulu facility was opened in 1990. In 2003, the company was sold to a mainland self-storage company.

EZ-Access Storage Systems was just four years old when I joined the company as bookkeeper in 1980. In 1982, I was promoted to vice-president and made a corporate director. My responsibilities included customer service, bookkeeping, providing quarterly reports for the Board, personnel management, payroll, tax preparation, contracting, security systems, and more. In 1990, I participated in the planning and execution of the expansion to a second facility. After 1990, as my responsibilities with the other companies grew, I worked only part-time for EZ-Access Storage Systems, focusing on payroll, accounting, taxes and advising the management team.

Education

Formal Education

University of Hawaii Windward Community College

I am a part-time student at UH Windward (since 2010), pursuing coursework in geology and other physical sciences in support of my work with Science Camps of America.

University of California West Valley College

University of Pennsylvania

Not-so-Formal Education

EZ-Access Storage Systems

Hired as bookkeeper, this “job” was an amazing education in entrepreneurship from the owners of this Hawaii-based small-business. I worked on and participated in multiple startups, including my own company, Hi-Tech Smart Systems.

Activities and Memberships

American Camp Association

Ka’u Chamber of Commerce

Hawaii Chamber of Commerce

Hawaii Science Teachers Association

Friends of Hawaii Volcanoes National Park

Hawaii Technology Association

Judge, Hawaii Science Olympiad

Coach, PAL little league basketball

TERESA CHOPOT
P.O. Box 1024
Na'alehu, HI 96772
(808)929-9992 neptunefoundationhi@gmail.co

EDUCATION

1979-1984 B.B.A., Management	University of Hawaii at Manoa	Honolulu, HI
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CERTIFICATION

2013 and 2009 Re-certification	Hawaii State Department of Education Substitute Teacher, Hawaii District	Hilo, HI
2004 Certification	Hawaii State Department of Education Substitute Teacher, Hawaii District	

EMPLOYMENT

2004 to present	Substitute Teacher for Ka'u District	Ka'u, HI
SY 2013-2014	PPT Teacher-ELL at Na'alehu Elementary	Na'alehu, HI

Other work experience: While attending UH Manoa in the early 1980s I worked for my family's food import business doing general bookkeeping. I also worked part time as an accounts receivables clerk for a CPA. After graduating from UH in 1984, I managed a small book and music store in Honolulu for three years. I left that job to move to the Big Island and start a family. For the last 15 years I have also worked as a vacation-rental house cleaner and landscaper alongside my husband.

COMMUNITY SERVICE

- Ka'u School of the Arts: hands-on art workshop teacher at KSA's spring and fall festivals
- Ka'u High School: guest artist in the high school's art class
- Volcano School of Arts and Sciences: volunteer in 3rd grade classroom, bus monitor
- AYSO-Ka'u Region: board member, as the Child Protection and Volunteer Advocate; fundraising and publicity committees; soccer coach
- Na'alehu Assembly of God: after-school enrichment program presenter; Boys and Girls Missionary Crusade fundraising campaign developer and presenter for three years
- Ka'u Concert Society: produced publicity posters and marquee banners for three seasons
- In Honolulu as a young adult: youth group leader for First Assembly of God Church, team leader on missions outreach trips to aid fledgling congregations in Pahala, HI and Malaysia and Singapore. Participated in music mission outreaches in Korea, Guam and Micronesia.

Dr. Lok C. Lew Yan Voon

Dean, School of Science and Mathematics and Traubert Chair at The Citadel

Professional Preparation

- University of Cambridge (England). BA (1987), MA (1989)
- University of British Columbia (Canada). MSc (1989)
- Worcester Polytechnic Institute (USA). PhD (1993)
- Max Planck Institute for Solid State Physics (Germany). 1994-5

Appointments

Dean, School of Science and Mathematics, The Citadel, 2012-

Professor and Chair, Department of Physics, Wright State University, 2004-12

Adjunct Faculty, Department of Electrical Engineering, WSU, 2008-12

Director, Hong Kong Project Center, Worcester Polytechnic Institute, 2003-4

Co-director, IPG Photonics Lab, WPI, 2000-4

Associate Professor, WPI, 2001-4

Assistant Professor, WPI, 1997-2001

Visiting Assistant Professor, WPI, 1995-7

Research Visits

Visiting Professor, University of Southern Denmark, summer 2009, 2010

Balslev Visiting Professor, University of Southern Denmark, fall 2003

Visiting Professor, Department of Physics, Stanford University, winter 2002

Visiting Scholar, Hong Kong University of Science and Technology, summer 2001

Research Associate, Air Force Research Lab, Wright-Patterson AFB, summer 1998

Honors and Awards

Sonderborg Kommune Prize, Denmark, 2009

Balslev Award, Denmark, 2003

NSF CAREER Award, 2000

Nomination, Romeo L. Moruzzi Young Faculty Award for Innovation in Undergraduate Education, WPI, 1999-2000

Provost's MQP (Senior Project) Award for Advising (1999, 2000, 2002, 2004)

Alexander von Humboldt Research Fellowship, 1994-5

Sigma Xi Doctoral Research Award, 1993

Tate & Lyle Cambridge Commonwealth Scholarship, 1984-7

Special Skills

Languages: Chinese (elementary), English, French (fluent), German (intermediate level), Spanish (intermediate level)

Scholarship Record

- 98 peer-reviewed papers
- 1200+ citations (h-index=16)
- Over \$2,500,000 funding
- Books:
 - "*The k,p Method*" (Springer Verlag, 2009)
 - "*Separable Boundary-Value Problems in Physics*" (Wiley-VCH, 2011)

Other Accomplishments

- Editorial Board: ISRN Nanomaterials (2012-), Open Journal of Acoustics (2011-), J. College Science Teaching (2000)
- Scientific Committee: RADIO conference (Mauritius, 2014); RADIO conference (Mauritius, 2012); EMC-MRE-1 conference (Morocco, 2011)
- Guest editor, Journal of Physics: Conference Series, Vol. 107, No. 1 (2008)
- Co-organizer, Minisymposium on Quantum Mechanics and Links to Continuum Models at the US Congress on Continuum Mechanics (Ohio State University, July 2009)
- Co-organizer, Physics-based Mathematical Models of Low-Dimensional Semiconductor Nanostructures: Analysis and Computation (Banff International Research Station, Canada, Nov 2007)

Nancy Sledziewski
4 Gettysburg Drive
Buffalo, NY
716.445.9259

State University of New York at Buffalo: Bachelor of Science 1982

State University of New York at Buffalo: Master of Science in Education 1983

Special Education (SPED) Teacher, Our Lady of Victory School: 1983 – 1989

Teacher/SPED Teacher, Maryvale, NY School District: Grades K-12 1989 – Present

Ms. Sledziewski has been a Special Education teacher for her entire career in education. She earned a Master of Science in Education and has over 30 years experience in educating individuals with special needs. She has had extensive experience working with students with learning disabilities, speech impairments, and physical disabilities. Ms. Sledziewski has had additional training working with students with pervasive developmental disorders, including functional behavior plans, communication systems and social stories. She has been involved with goal development, Committee on Special Education meetings and Individualize Education Plan (IEP) writing and progress monitoring. Ms. Sledziewski's background includes working with children in every grade from kindergarten through high school. She has been instrumental developing the "Moving and Learning" program combining ELA skills with fine and gross motor activities. In addition, Nancy served as special education coordinator for over 10 years and has been involved in the PTA for over 20 years.

ADVISORY BOARD MEMBERS

JAMES N. BORDONARO
(716) 835-8585 home
(716) 553-7517 cell
jbordo36@yahoo.com

43 Briarhurst Drive
Tonawanda, New York 14150

EDUCATIONAL PREPARATION

- Certificate of Advanced Studies in Administration and Supervision** 1989
- State University College at Buffalo
- Master of Science in Education** 1977
- State University College at Buffalo, Technology Education
- Bachelor of Science in Education** 1973
- State University College at Buffalo, Technology Education
- Erie Community College, Mechanical Technology

EXPERIENCE

- COMMUNITY Charter School 2007 - 2009
Director 2005 - 2006
- Responsible to implement and manage all state and federal statutes, special education regulations, instructional practices, assessment, evaluation, data analysis, technology and school improvement
 - Organize, write and deliver school charter and documents to NYS Education Department for approval
 - Develop and recommend long and short range goals to meet state, local and federal requirements and to address population trends and cultural needs which are consistent with Board objectives
 - Direct and supervise the operations and activities of all administrators; monitor that they effectively guide and coordinate the operations and activities of the educational program and all other programs of the school
 - Develop, coordinate and oversee all aspects of improving instruction as it relates to the NYS Learning Standards and Assessments, and all achievement requirements
 - Develop and implement appropriate staff development and in-service training for all personnel
 - Maintain records for the school including financial accounts, business and property records, personnel records, school and student records, all contracts and documents, and any other records for the Board
- Charter School for Applied Technologies
Career Development Director 2006 - 2007
- Develop all guidelines, forms, documents, evaluation rubrics and protocols for a new course offering of a career exploratory internship program
 - Submit application to the NYS Education Department for course approval of a career exploratory internship program to be offered for credit
 - Establish and maintain strong and positive working relationships with business, industry and the community
 - Implement and evaluate the career exploratory internship program approved by the NYS Education Department
- Potter Career & Technical Center - Erie #1 BOCES 1991 - 2006
Middleport Elementary School 1989 - 1990
Principal
- Responsible to implement all of the policies, rules and regulations of the school district
 - Supervise and assist teachers in implementing the approved curriculum that is aligned with the NYS requirements and to enable students to achieve the goals as identified in the NYS learning Standards
 - Organize, implement, supervise and evaluate all instruction
 - Develop a school budget; and coordinate and maintain a system of budget control

Potter Career & Technical Center	1990 - 1991
Royalton Hartland Central School District	1989 - 1990

Assistant Principal

- Assist in all administrative and supervisory functions to carry out the instructional program of the school
- Monitor student attendance to identify individual attendance problems and implement corrective actions
- Assist with selection, supervision and evaluation of all school staff and prepare related reports
- Assist in counseling, registration and placement of students

Royalton Hartland Jr/Sr High	1986 - 1989
Cheektowaga Central Jr/Sr High	1974 - 1985
Buffalo Board of Education	1973 - 1974

Technology Instructor/Supervisor

- Provide group and individual instruction appropriate to the curriculum objectives
- Establish and maintain standards of student conduct to provide a safe and productive environment
- Evaluate student's, performance, knowledge, skills in all courses being taught

OTHER EXPERIENCE

Adjunct Lecturer – part time, supervise student teachers - State University College at Buffalo	2009 – present
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LICENSES & CERTIFICATIONS

SDA - School District Administrator (Permanent) - New York State Department of Education, Albany, New York	1989
Teacher - Technology Education (Permanent) - New York State Department of Education, Albany, New York	1978
Coordinator of Work-based Learning Programs for Career Development - New York State Department of Education, Albany, New York	2007

Dr. Stuart S. Sumida
California State University, San Bernadino
909.537.7338
ssumida@csusb.edu

CV :

Prof. Stuart S. Sumida is a professor of Biology at California State University, San Bernardino, where he joined the faculty in 1992 after completing a Ph.D. in biology at the University of California, Los Angeles. He is an internationally respected instructor and paleontological researcher, having delivered lectures in the United States, Canada, England, Germany, Brazil, and Hong Kong. He is the recipient of the Wang Family Excellence of CSU, 2008, which is designed to celebrate those CSU faculty who have distinguished themselves by exemplary contributions and achievements in their academic disciplines. In 2011 the Carnegie Institute of Washington D.C. named him the outstanding professor for the entire state of California.

Dr. Sumida has been at the forefront of science education, working with educators through educator workshops and outreach programs. As the chairman of the Society of Vertebrate Paleontology education committee, Dr. Sumida developed, implemented and conducted many workshops that provided tools to educators for teaching science. He is also a noted TED talks speaker, where he discusses how he integrates paleontology into education.

Acknowledged as the world's leading expert as an anatomical specialist for animation and digital special effects, Prof. Sumida has more than 50 feature-length film projects to his credit, working with such studios as Disney, DreamWorks, Pixar, Sony Pictures. He is the consultant of animal anatomy for many films, including *Kung Fu Panda*, *Stuart Little*, *Tarzan*, *The Lion King*, *How to Train Your Dragon*, *Life of Pi*, etc.

Work Experience:

1992-present - Professor, California State University, San Bernadino
Research Associate – The Field Museum of Natural History, Chicago
Research Associate – The Carnegie Museum of Natural History. Pittsburgh

Honors and Awards:

The Wang Family Excellence of CSU, 2008
Carnegie Institute of Washington D.C., Outstanding professor, State of California, 2011

Publications – Over 60 Journal Articles and 3 books, including:

*Early Development of the Head and Neck, Visceral and Circulatory Systems
Based on Dissections of the Cat (Laboratory Guide to Human Anatomy)
Amniote Origins: Completing the Transition to Land*

Education:

Ph. D. in Biology, the University of California, Los Angeles

Dr. Dale Rose Baker, Professor
Educational Leadership and Innovation
MaryLou Fulton Teachers College
PO Box 871811
Arizona State University
Tempe, AZ 85287-1811

Phone: W - (480) 965-6067
H - (480) 460-1865
E-mail dale.baker@asu.edu

Overview of Notable Leadership to Science Education through Leadership, Substantial Impact through Research, and Continuing Contributions to Science Education

My continuous contributions to science education began 33 years ago as a graduate student. I have been a regular presenter at National Association for Research in Science Teaching (NARST) for all but one of those 33 years when I was on sabbatical and could not return to the United States. I have continued to publish in the area of gender equity while expanding my focus to teacher professional development and engineering education as well as advocating for more engineering education research at NARST. Much of my current work places my graduate students as lead authors on my grant funded research in order to support their development as scholars. Grant funding (\$15,528,020) has supported research in science education, as well as collaboration with colleagues in science and engineering departments.

Both my leadership and impact through research in science education is best described as my work to promote gender equity. In particular, I'd like to highlight my leadership in initiating the NARST equity committee. The committee subsequently became a standing committee and the scope of the concerns enlarged to address equity issues relating to under-represented groups.

My research has also had a strong focus on gender issues in science education. One of my publications, written with my graduate student Rosemary Leary, addressing girls in science (*Letting Girls speak Out About Science*) was selected for the JRST issue featuring the most influential research in the past 40 years of the *Journal of Research in Science Teaching*. This research was influential in changing how research concerning issues of girls and women in science were viewed and how the research was conducted. On the basis of my research in gender equity I was made a Fellow of the American Association for the Advancement of Science in 2004 and a Fellow of the American Educational Research Association in 2009. I have also worked with colleagues in Japan investigating and promoting gender equity in science education.

CREDENTIALS

Preparation

Ed.D, Science Education, Rutgers University, 1981

M.A.T., Elementary/Early Childhood Education, Trenton State College, 1975

B.A., Anthropology, University of Oklahoma, 1971

Certification

Elementary Certification (K-8)

Early Childhood Certification

Comprehensive Science Certification (K-12)

EXPERIENCE – USA

Appointments

1998 – Professor, Arizona State University

1989 - 1998, Associate Professor, Arizona State University

1987 - 1989, Associate Professor, University of Utah

1981 - 1985, Assistant Professor, University of Utah

1980 - 1981, Instructor, University of Utah

1978 - 1979, Research Assistant, Rutgers University

1977 - 1978, Teaching Assistant, Rutgers University

1975 - 1978, Elementary Teacher

Administration

2010-2011, Executive Director of the Curriculum and Instruction PhD

1998, Assistant to the Department Director, for Programs in Curriculum and Instruction

Fall 1997, Director of TEAMS (Teacher Education in Arizona for Math and Science)
middle/secondary program

1989 - 1991, Interim Department Chair, Curriculum and Instruction, Arizona State
University

1988 - 1989, Director, Graduate Specialty in Cognition and Instruction, University of
Utah

1985 - 1987, Elementary Education Program Coordinator, University of Utah

EXPERIENCE – INTERNATIONAL

2008 summer, Visiting Scholar, Technion, Haifa, Israel

*2000-2002, Gender Equity Curriculum Project, Japan

1997, World Bank Project for the Development and Field Testing of a National Science
Education Curriculum, Turkey

1996, Sabbatical in Costa Rica, World Bank Project for Teacher In-Service
Development

1985, Visiting Scholar, Curtin University, Perth, Western Australia

1969, Anthropological fieldwork, Mexico

Honors and Awards for Scholarly Work

*Distinguished Contributions To Science Education Through Research, 2013, National Association for Research in Science Teaching

*MaryLou Fulton Teachers College award for Research with Sustained Impact, 2012 for research in assessment and equity issues in science

*Fellow, American Educational Research Association, 2009.

*Fellow, American Association for the Advancement of Science for research and leadership in gender equity in science, 2004.

Mentorship Appreciation Award. Graduate College of ASU Preparing future Faculty Program, 2002, 2004.

*Most influential research in the past 40 years of the *Journal of Research in Science Teaching* for Baker, D. & Leary, R. (1995). Letting girls speak out about science. *Journal of Research in Science Teaching*, 1, 3-27.(one of 12 articles selected).

Outstanding Research Award in Classroom Applications for Baker, D. Piburn, M. and Niederhauser, D. If I were the teacher: Students attitudes towards the science curriculum. National Association of Research in Science Teaching, San Francisco, CA 1989.

*Outstanding Paper of 1988 published in *Science Education*, Award of Merit for Piburn, M. and Baker, D. Sex Differences in Formal Reasoning Ability: Task and interviewer effects.

Ten Best Papers Award for Baker, D. and Piburn, M. The results of a year-long intervention on attitude and scientific literacy skills. Northern Rocky Mountain Educational Research Association, Missoula, Montana, October, 1986.

Special Projects

Principal Investigator, The Carnegie Initiative on the Doctorate. The Carnegie Foundation. One of 8 Departments of Curriculum and Instruction invited to join a collaboration on re-crafting doctoral education and research on doctoral education. (no funds given for participation)

Funded Projects

Co-PI with S. Krause, A. Carberry, C. Chan, M. Koretsky, B. Gibbon, C. Waters, & J. Stuart. *Collaborative Research: Just-in-Time Teaching with Interactive Frequent Formative Feedback for Cyberlearning in Core Materials Courses*. National Science foundation, AY 2012-2015. Amount: \$425,132.

Affiliated faculty with S. Panchanathan, C. Miller, V. Balasubramanian, M. Santello, F. Golshani, S. Pavri, & W. Dick. *Person-Centered Technologies and Practices for Individuals with disabilities*. National Science Foundation, AY 2011-2016. Amount: \$3,000,000.

Principal Investigator with M. Lang. *Communication in Science Inquiry Project*. National Science Foundation, 7/2010- 12/ 2010. Amount: supplemental sub award \$57,351.

Co-Principal Investigator with S. Krause, S. Kurpius, & A. Tasooji. *Understanding the Progression of Student Learning in Materials Courses Achieved through Conceptual Change of Nano-to-Macroscale Concept Models of Materials (CONCOMM)*. National Science Foundation, AY 2008-2010. Amount: \$495,000.

Co-Principal Investigator with R. Culbertson, M. Oehrtman, S. Krause, L. Dukerich, & J. Meyer. *Science and Engineering of musical Instruments: A context for Promoting Technical literacy and Problem solving Skills by Understanding Science, Technology, Engineering and Mathematics*. National Science Foundation, AY 2008-2010. Amount: \$150,000.

Co-Principal Investigator with S. Krause, F. Sloane, & A. Tasooji. *Using Just-in Time Teaching to Promote conceptual change for student Learning and Understanding of Introductory Materials Science Engineering*. National Science Foundation, AY 2008-2010. Amount: \$150,000.

Principal Investigator with M. Lang. *Communication in English and Science Inquiry Project for High School*. Arizona Board of Regents, AY 2008-2010. Amount: \$164,361.

Principal Investigator with M. Lang & P. Baker. *Learning Science Content Through CISIP*. Arizona Board of Regents, AY 2007-2008. Amount \$105,640.

*Co-Principal Investigator with T. Ganesh, J. Middleton, S. Kurpius, & S. Krause. *Learning Through Engineering Design and Practice: Using Our Human Capital for an Equitable Future*. National Science Foundation, AY 2007-2010. Amount: \$1,079,984.

Principal Investigator with M. Lang. *Communication in Science Inquiry Project*. Arizona Board of Regents, AY 2006-2008. Amount \$224,665.

Co-Principal Investigator with C. Roberts, T. Ganesh, S. Krause & D. Morrell. *Development of Engineering Curricula for Ninth Grade to be Delivered Via On-Line Flex-Books*. CK-12 Foundation, AY 2006-2008. Amount: \$55,865.

Principal Investigator. *Mathematics and Science Partnership-Maricopa Consortium for Science Literacy*. United States Department of Education, AY 2006-2007. Amount: \$67,736.

*Co-Principal Investigator with S. Semken, & K. Maunualito. *The Development of a Placed –Based Geology Course for Navajo Pre-Service Teachers*. Arizona Board of Regents, AY 2004-2005. Amount: \$25,000.

Co-Principal Investigator with M. Lang, B. Goodman, J. Shaw, & D. Weaver. *Communication in Science Inquiry Project*. National Science Foundation, AY 2004-2009. Amount: \$2,441,430.

Co-Principal investigator with P. Crouch, E. Garcia, J. Middleton, M. Anderson-Rowland, S. Krause, A. Garcia, D. Evans, C. Roberts, & S. Kurpius. *ASU Engineering and Education: DET Expansion for K-12 Teachers*. National Science Foundation, AY 2002-2003. Amount: \$96,410.

Co-Principal investigator with A. Lawson, S. Wykoff, D. Hestenes, M. Carlson, J. Birk, H. Cohen, J. Knaupp, J. Mayer, M. Piburn, F. Staley, M. Zandieh & S. Reynolds. *Evaluation of the Arizona collaborative for Excellence in the Preparation of Teachers Project*. National Science Foundation, FY 2000-2003. Amount: \$606,229.

*Co-Principal Investigator with M. Anderson-Rowland, S. Blaisdell, V. Pizziconi, S. Houston, J. Adams, H. Reed, D. Rollier, C. Chakrabarti, D. Evans, P. Otting, A. Razdan, V. Burrows, J. Middleton, M. Piburn & A. Jannasch-Denali. *WISE Investments*. National Science Foundation, FY 1999-2002. Amount: \$892,749.

*Co-Principal Investigator with S. Blaisdell, M. Anderson-Rowland, V. Pizziconi. & D. Rollier. *WISE Investments*. Arizona Board of Regents Eisenhower Mathematics and Science Education Act, FY 1998. Amount: \$ 49,500.

Co-Principal investigator with S. Wykoff, J. Burke, M. Carlson, H. Cohen, A. Garcia, D. Hestenes, A. Lawson, J. Mayer, D. McLaughlin, J. Mildrew, M. Piburn, S. Reynolds & F. Staley. *Science and Mathematics Education Center*. Arizona State University Office of the Provost, strategic initiative, FY 1998. Amount: \$ 400,000.

Co-Principal Investigator with S. Wykoff, H. Cohen, M. Piburn, F. Staley, S. Reynolds, J. Bustosz, A. Lawson, J. Mayer, A. Garcia, D. Hestenes & J. Burke. *Arizona Collaborative for Excellence in Preparation of Teachers*. National Science Foundation, FY 1995-2000. Amount: \$ 4,985,716.

*Co-principal Investigator with M. Piburn. *Trends and Transitions in Gender Differences in Attitude Toward Science*. Arizona State University ASH Grant, FY 1990-1991. Amount: \$7,000.

Principal Investigator. *A Review of Research in Science Education -1988*. National Association for Research in Science Teaching, 1991-92. Amount: \$5,000.

*Principal Investigator. *Nonsexist and Multicultural Approaches to Teaching Science in the Elementary School*. Utah Board of Regents, 1985 - 1986. Amount: \$21,822.

Co-Principal Investigator with M. Piburn. *The Development and Effects of a Scientific Literacy Course for 9th Grade Students*. Wasatch Educational Systems, 1984-1985. Amount: \$12,000.

Principal Investigator. *An Investigation of the Effect of Graphs on Science Text Comprehension*. Graduate School of Education, University of Utah, 1982-83. Amount: \$2,430.

Proposals Under Review

Principal Investigator with S. Semken, E. Lyon, M. Orchnik, R. Culbertson. *Science Teacher Education Model for Arizona (STEM:AZ)*. Submitted to the National Science foundation Noyce Phase II. Amount: \$800,000.

Workshops

Baker, D. & Pacheco, H. (2012). A cognitive model for implementing knowledge: moving research into practice. *Workshop presented at the annual meeting of the National Association of Research in Science Teaching*, Indianapolis, IN.

Invited Addresses

Baker, D. (2012). Science in Context: A Panacea or a Pipedream. *Consortium for Science, Policy and Outcomes Enlightening LUNCH series*, Arizona State University, Tempe, AZ.

Baker, D. (2012). A Cognitive Model for Implementing Knowledge: Moving Research into Practice Through Professional Development. *Engineering Education and Earth and Atmospheric Science Seminar Series*, Purdue University, West Lafayette IN.

Baker, D. (1999). Frameworks and challenges. *Gender and Science Education Colloquium*, Boston, MA.

PROFESSIONAL SERVICE

Advisory Board

Advisory board member for NSF funded project - Recruiting and Retention of Women in Geosciences: an Investigation of Individual and Environmental Factors (PI Julie Sexton) 2012-2015

Editorial Board and Editor Activities

Editorial Board, Journal of Engineering Education (2010- present)

Editorial Board, Eurasian Journal of Educational Research (2004-2009)

Editorial Board, Science and Technology Education Library Book Series, Kluwer Press, (1998-2000)

Editorial Board of Journal for Research in Science Teaching (1987-1990)

Co-Editor, Journal of Research in Science Teaching (2001-2006)
Editor - International Handbook of Research in Science Education (1997). Section 8: Equity.

NAEP Reviewer
Reviewer - Science Section, National Assessment of Educational Progress (1983)

National Committees
National Association for Research in Science Teaching

Member:

Membership and Elections (2012 -2015)
Distinguished Contributions through Research Award Committee (2010-2012)
Research Committee (2008-2011)
Governing Board *JRST* editor (2001-2006)
Membership Recruitment and Retention (1994 -1997)
Program Committee (1993 -94 & 1989-1990)
Dissertation Award Committee (1992-1995, 1997 – 2000)
Elections Nominations Committee (1990-1991)
Best Paper Awards Committee (1985-1986)
Best Journal Article Awards Committee (1983-1984)

Chair and Founder:

Equity Committee (1992-1995)

American Association for Engineering Education

Member:

Wickenden Award Selection (2010)
Best Paper Committee in the *Journal of Engineering Education* (2010)

State Committees

State department of Education

Member:

Curriculum Frameworks Grant Project- Content (1994-1995)
Arizona National Science Scholarship Screening Panel (1994)

Co-Chair:

*Curriculum Frameworks Grant Project - Equity & Access (1994- 1995)

Member:

Management Leadership Team (1994 – 1996)
Science Curriculum Committee (1994)

Consulting

Universal Studios (2000-2002)
Mesa School District (1999)
Chandler School District (1998)
Navajo Community College 1996
Motorola (1995)
*Mid-Continental Labs & Girl Scout Council of Kansas City (1993-1999)

*Fort Worth Museum of Science and Technology (1993-1996)
Scottsdale School District (1992-1993)
Wasatch Educational Systems(1983-1984)
Far West Laboratories, Junior High School Science Project (1983-1984)

Pro bono workshops

National Board Certified Teachers Program (1999)

*Equity and Science Teaching, Phoenix Union District (1998)

*Equity and Science Teaching, Chandler District (1998)

Constructivism, Urban Systemic Initiative (1997)

Ken Lacovara, PhD
Associate Professor, Department of Biodiversity, Earth & Environmental Science
Drexel University, Philadelphia, PA
Office: PISB 322
Phone: 215.895.6456
Email: lacovara@drexel.edu
Lab: PISB 504
Lab Phone: 215.895.6671

Education

PhD, Geology, University of Delaware
MA, Coastal Geomorphology, University of Maryland
BA, Physical Geography, Rowan University

Research Interests

I focus on Mesozoic Era paleoenvironments, containing the remains of dinosaurs and other vertebrates. The study of ancient biomes, particularly those of the Cretaceous Period, relates to our emerging understanding of the global response to human-induced climate change. During the past 250 million years, the world was never hotter, sea level was never higher, and atmospheric CO₂ was never more abundant than during the Cretaceous Period. The rocks and fossils of this period record these environmental extremes and the resulting biotic response. By understanding paleoecological change during previous episodes of global warming, we enhance our ability to understand current changes related to the ongoing climate crisis.

Another facet of my research involves the discovery and characterization of extinct forms of life. The vast majority of species that have ever lived are extinct and paleontologists thus far have discovered only a tiny fraction of these. With this in mind, a component of my fieldwork is exploratory, in pursuit of contributions to the basic characterization of life on Earth. I have co-authored descriptions of two new dinosaurs (Paralititan and Suzhousaurus), a teleost fish (Bawitius bartheli), a necrocarinid crab, numerous indeterminate species, and several paratypes.

During five expeditions to southern-most South America, my students and I excavated over 16-tons of fossilized remains from Late Cretaceous deposits. Most of this material pertains to extremely large titanosaurian dinosaurs, representing one or more new species. One new holotype under description represents the most complete skeleton known for a dinosaur in the top class of mass. The analysis of this specimen provides an unprecedented opportunity to study the anatomy, biomechanics, and evolution of some of the largest land creatures ever.

I am also a member of the Bahariya Dinosaur Project, based in the Egyptian Sahara, and collaborate with Hai Lu You, PhD (Chinese Academy of Geological Sciences) and Matthew Lamanna, PhD (Carnegie Museum of Natural History) on the evolution of

Cretaceous ornithurine birds from the middle Cretaceous of China. In the laboratory, my students and I have isolated endogenous biomolecules from Paleogene- and Cretaceous-age fossils and are developing geochemical model pathways for the preservation of ancient tissues. Locally, my students and I study the Cretaceous fauna of southern New Jersey. Our recently excavated 65 million year old New Jersey crocodilian, *Thoracosaurus neocesariensis*, is currently on display in the lobby of Stratton Hall at 32nd & Chestnut streets.

ATTACHMENT P

AGREEMENT WITH SERVICE PROVIDER

This section does not apply to KLA as we are not contracting with a service provider.

ATTACHMENT Q

Ka'u Learning Academy

By-Laws

Article I OFFICES

1. Office

Article II MEETINGS

1. Place of Meeting
2. Annual Meeting
3. Agenda of the Annual Meeting
4. Monthly Meetings of the Board Members
5. Special Meetings
6. Adjournment of Meetings
7. Quorum of Members
8. Voting
9. Open Meetings

Article III BOARD OF DIRECTORS

1. Board of Directors
2. Qualifications of Board Members
3. Number of Board Members
4. Election and Term of Board Members
5. Newly Created Board Members and Vacancies
6. Removal of a Member
7. Resignation of a Member
8. Compensation of Board Members
9. Conflicts of Interest/Code of Ethics

Article IV OFFICERS

1. Number
2. Election and Term of Office
3. Officers: Positions and Responsibilities
4. Removal of Officers
5. Vacancies

Article V REPORTING STRUCTURE

1. Role of Board Members
2. Role of the Executive Director
3. Role of the Staff

**By-Laws
Ka'u Learning Academy**

1 Article I OFFICES

2
3 1. The Office of the School

4
5 The Office of the School shall be located in the School.

6
7
8 Article II MEETINGS

9
10 1. Place of Meeting

11
12 All meetings of the Board Members shall be held on site at the School or at an announced
13 time for a video conference meeting. Written notice of all meetings of the Board
14 Members (annual, monthly, and special) and the agenda will be provided to each Member
15 at least seven (7) days prior to the meeting. Additionally, public notices of all meetings
16 of Board Members and all committees and subcommittees thereof will be given.

17
18 2. Annual Meeting

19
20 The annual meeting of Board Members shall be held in the month of July at the School
21 building. The first meeting of each newly elected Board of Directors shall be held at the
22 Annual Meeting immediately following the completion of corporate business.

23
24 3. Agenda of the Annual Meeting

25
26 The order of business at the annual meeting shall be as follows:

- 27 a. Call to order
28 b. Proof of public notice of the meeting
29 c. Reading of the minutes of the last annual meeting
30 d. Reports of Officers
31 e. Reports of Committees
32 f. Election of Board Members
33 g. Election of Officers
34 h. Transaction of Business

35
36
37 4. Monthly Meetings of Board Members

38
39 Monthly meetings of Board Members will be held during the second week of each month
40 on dates determined by the Board. The order of business at the monthly Board Members'
41 meetings shall be as follows:

- a. Call to order
- b. Approval of minutes
- c. Review of Financial Statement, Budget, and Business Plan
- d. Review of Reports
- e. Report from Director
- f. Transaction of Business

5. Special Meetings

Meetings of the Board Members for any purpose may be called by the President or by a majority of the Board Members. The notice for such meetings shall state the purpose or purposes thereof and indicate at whose request the meeting is being called.

6. Adjournment of Meetings

The members present may adjourn a meeting despite the presence of a quorum. When a determination of Board Members of record entitled to notice of or to vote at any meeting of Board Members has been made, such determination shall apply to any adjournment thereof unless the Board Members fix a new record date for the adjourned meeting. When the meeting is adjourned to another time, it shall not be necessary to give any notice of the adjourned meeting if the time and place of the next meeting is the next regularly scheduled monthly meeting. However, if after the adjournment, the Board Members fix a new date for the adjourned meeting, a written notice of adjournment and the new fixed date will be given to each Member who is entitled to vote.

7. Quorum of Members

At any meeting of the Board Members, quorum will be established by fifty-one percent (51%) of the total number of Board Members.

8. Voting

Every Member of record shall be entitled to one vote on each matter submitted to a vote by the Board of Directors. All corporate action to be taken by vote requires a majority vote (51%) of the quorum of voting Board Members.

9. Open Meetings

All meetings of the Board Members and all committees and subcommittees thereof shall be conducted in accordance with Hawaii Law regarding open meetings (part I of HRS Chapter 92) as the same may be amended from time to time. To the extent of any conflict or inconsistency between any provision of these By-Laws and the Sunshine Law, the Sunshine Law shall prevail and control.

Article III BOARD OF DIRECTORS

1. Board of Directors

The business of the corporation shall be overseen by the Board of Directors and shall be managed and implemented by the Executive Director. The Board of Directors holds three areas of responsibility: fiduciary, policy, and employment of the Executive Director and the staff. General responsibilities may include but not be restricted to the following:

- a. Ratifying the School's mission and vision statements, and the modification thereof.
- b. Approving any management, operational, and service contracts.
- c. Authorizing the broad curricular guidelines and the delegation and oversight of specific program implementation.
- d. Approving assessment measures and performance standards.
- e. Providing ongoing support and oversight of the academic program and performance of the School.
- f. Adopting all school policies (e.g. approving staffing levels, approving the hiring of personnel, setting compensation for all employees, and all other required personnel policies).
- g. Hearing appeals on student disciplinary and special education matters.
- h. Hearing complaints from any individual or group alleging any violation of the provisions of the Charter School Law, the charter itself, or any other provision of law relating to the management or operation of the Charter School.
- i. Preparing and approving the annual budget.
- j. Ensuring that necessary accountability measures are in place, including the performance of audits and annual reports (including a monthly financial report by the Fiscal Director and Treasurer) and the transmission of all necessary records and reports to the proper charter school oversight entities.
- k. Providing necessary and proper oversight of all financial aspects of the Charter School.
- l. Providing supervision and evaluation of the Executive Director.

2. Qualifications of Board Members

Board Members and prospective Board Members must be at least 21 years of age, supportive of the School's mission and vision, available to meet the time commitment, experienced in serving on policy setting boards of directors, experienced at assessing programmatic effectiveness, and have a clean police record. Board Members will be selected from among persons having expertise in the following areas: Education, Accounting and Fiscal Management, and Community Representation.

- a. Education: position shall be filled by persons with a minimum of a Masters Degree in Education, demonstrated administrative experience, and policy setting experience.

b. Accounting and Fiscal Management: position shall be filled by persons with education and expertise in accounting, financial planning, business, and financial management.

c. Community Representation: position shall be filled by persons who represent the community, the School, the children, and the families involved in the School.

3. Number of Board Members

The number of Board Members constituting the entire Board of Directors shall be a minimum of 5 (five) to a maximum of nine (9) members. The number of Board Members may be increased by a majority vote of the Board Members.

4. Election and Term of Board Members

The initial Board of Directors shall be the “Founding Members” plus appointments by the Founders to meet the criteria set forth under qualifications.

Each Member will serve a three-year term after the first rotation (by fiscal year):

2014: 5 Board Members appointed	2018: 2 positions elected
2015: 2 positions elected	2019: 2 positions elected
2016: 2 positions elected	2020: 3 positions elected
2017: 3 positions elected	2021: 2 positions elected

- a. Elections will take place at the Annual Meeting. Except as otherwise provided by law, the Charter School Law of the State of Hawaii, the Charter or these by-laws, the Board shall elect the Board Members by the vote of a majority of the Board Members then in office, whether or not the number of Board Members in office is sufficient to constitute a quorum, or by the sole remaining Member. Election of Board Members to fill expired terms shall take place at the annual meeting of the Board of Directors. Board Members-elect assume office subject to approval by the Charter Entity.

5. Newly Created Board Members and Vacancies

Any newly created Member resulting from an increase in the number of positions for Board Members or vacancies occurring in the Board of Directors for any reason shall be filled by vote of a majority of the Board Members in office, regardless of the number.

6. Removal of a Member

Any Member may be removed for cause by a majority vote of the seated Board Members.

181 7. Resignation of a Member

182
183 Any Member may resign at any time. Such resignation shall be made in writing and shall
184 take effect at the time specified therein, and if no time be specified, then at the time of its
185 receipt by the President. The acceptance of the resignation shall not be necessary to
186 make it effective, but no resignation shall discharge any accrued obligation or duty of a
187 Member.

188
189 8. Compensation of Board Members

190
191 Board Members shall not receive any compensation for their services as Board Members,
192 but by resolution of the Board of Directors may receive a sum representing the actual
193 expenses for costs incurred while serving on the Board, including childcare and
194 transportation.

195
196 9. Conflicts of Interest/Code of Ethics

197
198 All Board Members and Officers shall be subject to and bound by the Ka'u Learning
199 Academy Code of Ethics as adopted by the School as the same may be modified or
200 amended from time to time. In addition, (1) no Member, Officer, or employee of a for-
201 profit corporation having a business relationship with the Charter School shall serve as a
202 voting member of the Board of Directors; (2) Board Members, Officers, or employees of
203 any single non-profit organization shall hold no more than 40 percent of total seats
204 comprising the Board of Directors; and (3) Board of Directors members representing any
205 not-for-profit corporation proposing to do business with the School shall disclose the
206 nature and extent of such business propositions.

207
208
209 Article IV OFFICERS

210
211 1. Number

212
213 The number of Officers of the corporations shall be four (4), namely: President, Vice-
214 President, Secretary, and Treasurer.

215
216 2. Election and Term of Office

217
218 All Officers shall be elected by the Board of Directors at the Annual Meeting. Officers
219 shall serve a term of one year with the right to succeed themselves in office and until
220 his/her successor has been elected, appointed, and qualified.

221
222 3. Officers: Positions and Responsibilities

227 a. President

228
229 The President shall preside at all meetings of the Board of Directors. He/She shall act as
230 ex officio at all committees and shall, in general, supervise and manage all of the
231 business and affairs of the corporation, subject to the control of the Board of Directors.
232 He/She shall have power to sign all certificates of this corporation and to sign and
233 execute all contracts and instruments of conveyance in the name of the corporation, to
234 sign checks, drafts, notes, and orders for the payment of money, with the prior approval
235 of the Board of Directors. He/She shall perform all duties usually incident to the office
236 of the President.

237
238 b. Vice-President

239
240 The Vice-President shall assume the duties of the President in the event of the President's
241 absence.

242
243 c. Secretary

244
245 The Secretary shall keep minutes of all meetings of the Board of Directors, committee
246 meetings, special meetings, unless otherwise directed, and shall record these minutes in a
247 permanent book provided for this purpose. He/She shall give, or cause to be given,
248 notice of all meetings of the Board Members and all other notices required by law or by
249 these By-Laws, and in case of his/her absence or failure to perform for any reason, notice
250 may be given by the President to another Member to perform the duties. He/She shall
251 have charge of the corporate books and records. He/She shall have custody of the
252 corporate seal and affix the same on all instruments requiring it when authorized by the
253 Board Members or the President, and attest the same. He/She shall file all written
254 requests that notices be mailed to Board Members at an address other than that which
255 appears on the record. He/She shall sign all certificates of the corporation. And he/she
256 shall, in general, perform all duties incident to the office of Secretary.

257
258 d. Treasurer

259
260 The Treasurer shall have custody of the funds, securities, evidences of indebtedness, and
261 all valuable documents of the corporation: when necessary and proper, he/she shall
262 endorse on behalf of the corporation for collection checks, notes, and other obligations
263 and shall deposit the same to the credit of the corporation in such banks or depositories as
264 the Board of Directors shall designate. He/She shall receive and give or cause to be
265 given receipts and acquittance for monies paid into or on account of the corporation of
266 whatever nature upon maturity of the same: he/she shall enter or cause to be entered in
267 books of the corporation to be kept for that purpose full and accurate accounts of all
268 monies received and pay out on account of the corporation, and he/she shall render a
269 statement of accounts monthly to the Board of Directors, and at any other time as
270 requested by the President. He/She shall keep or cause to be kept such other books as
271 will show a true record of the expenses, losses, gains, assets, and liabilities of the
272 corporation; he/she shall at all reasonable times exhibit his/her books and accounts to any

Member of the corporation. He/She shall perform all duties incident to the office of Treasurer and give the corporation security for the faithful performance of the duties of the office in such sum and with such surety as the Board of Directors may require.

4. Removal of Officers

Any officer elected by the Board of Directors may be removed for cause shown, by a simple majority of Board Members.

5. Vacancies

If the office of any officer becomes vacant, the Board Members may elect any qualified Member to fill such vacancy, who will hold office for the unexpired term of the predecessor and until a successor is elected.

Article V REPORTING STRUCTURE

1. Role of Board Members

The Board of Directors will report to the Hawaii State Public Charter School Commission, the parents of Ka'u Learning Academy children, and the community in which the School is located.

2. Role of the Executive Director

The Executive Director will report to the Board of Directors in a written report monthly to include but not be restricted to the following: all correspondence from all appropriate State and Federal agencies; the School Report Card; reports on behavioral contracts and "Extended Families," attendance rates, dropout/transfer rates, student performance data, comparison rates to State benchmarks for student performance, student aspirations, student surveys; number of non-certified teachers, turnover rate, teachers teaching outside their field, teacher evaluations and proficiency data, teacher surveys and self assessments, evaluations, curriculum assessment and surveys, support staff issues, grievances; parent involvement, volunteer commitments, mentor reports, business commitments, fiscal report in concert with Board of Directors Treasurer; condition and costs of buildings and grounds, role of staff and volunteers; update on the general operations of the school, and report on all contracts.

3. Role of the Staff

Members of the staff ultimately report to the Executive Director who in turn reports to the Board of Directors. The direct reporting structure is as follows:

a. Teachers, guidance, and health services work as teams and report via meetings, orally, in written reports, through survey results and student achievement

319 reports to the Director. Direct supervision and evaluation of teachers, guidance, and
320 health staff is the responsibility of the Director.

321 b. The secretary, custodian, and food service personnel report via
322 meetings, orally, in written reports, and by requisition to the Office Manager. Direct
323 supervision of the secretary, custodian, and food service is the responsibility of the Office
324 Manager.

325 c. The Office Manager reports to the Executive Director in all matters
326 of finance via meeting, oral and written reports, and by requisition. Direct supervision
327 and evaluation of the Office Manager is the responsibility of the Director.

328 d. The Office Manager reports to the Executive Director in all matters
329 of daily operations and of the functions of the secretary, custodial issues, and food service
330 personnel whom he/she supervises. Direct supervision and evaluation of the Office
331 Manager is the responsibility of the Executive Director.

332
333 To the extent there are any conflicts between the terms of the charter school's charter and
334 the terms of these by-laws, the terms of the charter will control.

ATTACHMENT R

STATEMENT OF ASSURANCES

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;

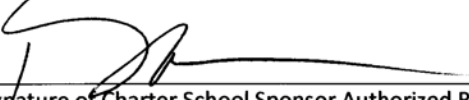
- ☒ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers and other records;
- ☒ will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- ☒ will employ individuals 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: Ka'u Learning Academy

Name of Authorized Representative: Kathryn Tydlacka

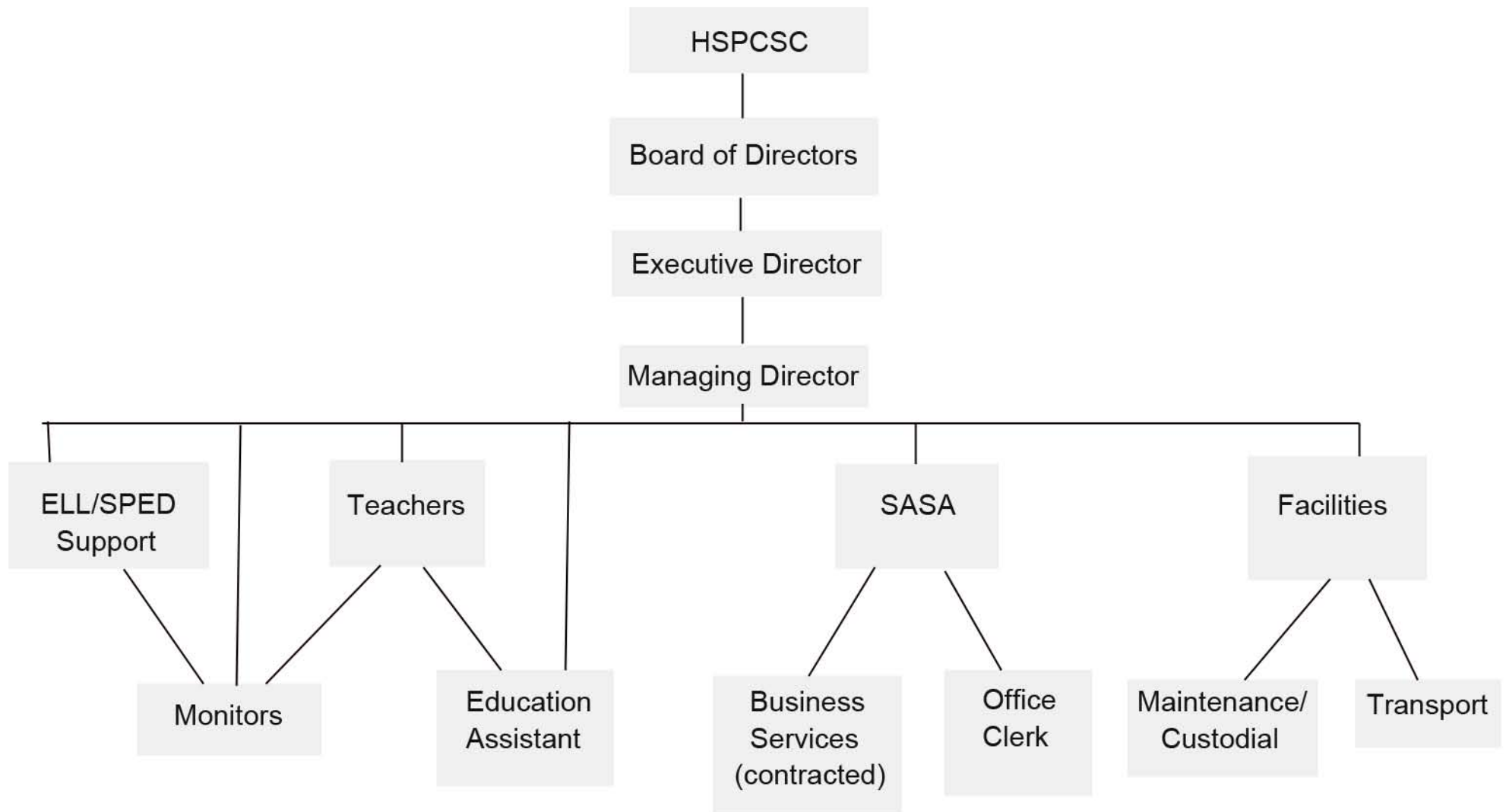
I, the undersigned, do hereby agree to the assurances contained above.

 12/28/2013

Signature of Charter School Sponsor Authorized Representative Date

ATTACHMENT S

ORGANIZATIONAL CHART



Ka'u Learning Academy Organizational Chart

ATTACHMENT T

BOARD MEMBER INFORMATION SHEETS

Please see attachment o for Board Member resumes

Please see section I.A Executive Summary for Board Member biographies

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: Ka'u Learning Academy
2. Contact information:
Name: Michael S. Richards
Phone: (808) 358-1957
E-mail: msrichardshi@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school?

I am grateful for this opportunity to give back to our community in a way that makes the most of my skills and fits my interest in education. Since Ka'u is home to my own education-oriented business, I am particularly grateful for the chance to serve a community that is special to me, a community that also really needs this extra educational opportunity.
6. What is your understanding of the appropriate role of a public charter school board member?

Board members are first and foremost responsible to the public to ensure that the charter school fulfills its mission to further the education of Hawaii's students. This involves proper fiduciary oversight over the administration of the charter school, and proper guidance to the administration to ensure that all is done to fulfill the charter school's mission, and, as time goes on, to ensure that the mission evolves as necessary to meet the changing needs of 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 am a founder, board member and Executive Director for an education-based non-profit organization started in 2012. I believe my experience in starting and establishing this non-profit will help the charter school. In addition, for the past thirty years, I have been a member of the boards of directors for several for-profit

Hawaii-based small businesses. I believe that my experience working with for-profit organizations will provide a business-oriented view that is not typically found on most non-profit boards. Also, I come from a family of teachers (mother, father, sister) which I believe has given me a good perspective that will help me see issues from a teacher's perspective.

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

I have been an entrepreneur and business owner all of my professional life. I have extensive experience in virtually all aspects of business that are shared by any organization: personnel, finances, marketing, product development, project management, sales, maintenance and customer service, at least. This experience provides me with the opportunity to provide significant input to the board and administration of the school on virtually all aspects of the operation. My educational interest is oriented toward experiential education in the sciences, and I believe my knowledge in that field will be helpful to the administration when developing the school's science programming. A key part of the school's academic plan involves the collection and analysis of data for the purpose of developing and tuning each student's individual academic plan. As a professional software developer, I expect my experience as such to play a helpful role in the development, security, analysis and use of the data.

School Mission and Plan

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

The guiding beliefs of the school are that all students can and will learn given the right conditions and that all students should be expected to reach high standards of social and academic achievement. Therefore, the mission of the school is to provide the right conditions for students to meet those expectations. This is done by implementing individualized educational plans for each student to ensure that each one is learning at a level that is appropriate, which is determined through deep and continuous analysis of each student's progress.

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

The proposed academic plan blends on-line, classroom and personal instruction to achieve the best academic results. This blend is customized for each student so as to best meet each student's learning style, level and goals. A key part of the academic plan is to collect data from multiple points very frequently, to accumulate data for each student's individual academic plan. The information gathered will allow teachers, students, parents and administrators to track progress (or lack thereof) using a data-driven approach.

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

Successful schools do their best to ensure that each individual succeeds, not just while in school, but at home and in life. They do this by making sure that each student knows that they have every chance there is to be successful, regardless of socio economic background, and by creating an environment in which social and academic achievement is celebrated, in school and with the community.

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

To some degree, the market will tell us through enrollment demand. However, this could mask just being the best of poor options, and that is not enough to meet the school's mission. Data analysis will provide many numerical comparisons that will be helpful in measuring the success of the school. Personal interviews and surveys of parents, students and teachers will provide additional feedback on the school's success in its mission.

Governance

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

The board's role is to oversee the governance of the school as determined by the bylaws of the school, and to fulfill its fiduciary responsibilities to the public through that governance. In addition the board's role is to provide support to the school administration by sharing its collective experience and knowledge.

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

You cannot call a school successful after a single year; you can, however, measure the success of the school to date by comparing results to expectations and other metrics, including enrollment predictions and budget, among others. Re-enrollment rates will tell a lot. Interviews of students and parents will also help quantify the school's success after a single year.

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

Enrollment demand and re-enrollment rates will be a key indicator of how the community views the school, which is an important measurement of the school's success. Actual results will be compared to projected results to determine how well the school did in its estimates and in its ability to adjust to variances in those estimates. Staff retention and other metrics will indicate the administration's ability to successfully hire, train and retain the school's teachers.

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 need to support the administration by sharing their time, energy, knowledge and experience with the administrator and other school staff. The board should promote the school and its mission within Ka'u and throughout Hawaii to raise awareness of and help for the unique challenges of the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would report such behavior to the board president with the expectation that the board president would act appropriately, and then follow up with the president as necessary to ensure that appropriate action was taken. Escalating the issue to be discussed by the entire board could be appropriate, depending on the individual circumstances.

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 Joe Iacuzzo through his volunteer activities with Science Camps of America. I am currently assisting him in the development of the Hawaii Science Festival.

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.

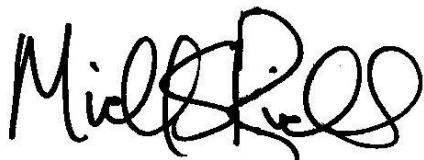
☒ Does not apply to me, my spouse or family ☐ Yes

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, Michael S. Richards, 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 4, 2013

Date

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:
Ka'u Learning Academy
2. Contact information:
Name: Mark Fournier
Phone: 602.327.2798
E-mail: mark@fournierinc.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 have known the founder and managing director for a number of years and, being familiar with the needs of the children and families of Ka'u, I hope to be of service to the school and the communities it will serve.
6. What is your understanding of the appropriate role of a public charter school board member? I understand that I have a serious set of responsibilities regard fiscal issues, governance and the academic plans of the school. I know that I can't take these responsibilities lightly, that I will be required to put time and energy into by role as a board member.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you

have the capability to be an effective board member. As the founder and current Executive Director of the Fournier Center for Empowerment, the non-profit organization that is partnering with the Ka'u Learning Academy, I feel that I can contribute a great deal to the establishment of the school. I share the vision of Ms. Tydlacka, the school's founder, and I hope that my experience will be of significant service to the school.

8. Describe the specific knowledge and experience that you would bring to the board.
As a specialist in non-profit fundraising, I expect to contribute my expertise to helping the school with its funding needs. I have a great deal of experience in business management, having owned and operated three successful companies over the previous 35 years. I will use this experience in my fiduciary responsibilities as a board member. I will also work to develop programs to empower parents and families to participate in the educational process with their children, creating programs specific to the needs of the communities of Ka'u.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
I understand that the school is being established to fill a serious need for educational choice in the district of Ka'u. I have done research and spoken with a number of community members and the mission of the school is one that I firmly believe in. A strong academic focus, coupled with a school that truly cares for its students and nurtures them is something that Ka'u needs.
2. What is your understanding of the school's proposed academic plan?
I am in full agreement with the focus on academic instruction that Ms. Tydlacka has put forward. I have carefully examined her proposed academic plan, her unique teaching methodologies and the curriculum program that the school will employ and I am certain that our students will have every opportunity for success. The plan developed for the school will meet all the common core standards and allow for students to excel beyond those standards.
3. What do you believe to be the characteristics of a successful school?
The nurturing environment, the understanding by the children that, regardless of the difficulty they may encounter in the learning process that their teacher will not give up on them – I feel that this is a characteristic of a successful school. And I believe that this is the school culture that Ka'u Learning Academy will offer students and teachers.
4. How will you know that the school is succeeding or is not succeeding in its mission?
While I don't currently consider myself as an expert in assessment of students and teachers, I feel that I will soon become one. I understand that there are a number of metrics that will allow me to know how well the school is performing and succeeding in its mission. I and the other board members will carefully and diligently examine test and assessment results to measure how well the administration, teachers, students and the school as a whole are performing.

Governance

1. Describe the role that the board will play in the school's operation.
Our board will have the ultimate responsibility for the schools success. While we will rely

- on the administration to manage the day to day school operations, we will regularly review policies and procedures implemented to operate the school. Our board has the authority and responsibility of oversight and remediation if necessary. We will use regular meetings with the administrators to gauge the schools operational direction and success.
2. How will you know if the school is successful at the end of the first year of operation?
Our board will use standard assessment tools and test results, as well as compile the results of student, teacher and parent surveys. We anticipate proficiency levels higher than the historic numbers for Ka'u students.
 3. How will you know at the end of five years if the school is successful?
I fully anticipate that our school will be among the best performing in the state within five years, with proficiency levels equaling those of Hawaii's best schools. I also expect to be hearing from our graduates about the success that they are having following their time at Ka'u Learning Academy.
 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
I may be a bit prejudiced, but I believe that the best way for the charter school board to ensure our success as a school is to grant Ms. Tydlacka the charter and allow her to implement the program of teaching that she has developed to so much prior success. Oversight is important, but I can't imagine any scenario where the commission won't look back on this and be extremely pleased with their decision to grant this charter.
 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? As I have been offered the position of president of the Founding Board of Directors, I would take this type of circumstance very seriously. Expulsion from the board through a special meeting would be an appropriate response if the board member's actions were serious enough to harm the school in any way. If the infraction were inadvertent, an open discussion among the board may be an appropriate response.

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 have known Joe Iacuzzo for many years, having worked with him on a number of educational and marketing projects. He worked as a creative director for my marketing agency.
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
Again, I know Joe Iacuzzo and I believe he may provide some curriculum development services through his company.

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
My non-profit is the fiscal sponsor for the school and we intend to assist with fundraising.
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
My non-profit organization is the fiscal sponsor for the school.
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, Mark Fournier, 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

December 20, 2013
Date

Board Member Information

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Ka'u Learning Academy

2. Contact information:

Name: Joe Iacuzzo

Phone: 702.808.1609

E-mail: joe.iacuzzo@gmail.com

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

Resume and professional bio are attached to this form.

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.

I served on the Board of Directors of the National Association of Review Appraisers and Mortgage Underwriters, a 501(c)(6) non-profit organization. This was in 1990 - 1992

5. Why do you wish to serve on the board of the proposed charter school? **Yes**

6. Board members of a public charter school have oversight responsibilities that are of critical importance to the success of the children attending the school. While the school administrative staff focuses on the daily functioning of the school, board members are charged with developing the vision and direction of the school, and working with the administration to see that it is implemented in an effective and efficient manner.

School Mission and Plan

1. School Mission and Guiding Beliefs – The mission of Ka'u Learning Academy is to provide the children and families of Ka'u with an education choice. The Academy's curriculum is focused primarily on academic achievement that will prepare our students for success in an increasingly competitive world. Whether our students are bound for college or choose to enter the workforce, we will provide them with lifelong tools that will allow them to excel. Our guiding beliefs are based on our understanding that children are unique individuals. Children learn at an individual pace and, most importantly, they are worth investing time, energy and attention to discover their unique personalities. Once we understand

how a child learns and what their capabilities truly are, we can develop an approach for each child that will give them the chance to take as much as possible with them from their experience at Ka'u Learning Academy.

2. My personal observation through interactions with the children of Ka'u clearly underscores the need for a serious focus on academic curriculum. I have had the opportunity to review the academic plan set out by the school administration and feel that it is superior to what I have seen from the established schools in the area. The emphasis that is placed on understanding the foundation that our students have in order to provide a context for continued learning is an excellent way to address the specific and unique needs of the children of Ka'u. The inclusion of academics, creative/aesthetic activities and cultural education strikes a balance that I feel will work exceptionally well for the children. This is particularly true given the experience and vision that the administration brings to the school. In the competitive environment that our students will face as they enter the workplace, the strong academic foundation they receive at Ka'u Learning Academy will serve them well and allow them to excel in their life, particularly if they have ambitions for post-secondary education.
3. School success depends on a number of characteristics/variables. My belief is that it is impossible to have a formula that would work for every child – there is a huge body of research to support this. The approach that KLA Executive Director Kathryn Tydlacka has developed, Contextual Foundation Learning, directly addresses the pitfalls of a standardized system of teaching. This approach will insure that every student graduating from KLA will have maximized their learning experience and have a strong academic and social foundation. This foundation is what defines a successful school.
4. I spoke at length with the executive director and carefully reviewed how the school will incorporate initial and ongoing evaluation of student progress. I am most impressed with how the administration will insure that KLA teachers fully understand the methodology that the school will utilize and how important ongoing evaluation is to the teaching approach. As a board member I, and our other board members, will be reviewing teacher and administration evaluation and progress reports to be certain that the school's mission is successful. We will be quick to address any issues that we may see that we feel could compromise the mission.

Governance

1. Our Board President has met with us to discuss our role and its critical importance during the first few years of operation. We discussed our understanding of the vision brought to the school by Ms. Tydlacka and our responsibility to work with her to insure that the vision becomes reality. While we

are responsible for oversight of the school's operations, we do have full faith in Ms. Tydlacka's ability to implement a successful teaching methodology and create a learning environment that will benefit the students. It is our intention to carefully balance oversight with an understanding that implementation of teaching methods that students and some faculty are not entirely familiar with will require an adjustment period. Coupled with new Common Core standards, their will may well be a few bumps in the road in the initial stages of start-up. However, we have full faith and expectations of tremendous success.

2. I anticipate that the gauge of success will be two-fold; significantly high proficiency scores and happy children and families. The first is an easily quantifiable measurement, the second will be observational.
3. By the end of the fifth year of Ka'u Learning Academy's operations, I fully expect that our students will be recognized as among the highest achieving in the state of Hawaii, that our teachers will be sought after for their success and that our methodologies will have been adopted by many schools. This will be my measure of success.
4. Oversight by the board is critical, but we must be cautious in our approach so as not to constrict the implementation of the unique and proven successful methodologies developed by the school's founder. As a board member, I will be keenly aware of the need to continually seek funding and financial support for the school and our programs, while also working to develop strategic partnerships and collaborations. I take very seriously our responsibility to insure that the funds needed to meet our goals and mission are available and that they are spent judiciously and wisely.
5. If unethical behavior by a board member was proven, I would immediately seek the removal of the board member, particularly if the behavior occurred during the beginning phases of the school start-up, when we can least afford a taint of impropriety. I firmly believe that all our initial board members will always have the best interests of the school at heart and that should one of them show otherwise, I would request the full board take immediate action.

Disclosures

1. I have professional relationships with two of the board members, Mark Fournier and Dr. Sumida. Mr. Fournier has been a business associate and friend for over 30 years. Dr. Sumida and I have collaborated on several education outreach programs through our affiliation with the Society of Vertebrate Paleontology.
2. I know the executive director, Kathryn Tydlacka, who brought me into the project to help develop Ka'u Learning Academy.
3. I know Mr. Fournier whose foundation, the Fournier Center for Empowerment, is the fiscal sponsor of Ka'u Learning Academy.

4. I anticipate providing some educational enrichment programs on an as-needed basis, based on the requests by school administration. My company has developed these types of resources for nearly 15 years, offering them to educational institutions throughout the U.S.
5. I do not know any of the individuals associated with the entities that have so far been discussed as potential education service providers.
6. If the school elects to utilize any of the enrichment programs my company offers, I would benefit. However, I often provide these resources at no cost, using sponsorship monies from third party sponsors to fund the resource development.
7. I don't conduct business with any third party providers.
8. I am a member of Leonardo Project LLC, and we are partnering with KLA to assist in several fundraising ventures. This includes operating the café that will give all profits to KLA. Additionally, we are assisting in developing strategic partnerships that we anticipate will offer a number of educational and financial benefits to the students and school.
9. I don't believe that there are any potential conflicts of interest at any level that would jeopardize the school or preclude my serving on the board of directors.

Certification

I, Joseph Iacuzzo, 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

December 6, 2013
Date

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: Ka'u Learning Academy
2. Contact information:
Name: Kathryn Tydlacka
Phone: 808-213-1097
E-mail: kathryntydlacka@hotmail.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.
X Resume and professional bio are attached elsewhere in the application: Attachment M
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 X Yes-School Community Chairperson
5. Why do you wish to serve on the board of the proposed charter school?
As the founder of the school, it is my deep desire to see it succeed.
6. What is your understanding of the appropriate role of a public charter school board member?
To support the mission and vision of the school in any way I can.
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.
For the past two years, I have been on the School Community Council at Na'alehu Elementary School serving as chairperson in 2012-2013. I have also served as Town Treasurer and have served in numerous community and educational projects.

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

As the founder of the school, I understand its mission and vision. I have dedicated the past fifteen years to the education profession. I have had great success in educating students who struggle under the one-size-fits-all approach to education that has, unfortunately, become systemic nationwide. My overwhelming success at raising the academic achievement levels of my students is partly due to my proprietary methodology and partly due to my patience, understanding, and general belief that all children can and will learn given the educational environment. While teaching in Naalehu, I took my class to a level of proficiency (71%) that more than doubled the proficiency rate of the rest of the school (35%). This was accomplished because of my ability to engage students, make learning fun, and instill a sense of real accomplishment as each child reached his/her fullest potential.

I have a record of community service including, Town Treasurer (Westport, OK), School Community Council Chairperson (Naalehu, HI), and Community Theater Performance Director (Sapulpa, OK). I have been awarded grants to study in Europe, prepared and conducted teacher training workshops, and organized a number of community events including a career fair that brought over 35 businesses and civic organizations together for the purpose of educating children. I have also volunteered numerous afternoons, evenings and weekends to organize and led field trips for my students outside of the school. This dedication to my students gives them a sense of value based on their understanding that someone cares deeply about their futures. My relationship with the children and adults of Ka'u make me uniquely qualified for this position.

School Mission and Plan

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

Mission

Ka'u Learning Academy will be an innovative school that holds high social and academic expectations for the children of Ka'u despite the socioeconomic challenges that exist in our community, because we believe that all students can and will learn given the right educational environment. Ka'u Learning Academy recognizes that each child is an individual with unique educational needs, and we will develop and implement individual education plans that stimulate each child at his/her zone of proximal development, so that every child is engaged in learning in a safe, supportive and nurturing environment.

Vision

KLA will create an innovative school that brings education into the 21st century through implementation of an innovative blended-learning model and an intellectual school culture focused on student achievement and character development. Our students will spend a significant portion of their core instruction time using computers to learn, which not only provides them with individualized instruction and appropriately challenging content, but also creates the opportunity for teachers to work closely with students in small groups. It is our objective to provide our students with a solid educational foundation and then accelerate their learning to levels not typically expected of the children of Ka'u. We believe that a solid education gives children the roots they need to succeed in college, career and civic leadership.

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

KLA will use a blended-learning approach to educating students combining online learning with individualized education plans at a "brick and mortar" campus for grades 4-6, and a virtual campus for grades 3-8 with access to teachers up to five days a week. The majority of students will participate in our blended-learning approach on campus. However, we will also accommodate home-school families by providing virtual learning in which the majority of the work is completed off campus under the

supervision of a parent/guardian who serves as a facilitator/coach. KLA's approach to education is rooted in standards-based, data-driven methodologies. We believe that, in order to keep students truly engaged in learning, they require their own individual education plan which challenges them at their OWN level of proximal development. Using Edmentum online curriculum and assessment tools as well as our own Contextual Foundation Learning strategies, KLA will identify each child's learning style, language proficiency, background knowledge, readiness to learn, and strengths and needs , and tailor individual education plans accordingly. The local public school in our area has committed to a one-size-fits-all approach to education, and as a result, HSA data indicates that only about one-third of the children in Ka'u classrooms are able to reach proficiency in math, reading, and science. KLA's founder taught in the local school for two years, and using methods she acquired and developed throughout her 15-year teaching career, she saw phenomenal results with her class more than doubling the proficiency rates of the rest of the school. Many of Ms. Tydlacka's students enjoyed 50-60 point gains on the HSA under her instruction.

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

Successful schools have caring teachers, a positive, safe and supportive learning environment, challenging curriculum that aligns with state standards, varied instructional practices, high expectations for students, and strong community support and involvement.

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

The school board's primary responsibilities are to:

Board meetings will include many business items, such as approving the school calendar, adopting curriculum, overseeing construction, and approving contracts with outside vendors. A successful school board will balance discussion of the seemingly tedious business of running the district while paying close attention to the district's priorities for academic achievement.

Some of the board's responsibilities include:

- Set the vision and goals for the school
- Adopt policies that give the school direction to set priorities and achieve its goals
- Hire and evaluate the education director
- Adopt and oversee the annual budget
- Manage the collective bargaining process for employees of the district

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would address it in executive session at the first opportunity. If the nature of the concern required immediate attention (danger to a child, criminal activity, etc.) I would call for an emergency meeting.

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
The other board members are friends and partners in founding this school.

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.

X 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.

X 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.

X 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.

X 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.

X 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.

X 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.


X Does not apply to me, my spouse or family ☐ Yes

X None

Yes

Certification

I, Kathryn Tydlacka 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.



Sign

1-5-14

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: Ka'u Learning Academy
2. Contact information:
Name: Lok C. Lew Yan Voon
Phone: (843) 953-6682
E-mail: llewyanv@citadel.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 an educational administrator, my personal goal is to provide the best opportunities to kids to succeed. As a homeowner and part-time resident in Ka'u, I see it as my duty to help the students in Ka'u and I see the proposed charter school as a unique opportunity. I would like to be part of the board so that I can help the KLA be successful.

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

Board members are required to have fiduciary, educational and operational oversight of the charter school. This means the board member has responsibilities and needs to be well-informed.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As dean of an academic school at a four-year college since 2012, I am an ex-officio member of my school's advisory board. I have been working with the chairman of the board to rewrite the charter, redefine the role of the board, and to garner their support for a new Academy of Science and Mathematics.

I believe I can be an effective board member because I am a problem solver, do compromise, and is attentive to details. I will be an advocate for the organization but I will also have oversight over it.

I have also attended professional development workshops on the role of boards of directors.

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

I am an experienced higher-education administrator, having served as a department chair for eight years and as a dean for two years. In both positions, I have been responsible for programs for training K-12 teachers and for offering them professional development (with focus in science and mathematics disciplines). Thus, I am familiar with some of the struggles in providing an effective education to K-12 grades. My strengths in this area have led us to recently receive a 5-year, \$1.2M federal grant (National Science Foundation Robert Noyce Teacher program) for providing full scholarships to prospective teachers.

It should also be noted that I am currently in an environment that is very similar to Hawai'i. South Carolina, where I currently work, is a socio-economically challenged state much like Hawai'i, with an agricultural base similar to Ka'u. I am currently working with high-need school districts in relation to the above scholarship program.

School Mission and Plan

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

The school's mission is to provide individualized instruction to children in Ka'u. The guiding beliefs are that each child could be successful given the right environment.

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

The proposed academic plan is to provide a blended instruction with the goal of achieving academic excellence via a rigorous program tailored to each individual student and that is data driven.

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

A successful school is one that focusses on the success of each student, one that sets goals that need to be

achieved instead of just goals that are achievable.

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

I believe in gathering both quantitative and qualitative data. A rubric needs to be developed in order to assess the performance of the school. Additionally, testimonials from parents, students and the community should be gathered.

Governance

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

I support the strong board as defined by the bylaws. They place full responsibility on the board of directors to oversee the operations of the school, with daily operation being delegated to the executive director.

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

It is difficult to rely on quantitative data after just one year of operation. One primary measure will be if an overwhelming number of parents and students are satisfied to the point of wanting to continue with the school. Additionally, we would expect the school to follow closely the proposed budget and be able to hire the appropriate staff.

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

Meeting the expectations as outlined in a rubric to be proposed. One should also look at the subsequent success of the students after they graduate from the school, whether about their performance in high school or beyond.

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

The board should assist the school staff in meeting the goals. The board should be proactive in following the progress of the school.

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?

This should definitely be handled appropriately, most likely in consultation with the board president. The exact process will depend on the nature of the situation and number of members involved. It could involve a private consultation with the responsible board member in the case of an isolated and not substantial event to possibly establishing contact with the state authorities in the case of a major problem.

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 became acquainted with Mr. Joe Iacuzzo through his involvement with the Hawaii Science Festival. My email correspondence with him led to my selection as a possible board member.

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

I became acquainted with the proposed Executive Director, Ms. Kathryn Tydlacka, at a social function in Ka'u two years ago.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I/we do not know any such persons ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I/we have no such interest ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

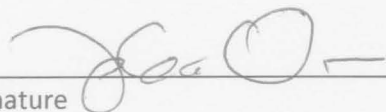
☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I, Lok C. Lew Yan Voon, 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 

1/2/2014
Date

Board Member Information

To be completed individually by each proposed school governing board member.

All forms must be signed by hand.

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Ka'u Learning Academy
2. Contact information:
Name: Nancy Sledziewski
Phone: 716.445.9259
E-mail: sledziewski@maryvale.wnyric.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.
X Does not apply to me Yes
5. Why do you wish to serve on the board of the proposed charter school?

It is my belief that all children can learn and grow if provided the appropriate environment. As each learner is unique, and constantly evolving, so must their learning environment. With more than 30 years teaching experience I believe that there is much that I can contribute as a member of the founding board for Ka'u Learning Academy. I am familiar with the unique issues that are present in Ka'u with regard to the communities and I am certain the my experience will be of use to the school.

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

Board members should have a passion for learning and a caring attitude towards the children. I see all children as full of potential, endless possibilities and worthy of my time and attention. As a board member I will keep myself well informed and have a clear vision of the directions and goals of KLA.

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 believe I can be an effective board member because of my years of experience in the classroom, problem solving with difficult students, being comfortable in communicating my ideas, leading others in my capacity as special education coordinator, successfully fundraising for a variety of initiatives and developing and running our school's child study team.
8. Describe the specific knowledge and experience that you would bring to the board.
30+ years Experienced Master degree teacher with special education population ages birth to 12th grade, Special education coordinator, developed and implemented "Learning and Moving" program for K students, Experience with working with ELL students, Developed and trained handwriting program for primary special education students, Well versed in developing, implementing and monitoring IEP's, Committee on Special Education committee member, chairperson for child study team, Co-teaching experience, extensive training in behavior modification, board member of Parent teacher Association for 20 years, Board member of Music boosters for 5 years+

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
I fully agree with and understand the mission that the founder, Kathryn Tydlacka, has set out. KLA will provide individualized instruction to students and will provide them the tools, school culture, and nurturing environment that will allow them to succeed.
2. What is your understanding of the school's proposed academic plan?
The proposed academic plan is to provide the best instruction for each individual student by using a blended learning approach. This approach uses on-line components with strong classroom/teacher support. I believe that this will be very effective working with the diverse student population of Ka'u.
3. What do you believe to be the characteristics of a successful school?

A successful school has ongoing training, collaboration of all team players working and helping each other. A successful school listens and reflects. A successful school has clear goals and vision.
4. How will you know that the school is succeeding or is not succeeding in its mission?

Data collection should drive our instruction along with feedback from teachers, parents and students. Again, reflection and being prepared are of utmost importance

Governance

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

The board has to have a clear vision, one that is absolute concert with that of the administration. They will help set the tone of the school. The board must work closely with

the executive director in all areas of implementation of academic, financial and plans in any other areas..

2. How will you know if the school is successful at the end of the first year of operation?
Feedback from data, students, parents, teachers and directors will be the most useful in gauging how well KLA is performing. Direct observation will be important as well as I personally feel that seeing how the children respond to their teachers and the overall school culture is important.
3. How will you know at the end of five years if the school is successful?

In addition to feedback from key players, test scores and data -How well aligned we are to the goals we set. Celebrate and share successes-What areas do we need to improve on and providing staff development in those areas.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
As a board member, I expect that we will assist staff in establishing and meeting goals..
Our board will invite open conversations and guide the school moving forward in whatever way we can.
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?
This should not be handled individually, but in consultation with all board members. Any resolution should be discussed openly and with an understanding all circumstances.

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 have known Joe Iacuzzo since we were children in Buffalo, NY.

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

I agreed to be a part of the board after meeting and talking at length with Kathryn Tydlacka.

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, Nancy Sledziewski, 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.

Nancy Sledziewski
Signature

1-2, 2014
Date

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: Ka'u Learning Academy
2. Contact information: Teresa Chopot
(808) 929-9992
email: neptunefoundationhi@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
☒ Resume and professional bio are attached to this form.
☐ Resume and professional bio are attached elsewhere in the application: _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school?
PLEASE SEE ATTACHED NARRATIVE RESPONSES
6. What is your understanding of the appropriate role of a public charter school board member?
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.
8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed academic plan?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding or is not succeeding in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years if the school is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
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 Two of the other prospective board members are friends.
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, Teresa Chopot, 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.

Teresa Chopot

Signature

1/5/14

Date

BOARD MEMBER INFORMATION for applicant Teresa (Terri) Chopot

Narrative responses to Board Member Information questions

BACKGROUND

5. I wish to serve on the Ka'u Learning Academy Board because it is the right thing to do at the right time after all my years of parenting, homeschooling, volunteering and working with children in the schools and community of Ka'u. I wholeheartedly agree with the KLA core belief that children here in this very large and needy district deserve, like all Hawaii's children, the very best educational foundation possible for success in life and that each child will benefit tremendously from a tailored educational plan that meets them where they're at intellectually and developmentally, and takes them through a meaningful, exciting educational journey. I believe KLA offers Ka'u families a viable alternative to placing their children in overpopulated local elementary/intermediate schools, putting them on a two-hour-plus, round-trip bus ride to the nearest charter school, or home schooling, which many local parents may feel they are not able to do. I would like to be a part of Ka'u Learning Academy that not only hears the banging on the door for help, but is well-equipped to readily and heartily open that door to aid the children and families of Ka'u.

6. The role of a charter school board member involves being passionately committed to the school's mission and vision, knowing what his/her duties are within the board and performing them to the best of their ability so that the board, collectively, can carry out its charge to promote that mission and vision, establish sound policies for the school to run on, develop effective plans for the future, and conduct responsible financial oversight.

7. I served as a board member of the AYSO-Ka'u Region in 2010 to plan and execute a successful soccer season. I served as the Child Protection and Volunteer Advocate officer in areas concerning child safety and volunteer screening. I was also heavily involved with publicity and special events, food concession fund raising, and working with local businesses and service organizations to raise funds and donations of goods and services. I was also an assistant coach.

8. Knowledge and Experience: I have been a resident of Na'alehu, Ka'u for 25 years and have raised 5 children here. My oldest child was severely physically and mentally disabled and was in Special Ed at Na'alehu School from age 5 through 15 years. My second daughter was home schooled through grade 4 and later became class valedictorian at Ka'u High School. The next two

children could not be home schooled in their early school years and struggled all the way through public school to graduation. My youngest has been home schooled through grade 4 and is presently attending 5th grade at Na'alehu Elementary where he is academically proficient in math and exceeding proficiency in Language Arts. He is also learning to navigate through a challenging and oftentimes chaotic school environment. I am currently employed as a part-time ELL teacher at Na'alehu Elementary School and am finding the logistics of that special population eye-opening...I should say, ALARMING. I'm a certified substitute teacher of 9 years for the Ka'u District and have also made a living through house cleaning and landscape maintenance. Volunteering for community causes and events spans many years, and currently I enjoy running a free art workshop at local festivals and for home school groups. On the weekends I help out at Gilligan's Cafe as a food server.

SCHOOL MISSION AND PLAN

1. My understanding of KLA's mission and vision is that KLA recognizes every student's unique educational needs and that each can achieve academic success through individualized educational plans that are aligned with State standards. These plans are implemented in an engaging and supportive learning environment through use of innovative and proven teaching methods. KLA looks into the eyes of Ka'u's children and, seeing greatness, is determined to help its students build the solid educational foundation crucial for their success in high school and beyond.
2. KLA plans to initially assess every student, special-population students (ELL, Special Needs) included, to find out exactly where each is at and develop individualized educational plans to address any deficiencies, bring them up to speed, and propel them on through further learning. KLA will use a "blended-learning" approach which is a combination of innovative technology-based curriculum, traditional textbooks/curriculum, and specific classroom activities to implement the IEPs. Students will receive personal attention from highly qualified teachers and staff, become technologically fluent, and regularly monitored/assessed for performance and achievement. Teaching strategies will be based on Contextual Learning models making learning relevant, applicable and meaningful to students. The plan includes moving students toward more self-directed learning and creative problem solving.
3. Characteristics of a successful school would include consistently engaged students in all grade levels willing to learn and work individually, with peers, and with their teachers towards their goals.

Students look forward to waking up and coming to school every day because their learning environment is safe, stable, supportive and fun. Conflict resolution and disciplinary measures are handled in ways that work, the school's finances are sound with plans laid for keeping it that way through the longer term, the board, administration and staff work well together and morale is high. Families and other community members are also highly involved in the vibrant life of a successful charter school.

4. If KLA is able to maintain its innovative approach to education through individualized learning strategies that results in a majority of students being brought up to speed and then progressing on to meet/exceed proficiency standards, and their learning environment is consistently stimulating, safe and supportive, then I would say that KLA is succeeding in its mission.

GOVERNANCE

1. The role the board will play in KLA's operation is that of providing the "big picture" direction the school needs to forge ahead on its mission. Based on a strong foundation of sound policy, long-term planning, and financial oversight, the KLA administration and staff will be empowered to fully implement its plans and procedures in the daily KLA classroom.

2. Success at the end of year one would, among a number of things, be indicated by a significant number of students in all grade levels meeting or exceeding State proficiency levels. The student population and its families are happy they made the right choice and have more hope for the future. The board has survived its infancy and is evaluating its success, adjusting plans to keep itself and KLA on track. The public is becoming more and more interested in KLA and people are calling to see how they can help. The enrollment wait-list is growing.

3. Indicators of success after 5 years include the happy fact that KLA is still open, at full enrollment and has a very long wait list. Students that have exited KLA and moved on to high school are experiencing success there. The board has kept the school's financial condition is stable, and continually evaluates its workings, making necessary adjustments to policy and plans. The

administration is increasingly being approached by professionals for possible employment at KLA. The school has strong public credibility and firm working relationships with local service organizations and businesses that provide needed support..

4. Since the success of a charter school depends a lot on the success of its board, the KLA board should always make sure its in good working condition. Members need to be clear on the responsibilities of the full board and their own roles/duties within it; meetings have to be productive and full of purpose; the board must develop a clear plan for overseeing the school's progress and financial condition. It must develop a habit of evaluating itself and every decision it makes in light of KLA's mission/vision and State and Federal requirements. The board must hire the right people for the administration and staff, and should not overlook their need for continued professional development.

5. If there was a question of a fellow board member acting unethically or not in the best interest of the school, reference would have to be made to the KLA bylaws and the KLA Board Conduct and Ethics Agreement. Potential conflicts of interest would be addressed and resolved at board meetings.

ATTACHMENT U

Ka'u Learning Academy

Board Member Conduct & Ethics Agreement

I, _____, understand that as a member of the Board of Directors of Ka'u Learning Academy, I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward. As part of my responsibilities as a board member:

1. I will interpret the organization's work and values to the community, represent the organization, and act as a spokesperson.
2. In turn, I will interpret the needs and values of KLA, speak out for their interests, and on their behalf, hold KLA accountable.
3. I will attend at least 75 percent of board meetings, committee meetings, and special events.
4. I will actively participate in one or more fundraising activities.
5. I will excuse myself from discussions and votes where I have a conflict of interest following disclosure and discussion of the conflict with other Board Members.
6. I will stay informed about what's going on in the organization. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies, and other matters. I will not stay silent if I have questions or concerns.
7. I will work in good faith with administration, staff and other board members as partners toward achievement of our goals.
8. If I don't fulfill these commitments to the organization, I will expect the board president to call me and discuss my responsibilities with me.

Ka'u Learning Academy is responsible to the board members for . . .

1. I will be sent, without having to request them, quarterly financial reports and an update of organizational activities that allow me to meet the "prudent person" standards of the law. Prudent person, defined in this context, means that an individual must act with the same judgment and care as, in like circumstances, a prudent person would act.

2. Opportunities will be offered to me to discuss with the executive director and the board president the organization's programs, goals, activities, and status; additionally, I can request such opportunities.

3. The organization will help me perform my duties by keeping me informed about issues in the fields of education and charter school administration and by offering me opportunities for professional development as a board member.

4. Board members and staff will respond in a straightforward fashion to questions that I feel are necessary to carry out my fiscal, legal, and moral responsibilities to KLA. Board members and staff will work in good faith with me toward achievement of our goals.

5. If the organization does not fulfill its commitments to me, I can call on the board president and executive director to discuss the organization's responsibilities to me.

Signed: by _____, Board Member

Date _____

and by _____, Chair of the Board of Directors

Date _____

ATTACHMENT V

Ka'u Learning Academy Academic Advisory Board Member Resumes

Dr. Dale Rose Baker, Professor
Educational Leadership and Innovation
MaryLou Fulton Teachers College
PO Box 871811
Arizona State University
Tempe, AZ 85287-1811

Phone: W - (480) 965-6067
H - (480) 460-1865
E-mail dale.baker@asu.edu

Overview of Notable Leadership to Science Education through Leadership, Substantial Impact through Research, and Continuing Contributions to Science Education

My continuous contributions to science education began 33 years ago as a graduate student. I have been a regular presenter at National Association for Research in Science Teaching (NARST) for all but one of those 33 years when I was on sabbatical and could not return to the United States. I have continued to publish in the area of gender equity while expanding my focus to teacher professional development and engineering education as well as advocating for more engineering education research at NARST. Much of my current work places my graduate students as lead authors on my grant funded research in order to support their development as scholars. Grant funding (\$15,528,020) has supported research in science education, as well as collaboration with colleagues in science and engineering departments.

Both my leadership and impact through research in science education is best described as my work to promote gender equity. In particular, I'd like to highlight my leadership in initiating the NARST equity committee. The committee subsequently became a standing committee and the scope of the concerns enlarged to address equity issues relating to under-represented groups.

My research has also had a strong focus on gender issues in science education. One of my publications, written with my graduate student Rosemary Leary, addressing girls in science (*Letting Girls speak Out About Science*) was selected for the JRST issue featuring the most influential research in the past 40 years of the *Journal of Research in Science Teaching*. This research was influential in changing how research concerning issues of girls and women in science were viewed and how the research was conducted. On the basis of my research in gender equity I was made a Fellow of the American Association for the Advancement of Science in 2004 and a Fellow of the American Educational Research Association in 2009. I have also worked with colleagues in Japan investigating and promoting gender equity in science education.

CREDENTIALS

Preparation

Ed.D, Science Education, Rutgers University, 1981

M.A.T., Elementary/Early Childhood Education, Trenton State College, 1975

B.A., Anthropology, University of Oklahoma, 1971

Certification

Elementary Certification (K-8)

Early Childhood Certification

Comprehensive Science Certification (K-12)

EXPERIENCE – USA

Appointments

1998 – Professor, Arizona State University

1989 - 1998, Associate Professor, Arizona State University

1987 - 1989, Associate Professor, University of Utah

1981 - 1985, Assistant Professor, University of Utah

1980 - 1981, Instructor, University of Utah

1978 - 1979, Research Assistant, Rutgers University

1977 - 1978, Teaching Assistant, Rutgers University

1975 - 1978, Elementary Teacher

Administration

2010-2011, Executive Director of the Curriculum and Instruction PhD

1998, Assistant to the Department Director, for Programs in Curriculum and Instruction

Fall 1997, Director of TEAMS (Teacher Education in Arizona for Math and Science)
middle/secondary program

1989 - 1991, Interim Department Chair, Curriculum and Instruction, Arizona State University

1988 - 1989, Director, Graduate Specialty in Cognition and Instruction, University of Utah

1985 - 1987, Elementary Education Program Coordinator, University of Utah

EXPERIENCE – INTERNATIONAL

2008 summer, Visiting Scholar, Technion, Haifa, Israel

*2000-2002, Gender Equity Curriculum Project, Japan

1997, World Bank Project for the Development and Field Testing of a National Science
Education Curriculum, Turkey

1996, Sabbatical in Costa Rica, World Bank Project for Teacher In-Service Development

1985, Visiting Scholar, Curtin University, Perth, Western Australia

1969, Anthropological fieldwork, Mexico

Honors and Awards for Scholarly Work

1. *Distinguished Contributions To Science Education Through Research, 2013, National Association for Research in Science Teaching
2. *MaryLou Fulton Teachers College award for Research with Sustained Impact, 2012 for research in assessment and equity issues in science
3. *Fellow, American Educational Research Association, 2009.
4. *Fellow, American Association for the Advancement of Science for research and leadership in gender equity in science, 2004.
5. Mentorship Appreciation Award. Graduate College of ASU Preparing future Faculty Program, 2002, 2004.
6. *Most influential research in the past 40 years of the *Journal of Research in Science Teaching* for Baker, D. & Leary, R. (1995). Letting girls speak out about science. *Journal of Research in Science Teaching*, 1, 3-27.(one of 12 articles selected).
7. Outstanding Research Award in Classroom Applications for Baker, D. Piburn, M. and Niederhauser, D. If I were the teacher: Students attitudes towards the science curriculum. National Association of Research in Science Teaching, San Francisco, CA 1989.
8. *Outstanding Paper of 1988 published in *Science Education*, Award of Merit for Piburn, M. and Baker, D. Sex Differences in Formal Reasoning Ability: Task and interviewer effects.
9. Ten Best Papers Award for Baker, D. and Piburn, M. The results of a year-long intervention on attitude and scientific literacy skills. Northern Rocky Mountain Educational Research Association, Missoula, Montana, October, 1986.

Special Projects

1. Principal Investigator, The Carnegie Initiative on the Doctorate. The Carnegie Foundation. One of 8 Departments of Curriculum and Instruction invited to join a collaboration on re-crafting doctoral education and research on doctoral education. (no funds given for participation)

Funded Projects

1. Co-PI with S. Krause, A. Carberry, C. Chan, M. Koretsky, B. Gibbon, C. Waters, & J. Stuart. *Collaborative Research: Just-in-Time Teaching with Interactive Frequent Formative Feedback for Cyberlearning in Core Materials Courses*. National Science foundation, AY 2012-2015. Amount: \$425,132.

2. Affiliated faculty with S. Panchanathan, C. Miller, V. Balasubramanian, M. Santello, F. Golshani, S. Pavri, & W. Dick. *Person-Centered Technologies and Practices for Individuals with disabilities*. National Science Foundation, AY 2011-2016. Amount: \$3,000,000.
3. Principal Investigator with M. Lang. *Communication in Science Inquiry Project*. National Science Foundation, 7/2010- 12/ 2010. Amount: supplemental sub award \$57,351.
4. Co-Principal Investigator with S. Krause, S. Kurpius, & A. Tasooji. *Understanding the Progression of Student Learning in Materials Courses Achieved through Conceptual Change of Nano-to-Macroscale Concept Models of Materials (CONCOMM)*. National Science Foundation, AY 2008-2010. Amount: \$495,000.
5. Co-Principal Investigator with R. Culbertson, M. Oehrtman, S. Krause, L. Dukerich, & J. Meyer. *Science and Engineering of musical Instruments: A context for Promoting Technical literacy and Problem solving Skills by Understanding Science, Technology, Engineering and Mathematics*. National Science Foundation, AY 2008-2010. Amount: \$150,000.
6. Co-Principal Investigator with S. Krause, F. Sloane, & A. Tasooji. *Using Just-in Time Teaching to Promote conceptual change for student Learning and Understanding of Introductory Materials Science Engineering*. National Science Foundation, AY 2008-2010. Amount: \$150,000.
7. Principal Investigator with M. Lang. *Communication in English and Science Inquiry Project for High School*. Arizona Board of Regents, AY 2008-2010. Amount: \$164,361.
8. Principal Investigator with M. Lang & P. Baker. *Learning Science Content Through CISIP*. Arizona Board of Regents, AY 2007-2008. Amount \$105,640.
9. *Co-Principal Investigator with T. Ganesh, J. Middleton, S. Kurpius, & S. Krause. *Learning Through Engineering Design and Practice: Using Our Human Capital for an Equitable Future*. National Science Foundation, AY 2007-2010. Amount: \$1,079,984.
10. Principal Investigator with M. Lang. *Communication in Science Inquiry Project*. Arizona Board of Regents, AY 2006-2008. Amount \$224,665.
11. Co-Principal Investigator with C. Roberts, T. Ganesh, S. Krause & D. Morrell. *Development of Engineering Curricula for Ninth Grade to be Delivered Via On-Line Flex-Books*. CK-12 Foundation, AY 2006-2008. Amount: \$55,865.

12. Principal Investigator. *Mathematics and Science Partnership-Maricopa Consortium for Science Literacy*. United States Department of Education, AY 2006-2007. Amount: \$67,736.
13. *Co-Principal Investigator with S. Semken, & K. Maunualito. *The Development of a Placed –Based Geology Course for Navajo Pre-Service Teachers*. Arizona Board of Regents, AY 2004-2005. Amount: \$25,000.
14. Co-Principal Investigator with M. Lang, B. Goodman, J. Shaw, & D. Weaver. *Communication in Science Inquiry Project*. National Science Foundation, AY 2004-2009. Amount: \$2,441,430.
15. Co-Principal investigator with P. Crouch, E. Garcia, J. Middleton, M. Anderson-Rowland, S. Krause, A. Garcia, D. Evans, C. Roberts, & S. Kurpius. *ASU Engineering and Education: DET Expansion for K-12 Teachers*. National Science Foundation, AY 2002-2003. Amount: \$96,410.
16. Co-Principal investigator with A. Lawson, S. Wykoff, D. Hestenes, M. Carlson, J. Birk, H. Cohen, J. Knaupp, J. Mayer, M. Piburn, F. Staley, M. Zandieh & S. Reynolds. *Evaluation of the Arizona collaborative for Excellence in the Preparation of Teachers Project*. National Science Foundation, FY 2000-2003. Amount: \$606,229.
17. *Co-Principal Investigator with M. Anderson-Rowland, S. Blaisdell, V. Pizziconi, S. Houston, J. Adams, H. Reed, D. Rollier, C. Chakrabarti, D. Evans, P. Otting, A. Razdan, V. Burrows, J. Middleton, M. Piburn & A. Jannasch-Denali. *WISE Investments*. National Science Foundation, FY 1999-2002. Amount: \$892,749.
18. *Co-Principal Investigator with S. Blaisdell, M. Anderson-Rowland, V. Pizziconi. & D. Rollier. *WISE Investments*. Arizona Board of Regents Eisenhower Mathematics and Science Education Act, FY 1998. Amount: \$ 49,500.
19. Co-Principal investigator with S. Wykoff, J. Burke, M. Carlson, H. Cohen, A. Garcia, D. Hestenes, A. Lawson, J. Mayer, D. McLaughlin, J. Mildrew, M. Piburn, S. Reynolds & F. Staley. *Science and Mathematics Education Center*. Arizona State University Office of the Provost, strategic initiative, FY 1998. Amount: \$ 400,000.
20. Co-Principal Investigator with S. Wykoff, H. Cohen, M. Piburn, F. Staley, S. Reynolds, J. Bustosz, A. Lawson, J. Mayer, A. Garcia, D. Hestenes & J. Burke. *Arizona Collaborative for Excellence in Preparation of Teachers*. National Science Foundation, FY 1995-2000. Amount: \$ 4,985,716.
21. *Co-principal Investigator with M. Piburn. *Trends and Transitions in Gender Differences in Attitude Toward Science*. Arizona State University ASH Grant, FY 1990-1991. Amount: \$7,000.

22. Principal Investigator. *A Review of Research in Science Education -1988*. National Association for Research in Science Teaching, 1991-92. Amount: \$5,000.
23. *Principal Investigator. *Nonsexist and Multicultural Approaches to Teaching Science in the Elementary School*. Utah Board of Regents, 1985 - 1986. Amount: \$21,822.
24. Co-Principal Investigator with M. Piburn. *The Development and Effects of a Scientific Literacy Course for 9th Grade Students*. Wasatch Educational Systems, 1984-1985. Amount: \$12,000.

Proposals Under Review

1. Principal Investigator with S. Semken, E. Lyon, M. Orchnik, R. Culbertson. *Science Teacher Education Model for Arizona (STEM:AZ)*. Submitted to the National Science foundation Noyce Phase II. Amount: \$800,000.

Workshops

1. Baker, D. & Pacheco, H. (2012). A cognitive model for implementing knowledge: moving research into practice. *Workshop presented at the annual meeting of the National Association of Research in Science Teaching*, Indianapolis, IN.

Invited Addresses

1. Baker, D. (2012). Science in Context: A Panacea or a Pipedream. *Consortium for Science, Policy and Outcomes Enlightening LUNCH series*, Arizona State University, Tempe, AZ.
2. Baker, D. (2012). A Cognitive Model for Implementing Knowledge: Moving Research into Practice Through Professional Development. *Engineering Education and Earth and Atmospheric Science Seminar Series*, Purdue University, West Lafayette IN.
3. Baker, D. (1999). Frameworks and challenges. *Gender and Science Education Colloquium*, Boston, MA.

PROFESSIONAL SERVICE

Advisory Board

1. Advisory board member for NSF funded project - Recruiting and Retention of Women in Geosciences: an Investigation of Individual and Environmental Factors (PI Julie Sexton) 2012-2015

Editorial Board and Editor Activities

1. Editorial Board, *Journal of Engineering Education* (2010- present)
2. Editorial Board, *Eurasian Journal of Educational Research* (2004-2009)

3. Editorial Board, Science and Technology Education Library Book Series, Kluwer Press, (1998-2000)
4. Editorial Board of Journal for Research in Science Teaching (1987-1990)
5. Co-Editor, Journal of Research in Science Teaching (2001-2006)
6. Editor - International Handbook of Research in Science Education (1997). Section 8: Equity.

NAEP Reviewer

1. Reviewer - Science Section, National Assessment of Educational Progress (1983)

National Committees

1. National Association for Research in Science Teaching
 - Member:**
 - Membership and Elections (2012 -2015)
 - Distinguished Contributions through Research Award Committee (2010-2012)
 - Research Committee (2008-2011)
 - Governing Board *JRST* editor (2001-2006)
 - Membership Recruitment and Retention (1994 -1997)
 - Program Committee (1993 -94 & 1989-1990)
 - Dissertation Award Committee (1992-1995, 1997 – 2000)
 - Elections Nominations Committee (1990-1991)
 - Best Paper Awards Committee (1985-1986)
 - Best Journal Article Awards Committee (1983-1984)
 - Chair and Founder:**
 - Equity Committee (1992-1995)
2. American Association for Engineering Education
 - Member:**
 - Wickenden Award Selection (2010)
 - Best Paper Committee in the *Journal of Engineering Education* (2010)

State Committees

1. State department of Education
 - Member:**
 - Curriculum Frameworks Grant Project- Content (1994-1995)
 - Arizona National Science Scholarship Screening Panel (1994)
 - Co-Chair:**
 - *Curriculum Frameworks Grant Project - Equity & Access (1994- 1995)
2. Phoenix Urban Systemic
 - Member:**
 - Management Leadership Team (1994 – 1996)
 - Science Curriculum Committee (1994)

Consulting

Universal Studios (2000-2002)
Mesa School District (1999)
Chandler School District (1998)
Navajo Community College 1996
Motorola (1995)
*Mid-Continental Labs & Girl Scout Council of Kansas City (1993-1999)
*Fort Worth Museum of Science and Technology (1993-1996)
Scottsdale School District (1992-1993)
Wasatch Educational Systems(1983-1984)
Far West Laboratories, Junior High School Science Project (1983-1984)

Pro bono workshops

National Board Certified Teachers Program (1999)
*Equity and Science Teaching, Phoenix Union District (1998)
*Equity and Science Teaching, Chandler District (1998)
Constructivism, Urban Systemic Initiative (1997)

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Tonawanda, New York 14150

EDUCATIONAL PREPARATION

- Certificate of Advanced Studies in Administration and Supervision** 1989
- State University College at Buffalo
- Master of Science in Education** 1977
- State University College at Buffalo, Technology Education
- Bachelor of Science in Education** 1973
- State University College at Buffalo, Technology Education
- Erie Community College, Mechanical Technology

EXPERIENCE

- COMMUNITY Charter School 2007 - 2009
Director 2005 - 2006
- Responsible to implement and manage all state and federal statutes, special education regulations, instructional practices, assessment, evaluation, data analysis, technology and school improvement
 - Organize, write and deliver school charter and documents to NYS Education Department for approval
 - Develop and recommend long and short range goals to meet state, local and federal requirements and to address population trends and cultural needs which are consistent with Board objectives
 - Direct and supervise the operations and activities of all administrators; monitor that they effectively guide and coordinate the operations and activities of the educational program and all other programs of the school
 - Develop, coordinate and oversee all aspects of improving instruction as it relates to the NYS Learning Standards and Assessments, and all achievement requirements
 - Develop and implement appropriate staff development and in-service training for all personnel
 - Maintain records for the school including financial accounts, business and property records, personnel records, school and student records, all contracts and documents, and any other records for the Board
- Charter School for Applied Technologies
Career Development Director 2006 - 2007
- Develop all guidelines , forms, documents, evaluation rubrics and protocols for a new course offering of a career exploratory internship program
 - Submit application to the NYS Education Department for course approval of a career exploratory internship program to be offered for credit
 - Establish and maintain strong and positive working relationships with business, industry and the community
 - Implement and evaluate the career exploratory internship program approved by the NYS Education Department

Potter Career & Technical Center - Erie #1 BOCE	1991 - 2006
Middleport Elementary School	1989 - 1990

Principal

- Responsible to implement all of the policies, rules and regulations of the school district
- Supervise and assist teachers in implementing the approved curriculum that is aligned with the NYS requirements and to enable students to achieve the goals as identified in the NYS learning Standards
- Organize, implement, supervise and evaluate all instruction
- Develop a school budget; and coordinate and maintain a system of budget control

Potter Career & Technical Center

1990 - 1991

Royalton Hartland Central School District

1989 - 1990

Assistant Principal

- Assist in all administrative and supervisory functions to carry out the instructional program of the school
- Monitor student attendance to identify individual attendance problems and implement corrective actions
- Assist with selection, supervision and evaluation of all school staff and prepare related reports
- Assist in counseling, registration and placement of students

Royalton Hartland Jr/Sr High

1986 - 1989

Cheektowaga Central Jr/Sr High

1974 - 1985

Buffalo Board of Education

1973 - 1974

Technology Instructor/Supervisor

- Provide group and individual instruction appropriate to the curriculum objectives
- Establish and maintain standards of student conduct to provide a safe and productive environment
- Evaluate student's, performance, knowledge, skills in all courses being taught

OTHER EXPERIENCE

Adjunct Lecturer – part time, supervise student teachers

2009 – present

- State University College at Buffalo

LICENSES & CERTIFICATIONS

SDA - School District Administrator (Permanent)	1989
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- New York State Department of Education, Albany, New York

Teacher - Technology Education (Permanent)	1978
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- New York State Department of Education, Albany, New York

Coordinator of Work-based Learning Programs for Career Development	2007
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- New York State Department of Education, Albany, New York

Ken Lacovara, PhD
Associate Professor, Department of Biodiversity, Earth & Environmental Science
Drexel University, Philadelphia, PA
Office: PISB 322
Phone: 215.895.6456
Email: lacovara@drexel.edu
Lab: PISB 504
Lab Phone: 215.895.6671

Education

PhD, Geology, University of Delaware
MA, Coastal Geomorphology, University of Maryland
BA, Physical Geography, Rowan University

Research Interests

I focus on Mesozoic Era paleoenvironments, containing the remains of dinosaurs and other vertebrates. The study of ancient biomes, particularly those of the Cretaceous Period, relates to our emerging understanding of the global response to human-induced climate change. During the past 250 million years, the world was never hotter, sea level was never higher, and atmospheric CO₂ was never more abundant than during the Cretaceous Period. The rocks and fossils of this period record these environmental extremes and the resulting biotic response. By understanding paleoecological change during previous episodes of global warming, we enhance our ability to understand current changes related to the ongoing climate crisis.

Another facet of my research involves the discovery and characterization of extinct forms of life. The vast majority of species that have ever lived are extinct and paleontologists thus far have discovered only a tiny fraction of these. With this in mind, a component of my fieldwork is exploratory, in pursuit of contributions to the basic characterization of life on Earth. I have co-authored descriptions of two new dinosaurs (Paralititan and Suzhousaurus), a teleost fish (Bawitius bartheli), a necrocarinid crab, numerous indeterminate species, and several paratypes.

During five expeditions to southern-most South America, my students and I excavated over 16-tons of fossilized remains from Late Cretaceous deposits. Most of this material pertains to extremely large titanosaurian dinosaurs, representing one or more new species. One new holotype under description represents the most complete skeleton known for a dinosaur in the top class of mass. The analysis of this specimen provides an unprecedented opportunity to study the anatomy, biomechanics, and evolution of some of the largest land creatures ever.

I am also a member of the Bahariya Dinosaur Project, based in the Egyptian Sahara, and collaborate with Hai Lu You, PhD (Chinese Academy of Geological Sciences) and Matthew Lamanna, PhD (Carnegie Museum of Natural History) on the evolution of

Cretaceous ornithurine birds from the middle Cretaceous of China. In the laboratory, my students and I have isolated endogenous biomolecules from Paleogene- and Cretaceous-age fossils and are developing geochemical model pathways for the preservation of ancient tissues. Locally, my students and I study the Cretaceous fauna of southern New Jersey. Our recently excavated 65 million year old New Jersey crocodilian, *Thoracosaurus neocesariensis*, is currently on display in the lobby of Stratton Hall at 32nd & Chestnut streets.

Dr. Stuart S. Sumida
California State University, San Bernadino
909.537.7338
ssumida@csusb.edu

CV :

Prof. Stuart S. Sumida is a professor of Biology at California State University, San Bernardino, where he joined the faculty in 1992 after completing a Ph.D. in biology at the University of California, Los Angeles. He is an internationally respected instructor and paleontological researcher, having delivered lectures in the United States, Canada, England, Germany, Brazil, and Hong Kong. He is the recipient of the Wang Family Excellence of CSU, 2008, which is designed to celebrate those CSU faculty who have distinguished themselves by exemplary contributions and achievements in their academic disciplines. In 2011 the Carnegie Institute of Washington D.C. named him the outstanding professor for the entire state of California.

Dr. Sumida has been at the forefront of science education, working with educators through educator workshops and outreach programs. As the chairman of the Society of Vertebrate Paleontology education committee, Dr. Sumida developed, implemented and conducted many workshops that provided tools to educators for teaching science. He is also a noted TED talks speaker, where he discusses how he integrates paleontology into education.

Acknowledged as the world's leading expert as an anatomical specialist for animation and digital special effects, Prof. Sumida has more than 50 feature-length film projects to his credit, working with such studios as Disney, DreamWorks, Pixar, Sony Pictures. He is the consultant of animal anatomy for many films, including *Kung Fu Panda*, *Stuart Little*, *Tarzan*, *The Lion King*, *How to Train Your Dragon*, *Life of Pi*, etc.

Work Experience:

1992-present - Professor, California State University, San Bernadino
Research Associate – The Field Museum of Natural History, Chicago
Research Associate – The Carnegie Museum of Natural History. Pittsburgh

Honors and Awards:

The Wang Family Excellence of CSU, 2008
Carnegie Institute of Washington D.C., Outstanding professor, State of California, 2011

Publications – Over 60 Journal Articles and 3 books, including:

*Early Development of the Head and Neck, Visceral and Circulatory Systems
Based on Dissections of the Cat (Laboratory Guide to Human Anatomy)
Amniote Origins: Completing the Transition to Land*

Education:

Ph. D. in Biology, the University of California, Los Angeles

ATTACHMENT W

COMPLAINTS PROCEDURES

It is KLA's policy to provide students with an excellent education and to comply with ADA, IDEA, Section 504, FAPE, and any other applicable state or federal laws pertaining to education.

KLA believes complaints against a charter school are most appropriately handled by the school's Governing Board and/or Executive Director. It is the responsibility of the Executive Director and Governing Board to be accessible to those who wish to discuss a matter/register a complaint, to expeditiously address the concern/complaint, to keep the aggrieved informed about the progress in resolving the matter, and to notify the complainant about the outcome.

If no reconciliation can be reached at the local level, complaints may be filed with Hawaii Public Charter Schools Commission at the following address:

<http://www.chartercommission.hawaii.gov/#!school-complaint-form/cfqo>

Before bringing the matter to the Commission, the complainant must demonstrate that he/she has tried to resolve the matter with the charter school's Governing Board.

As long as the charter school has provided a fair, timely, and transparent process for resolving complaints and has adhered to its process and applicable law, if any, the Commission will not review the decision of the Governing Board unless there are exceptional circumstances as determined by the Commission Executive Director. If a complaint is not resolved to both parties' satisfaction, the Commission urges disputants to consider mediation.

The purpose of the following procedure is to establish a process for conflict resolution, in a fair and timely manner. This form is meant to serve as a way to help resolve conflicts when all other avenues of resolution have failed.

Complaints Procedure-Introduction

Governing bodies are required by law to have a procedure in place to deal with complaints relating to aspects of the school or the provision of facilities or certain services at the school. The law requires that this procedure must be publicized. The vast majority of complaints and concerns can be resolved informally. A complaint can be brought by a parent of a registered child at the school or any person who has been provided with a service or a facility at the school. The procedure refers to this person as a complainant. The complainant must feel able to raise concerns and complaints with members of staff without formality, either in person, by telephone or in writing. At first it may be unclear whether a complainant is asking a question or expressing an opinion rather than making an education complaint. A complainant may want a preliminary discussion about an issue to help decide whether he or she wishes to take it further. A concern or unresolved problem becomes a complaint only when the complainant asserts that a school has acted wrongly in some significant decision, action or failure to take action. Even when a complaint has been made it can be resolved or withdrawn at any stage. Schools may have a nominated member of staff with responsibility for the operation and management of the school complaints procedure. This member of staff, however, may not necessarily be the Executive Director.

Special Circumstances

Any complaint or other notice that suggests that a child has been at risk of significant harm through violence, emotional abuse, sexual interference or neglect may be referred without further notice to Children's Social Care and/or to the social services authority for the area in which the

child lives. If a social services authority decides to investigate a situation this may postpone or supersede investigation by the head teacher or governing body.

Other Solutions to Complaints

Where a matter can be resolved through a legal appeal it will not be considered as a formal complaint. The key areas are: admissions decisions; certain decisions relating to formal assessment of special educational needs; and decisions to permanently exclude a child.

Dealing with concerns informally

The complainant should be given an opportunity to discuss their concern with the appropriate member of staff. An appointment may need to be made. In smaller schools or on major issues, the Executive Director may be the appropriate member of staff at this stage.

The complainant should be able to bring a friend to any discussion. The member of staff dealing with the concern should make sure that the complainant is clear what action (if any) or monitoring of the situation has been agreed. This stage should be completed speedily and concluded in writing with appropriate detail. Where no satisfactory solution has been found, the complainant should be informed that s/he will need to consider whether to make a formal complaint in writing to the Executive Director. To assist in this process a complaint form should be provided.

Stage 1 – Referral to the Executive Director for investigation

1.1 The Executive Director should acknowledge the complaint in writing. In some cases the Executive Director will have already been involved in looking at the matter; in others it will be his/her first involvement.

1.2 The Executive Director should consider providing an opportunity to meet with the complainant to supplement any information previously provided.

1.3 If the complaint is against a member of staff the Executive Director should talk to the staff member against whom the complaint has been made.

1.4 If necessary, the Executive Director should interview witnesses and take statements from those involved.

1.5 The Executive Director should keep reasonable written records of meetings, telephone conversations and other documentation.

1.6 Once all the relevant facts have been established, the Executive Director should produce a written response to the complainant. The Executive Director may wish to meet the complainant to discuss/resolve the matter before confirming the outcome in writing.

1.7 The written response should include a full explanation of the decision and the reasons for it. Where appropriate, it should include what action the school will take to resolve the complaint.

1.8 Stage 1 should be completed in 15 school days. However, it is recognized that where the case is complex, it may prove difficult to meet this timetable. In such cases, the Executive Director should write to the complainant giving a revised target date.

1.9 Schools will not pay financial compensation as a response to complaints, though may spend money on a relevant educational purpose (e.g. paying a fee for a repeat examination).

1.10 The formal stage 1 response should also advise the complainant that if s/he is not satisfied with the response and wishes to take the matter further, s/he should write to the Chair of the Governing Body within 15 school days of receiving the outcome letter. The outcome letter should set out the name of the Chair of the Governing Body and the address to which the complainant can send the letter.

1.11 Complaints against the Executive Director - If the complaint is wholly or mainly about the Executive Director, the Governing Body should consider the complaint in accordance with Stage

2 of the procedure described below. However, before Stage 2 is instigated the Chair of the Governing Body will invite the Executive Director to respond to the complaint in writing within ten school days. The Chair will send a copy of the Executive Director's response to the complainant who will be asked to indicate within five school days of receipt of the response whether s/he is satisfied with the response. If the complainant is not satisfied with the response stage 2 should commence as described in paragraph 2.1 below.

Stage 2 – Consideration by the Governing Body

2.1 If the complainant decides to take the matter further, the Chair of the Governing Body should write to the complainant to acknowledge the complaint within five school days of receipt of the complaint. A copy of the acknowledgement and the complaints form should be sent to the Executive Director and the Clerk to the Governing Body. (A standard letter is attached to this document which the Chair may wish to use).

2.2 Investigating the complaint – If the complaint has been investigated at Stage 1, the result of the investigation must be made available to the Clerk/Chair by the Executive Director. However, where the complaint is against the Executive Director and the complaint is referred to Stage 2, the Chair of the Governing Body must decide how the complaint should be investigated. Where the facts of the complaint are clearly established, it is unlikely for the Chair of the Governing Body to order an investigation. The matter may instead be escalated directly to the Complaints Appeal Panel.

2.3 Governing bodies are advised to establish a Complaints Appeal Panel (CAP) drawing on three governors with no prior, direct involvement with the complaint. In deciding the make-up of the CAP, where possible the governing body will try and ensure that it is a cross-section of the categories of governor and sensitive to the issues of race, gender and religious affiliation.

2.4 The Executive Director should not serve on the CAP. If the Chair of the governing body has had any prior involvement in the complaint then the Chair must not sit on the CAP.

2.5 The CAP should consider the complaint on the basis of the written evidence and set up a hearing to hear both parties. The CAP should reconsider the issues raised in the original complaint and not confine themselves to consideration of procedural issues.

2.6 The Chair of the CAP should take a decision at the beginning of Stage 2 on whether to seek the services of a Clerk to:

- Deal with the administration of the procedure;
- Provide independent advice on procedure and evidence;
- Ensure that the relevant facts are established;
- Minute the meeting; and
- Draft the decision letter.

2.7 The Clerk/Chair of the CAP should write to the complainant to explain how the review will be conducted. The letter should be copied to the Executive Director.

2.8 The Clerk/Chair of the CAP should confirm the date of the meeting with the other governor(s).

2.9 The complainant and Executive Director should be invited to attend the meeting. The date and time of the meeting should be convenient to the complainant and Executive Director, within reason. The notification should inform the complainant of his/her right to be accompanied to the meeting by a friend/representative. It should also explain how the meeting will be conducted and of the complainant's right to submit further written evidence to the committee.

2.10 The Executive Director should also be invited to prepare a written report for the CAP in response to the complaint.

2.11 All relevant correspondence regarding the complaint should be circulated to the CAP; the complainant and the Executive Director in advance of the meeting.

2.12 If the Executive Director and/or the complainant wish to call witnesses, the agreement of the Chair of the CAP should be obtained in advance of the meeting.

2.13 It is the responsibility of the Chair of the CAP to ensure that the meeting is properly conducted. However, the proceedings should be as informal as possible.

2.14 The aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant. However, at the end of the meeting the CAP will need to issue a finding in writing either upholding or not upholding the complaint or upholding some parts and not others.

2.15 If either party wishes to introduce previously undisclosed evidence or witnesses, it is in the interest of natural justice to adjourn the meeting so that the other side has time to respond to the new evidence. Late evidence of witnesses should not be accepted unless there is a good reason for the lateness.

2.16 The meeting should allow for:

- The complainant to explain his or her complaint and the Executive Director to explain the reasons for his or her decision;
- The Executive Director to question the complainant about the complaint and the complainant to question the Executive Director;
- The CAP to have an opportunity to question both the complainant and the Executive Director;
- Any party to have the right to bring witnesses (subject to the approval of the Chair of CAP) and all parties having the right to question all the witnesses; and
- A final statement by the Executive Director and complainant.

2.17 The Chair of the CAP should explain to the complainant and the Executive Director that the CAP will consider its decision, and a written response will be sent to both parties as soon as possible. The complainant, Executive Director and any witnesses will then leave.

2.18 The CAP will consider the complaint and all the evidence presented and reach an unanimous, or at least a majority, decision on the complaint. Where appropriate the CAP can decide on the action to be taken to resolve the complaint and/or suggest recommended changes to the school's system or procedures to ensure that problems of a similar nature do not happen again.

2.19 As in Section 1.8 above, the CAP will not pay financial compensation as a response to a complaint, though may spend money on an appropriate educational purpose.

2.20 The Clerk/Chair of CAP will send a written statement outlining the decision with reasons to both the complainant and the Executive Director.

2.21 Stage 2 should be completed in 15 school days. However, it is recognized that this timetable is likely to improve impossible for complaints which are complex. In such cases the chair of the complaints committee should write to the complainant and Executive Director giving a revised target date.

Vexatious Complaints

There will be occasions when despite all stages of the procedure having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the Chair of the Governing Body can inform the complainant in writing that the procedure has been exhausted and that the matter is closed.

ATTACHMENT X
STAFFING CHART

Elementary School Staffing Model and Rollout

Title	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	Capacity 2020
Executive Director	1	1	1	1	1	1
Managing Director / Tech Support	1	1	1	1	1	1
Data Specialist / Tech Support	0	0	0	1	1	1
SASA	1	1	1	1	1	1
Classroom Teachers	3	3	3	7	7	7
Education Assistants / Specials / ELL Support	2	2	2	4	4	4
Virtual Education Teacher / SPED	1	1	1	1	1	2
Office Clerk	0	0	0	1	1	1
Operations Support	1	1	1	1	1	1
Total FTEs	10	10	10	18	18	19

ATTACHMENT Y

PERSONNEL POLICIES

Not yet developed, but will comply with all state and federal laws and with all bargaining agreements.

ATTACHMENT Z

SCHOOL DIRECTOR EVALUATION TOOL



Comprehensive Evaluation System for School Administrators (CESSA)

The Hawaii State Department of Education (HIDOE) and Hawaii Government Employees Association (HGEA) have collaboratively designed and are implementing a Comprehensive Evaluation System for School Administrators (CESSA).

The CESSA:

- Places equal weight on student achievement outcomes and principal leadership practice;
- Includes domains of principal leadership and performance that reflect a 21st century principal's role, as defined by national best practice and Hawaii's leading principals;
- Includes collaborative processes for principals and complex area superintendents to review school progress and set schoolwide student achievement targets;
- Is tied to a comprehensive system of support to differentiate and personalize support to meet principals' developmental and professional needs in the context of the school they lead.

CESSA DESIGN

Each principal will receive a rating from a 5-point scale based *half* on Domain 1 (Student Outcomes) and *half* on Domains 2-6 (Principal Leadership Practice).



CESSA PROCESS

Beginning of year	Complex Area Superintendent (CAS) and principal discuss and verify school goals and student targets, professional development needs, strategies and supports necessary for success, all of which are delineated in the principal's professional development plan.
Ongoing	CAS conducts observations and walkthroughs, provides feedback, and encourages reflective practice to support continuous learning and improvement.
End of year	Principal receives a rating based 50% on student outcomes (Domain 1) and 50% on professional leadership practice (Domains 2-6). CAS and Principal identify accomplishments, effective leadership practices and areas for improvement.
Once every five years	Tenured principals that have led the same school receive an additional five-year rating.

CESSA IMPLEMENTATION TIMELINE

HIDOE and HGEA will continue to work together to provide the field with implementation guidelines, training, support, and opportunities for feedback to ensure successful implementation.



CESSA IMPLEMENTATION GUIDELINES

OUR BELIEFS, OUR COMMITMENT

In a democratic society, education for all individuals is the great equalizer. Public education is essential to sustain a true democracy. We believe “a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society.” (Philosophy of Education – Hawaii Public Schools Policy 2000). The quality of public education today will touch and impact all of our lives in the future.

Through public education, all students can dream and reach their goals regardless of where they come from, their economic status or who their families are. Public education is an opportunity for all students to access programs that insure their acquisition of knowledge relevant to living in the present as well as encouraging skills of inquiry and wonder that will be required for life in the future. It is the collective responsibilities of educators, communities and governing bodies to assure all students have equal access to a quality education that embraces the whole learner with a major emphasis on the General Learner Outcomes (GLOs) that are embedded into the school curriculum. The goal of public education is much more than the sum of test scores, rather, it is building a citizenry who can work and communicate with others, create options through problem solving, become adept at questioning and can formulate answers to questions not yet asked, all within the framework of ethical decision making. Creating students who are college, career and life ready for the 21st Century begins with a strong foundation and balances achievement and adeptness with the ability to live with and alongside of others.

We believe collaboration and effective shared leadership at all levels of our educational organization are essential in a global society of diverse cultures and beliefs. To this end, we are committed as school leaders to provide leadership necessary for all our students to become 21st Century learners. We serve as catalysts in shaping school improvement to build a strong foundation to enhance teacher effectiveness, thus impacting student achievement and growth. The Wallace Foundation’s report, *How Leadership Influences Student Learning* boldly asserts, “*Leadership is second only to teaching among school influences on student success*”. This is a belief shared by school leaders. Therefore, we advocate for a comprehensive evaluation system that acknowledges and differentiates support for principals, and takes into consideration the specific contextual needs of individual school leaders and the communities they serve.

NAESP and NASSP in their executive summary of *Rethinking Principal Evaluation* (2012) reports that a new paradigm in the re-design of principal evaluation advocates careful consideration to the context of a school (uniqueness of students, school and community), incorporates standards that improve practice, uses evaluation to build capacity and focuses on multiple measures of performance data. It is our belief that a well-designed comprehensive evaluation system for school administrators will include considerations to all of the above, while strongly emphasizing inclusion of standards and the support requisite for reaching these standards that will affect improved leadership practice.

As school leaders, our commitment is in establishing structures and systems that support teachers and school administrators to maximize student learning at every school. This is accomplished with careful consideration in the management of personnel, facilities, operations and fiscal resources. However, the “Profile of an Effective School Leader” best expresses what we believe is at the heart of leadership. It states:

“Human relationships and capacity building within students, teachers and the wider school community is at the heart of the school leader’s work. The effective school leader is committed, responsible, competent, caring and unwavering in the effort to have students reach high standards. A sense of both moral and professional commitment enables the effective school leader to promote a shared vision of service to students and to focus on the success of every learner as the desired result.”

A bridge between what has been honored in the past and a paradigm shift to the future recognizes the importance of human relationships and capacity building (*Profile of an Effective School Leader*) with a deliberate focus on enhancing individual principal leadership development (*Rethinking Principal Evaluation*). This is the core belief that drives the commitment we as school leaders have in supporting quality public education in Hawaii. Our shared vision is for the success of every learner within the school community from principal to teacher and ultimately to the students we serve. A quality Comprehensive Evaluation System for School Administrators will focus on supporting and equipping every school leader with the necessary instructional leadership practices that build effective schools, assuring all students are college, career and especially, life ready.

COMPREHENSIVE SYSTEM OF SUPPORT

"While educators have a direct impact on student achievement, a cohesive and effective system of support is necessary to create the conditions in which success is maximized."

MOU Between HGEA and State of Hawaii DOE, April 10, 2012

The performance contract is part of an entire system of support to improve principal leadership. A comprehensive evaluation system for school administrators requires a comprehensive system of support that is implemented with fidelity.

The single most important piece of the new system of support is the shared belief that,

*"the purpose of evaluation is
to build a principal's leadership capacity
and encourage professional development."*

NAESP - NASSP, Rethinking Principal Evaluation, 2012, page 6

With a foundation focused on improving the leadership performance and capacity of principals, vice principals, and school administrators, the system of support will be manifested in meaningful and coherent structures supported by time and resources. First and foremost is that a system of support for principals must include the "voice of principals" and a commitment to empowering school leaders. An evaluation system committed to building and growing leadership ability and capacity will include best and next practices of high quality professional development and leadership training. Examples include support in terms of descriptive, specific, and timely feedback that is at first formative and non-evaluative. Such feedback is meaningful when it is provided by supervisors who have the wisdom, experience, respect, and a proven track record of being a leader of leaders and a skilled mentor for leadership growth. Another requirement for a system of support in a large organization such as the Hawaii Department of Education - is clear, open, timely, and consistent communication of school related initiatives, programs, compliance requirements - school leaders cannot perform and lead when communication is poor and information is inconsistent or unclear. In addition, support needs to be provided in the form of time and opportunities to learn and implement leadership practices that are contextually appropriate, triangulation of information and feedback to inform changes and enhancing successes. The system of support needs to be guided by research-based studies that clearly indicate that

*"the quality of how principal evaluations are conducted
may be even more important than
the content of what the evaluation contains."*

NAESP - NASSP, Rethinking Principal Evaluation, 2012, page 2

The current procedure of end of the year summative evaluation is an obsolete rear view mirror type of practice that must be changed. A comprehensive and systematic evaluation system cannot wait until the end of the year and must include what a school administrator does day in and day out.

*"A systematic principal evaluation system
must include an assessment of principal's practice
-their daily work."*

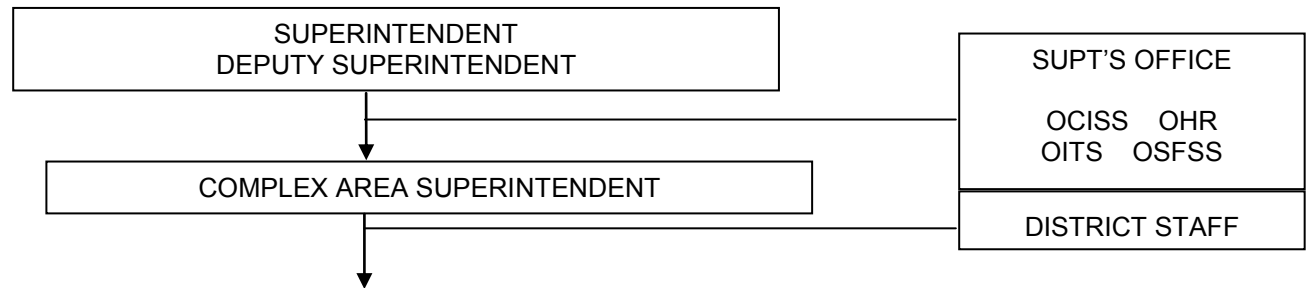
NAESP - NASSP, Rethinking Principal Evaluation, 2012, page 5

Reflective practice and change leadership is a key. The structures to support a review of a principal's practice must be part of this system of support:

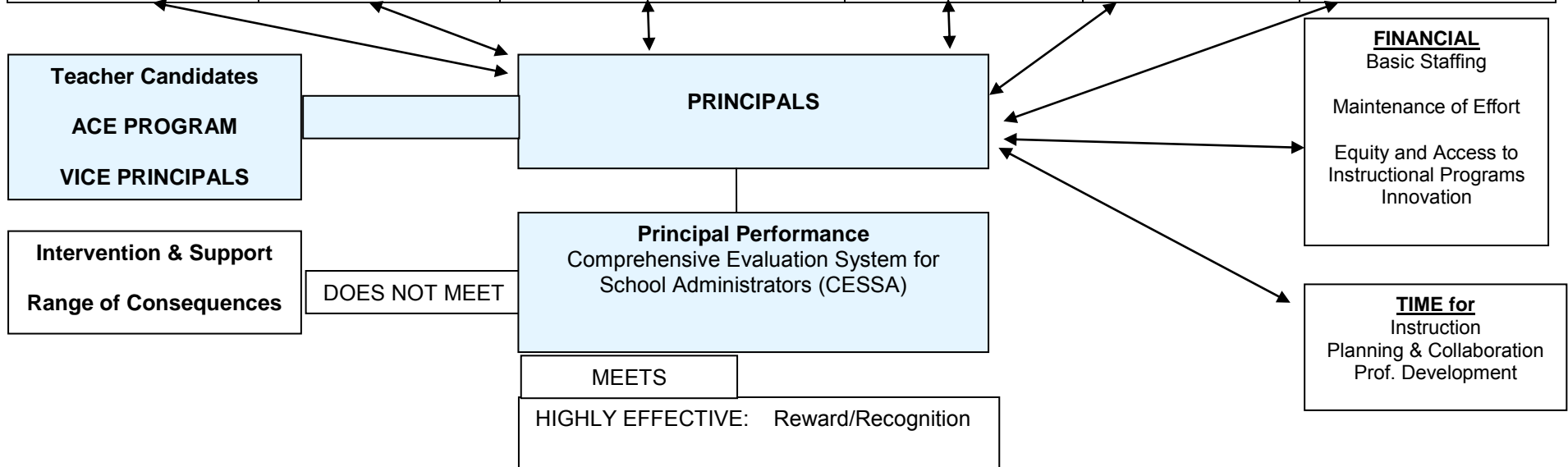
- it is required that time be provided for a supervisor to observe and monitor the daily leadership practices of a principal (communication, collaboration, capacity building, problem solving, data analysis, planning, and implementation, etc.)
- it is required that time be provided for timely reflective practice ... time for developing and maintaining a portfolio of documentation and reflection
- it is required that leaders have access to a robust data system that is reliable and has timely data - a system designed specifically for and by school principals
- it is essential that the system of support is designed and implemented only after a careful and collaborative review of a school administrator's daily, weekly, monthly, and yearly workload to assure that system of support structures are realistic and can be included in the already overflowing plate of responsibilities of school principals and vice principals.

Improving principal evaluation is long overdue. School leadership is second only to teaching among school influences on student success. It is essential that a new comprehensive evaluation system for school administrators include a comprehensive, well designed, and carefully implemented comprehensive system of support.

COMPREHENSIVE SYSTEM OF SUPPORT



SYSTEMS	STRUCTURES	PROFESSIONAL DEVELOPMENT	LEADERSHIP	SERVICES	RESOURCES
EFFICACY	SUSTAINABILITY	SUPERVISION	COMMUNICATION	SCHOOL-CENTERED	SCHOOL-BASED
Established Protocols & Governance Parameters Consistent Appl/Interp Technology: Efficient Reliable, Robust Data System, Real-Time	Organizational Stability Program Design and Implementation Administrative Teaming Complex, District, State	Personalized Differentiated Quality Prof Develop. Observation/Feedback Coaching/Mentoring Time-Reflective Practice	Clear, Two-way-Open Consistent Timely	Consultation Technical Assistance On-Site Assistance	<u>Personnel</u> Administrative Business Human Resources Instructional Personnel Support Staff
			DECISION-MAKING		
			Quality Shared/Collaborative		



COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)

WHAT WILL IT TAKE FOR SUCCESS?

The Principal:

- Understands and accepts the roles and responsibilities of leaders in the Department;
- Is committed to the vision and Philosophy of Education in Hawaii's Public Schools;
- Is committed to a belief that "the moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced; and, what people learn enables them to be successful citizens and workers in a morally based knowledge society." (Michael Fullan. The Moral Imperative of School Leadership. Corwin Press, 2003.)
- Focuses on student learning and understands the importance and impact of his/her leadership practices and behaviors on the people in the school.
- Reflects on his/her practices and decision-making and learns from his/her experiences;
- Understands his/her own leadership characteristics and skills, and the leadership skills of others in the school. (Douglas Reeves. The Learning Leader. ASCD, 2006.)

The Complex Area Superintendent:

- Cares whether the Principal understands the vision, direction and values of the organization;
- Believes in the positive intentions of the school administrator ;
- Utilizes effective communication and process skills;
- Provides direct and system support to the Principal to enable school success;
- Supports the growth and professional development of the Principal; and,
- Creates opportunities for continuous improvement.

The CESSA:

- Reaffirms the importance of both Student Educational Growth Outcomes and Principal Leadership Practice;
- Recognizes that what Principals do, indirectly affects Student Educational Growth Outcomes;
- Affirms the need to continue annual evaluation, but creates a multi-tiered cumulative summative rating over five years. The annual evaluation uses a five-point rating scale to evaluate progress each year; and, the summative evaluation uses a five-point rating scale to provide overall performance ratings for the five years .

- Acknowledges and understands the complexities of school improvement planning and implementation processes.

- Acknowledges and understands the need for time to strategically focus change efforts, in order to maximize acceptance, assimilation, success, sustainability and continuous improvement .
- Recognizes that levels of expertise in school leadership is developmental, occurs over time and renews when the context changes.
- Acknowledges the value of the tenured system to Hawaii schools and the organization. The tenured system aids in the recruitment and retention of employees, brings stability to the schools and workforce, supports long-term successive management goals, utilizes time, energy, materials, human and financial resources more effectively and efficiently. The CESSA incorporates a multi-tiered evaluation system to hold both Supervisor and Principal accountable for continuous improvement.

COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)
DOMAINS OF LEADERSHIP

Domains	Descriptors	Examples of Measurement
Professional Growth and Learning	<p>Initiates professional development to improve leadership practice.</p> <p>Reflects on leadership practices.</p> <p>Identifies strengths and areas for improvement.</p> <p>Considers feedback from faculty, staff, parents, students and community/university partners in identifying strengths and needs.</p> <p>Demonstrates commitment to continuous learning.</p> <p>Promotes partnerships and alliances to strengthen leadership skills and practices.</p>	<p>Personal journal</p> <p>Professional Development Plan</p> <p>Conducts and leads staff professional development</p> <p>Seeks and incorporates new learning in current practices</p> <p>Incorporates new learning in school programs</p>

COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)
DOMAINS OF LEADERSHIP

Domains	Descriptors	Examples of Measurement
Student Growth and Achievement	<p>Promotes and supports students' progress and performance.</p> <p>Provides relevant resources to support and to increase student learning.</p> <p>Develops strong school-community leadership teams.</p> <p>Builds instructional leadership in teachers.</p> <p>Identifies and implements positive changes and practices that influences student achievement.</p> <p>Aligns management style to change initiatives.</p> <p>Implements and supports rigorous curriculum and instruction that is meaningful and relevant.</p> <p>Supports and models research-based assessment and accountability practices.</p>	<p>Professional portfolio of artifacts</p> <p>Formative and summative teacher test data</p> <p>Work samples and scores</p> <p>Benchmark assessment</p> <p>Use of scoring/grading rubrics</p> <p>Attendance rates</p> <p>Discipline data</p> <p>Graduation/promotion data</p> <p>ACT (American College Testing) scores</p> <p>Advance placement scores</p> <p>Scholarships</p> <p>Special recognition and accomplishments</p> <p>Multiple measures of student learning</p>

COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)
DOMAINS OF LEADERSHIP

Domains	Descriptors	Examples of Measurements
School Planning and Progress	<p>Develops an effective school improvement plan that is based on:</p> <ul style="list-style-type: none"> • A well crafted needs assessment; • A clearly defined and inclusive process for creating the plan; • A defined implementation process; and, • An identified monitoring and evaluation system. <p>Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process.</p>	<p>Academic/Financial Plan</p> <p>School Improvement Plan data and outcomes (such as student attendance, behavior, student outcomes)</p> <p>Principal's reflection</p> <p>Interviews/questionnaires</p>

COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)
DOMAINS OF LEADERSHIP

Domains	Descriptors	Examples of Measurements
School Culture	<p>Develops and maintains a positive school culture.</p> <p>Sets high expectations for all the school community.</p> <p>Enables teachers and students to work collaboratively and cooperatively.</p> <p>Positively influences teachers and staff working conditions.</p> <p>Sets a tone that supports continuous professional learning.</p>	<p>School climate surveys of faculty and staff</p> <p>Student, parent, teachers, staff and community interviews</p> <p>Observations</p> <p>Recruitment and retention of faculty and teachers</p> <p>Participation in school activities</p> <p>News clippings, media and school publications</p> <p>Exit interviews of employees and students</p>

COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)
DOMAINS OF LEADERSHIP

Domains	Descriptors	Examples of Measurements
Professional Qualities and Instructional Leadership	<p>Demonstrates a shared responsibility and shared vision and mission.</p> <p>Monitors and continuously improves teaching and learning.</p> <p>Manages the organization and systems effectively and provides resources for a safe and high performing learning environment.</p> <p>Models integrity, fairness and high ethical standards on a consistent basis.</p> <p>Advocates for teachers and students.</p> <p>Promotes civic responsibilities.</p>	<p>Professional portfolio and artifacts aligned to state and district or national professional standards</p> <p>Degree to which a principal achieves benchmark goals in the previous year's professional development plan</p> <p>Observations of principal's practice</p> <p>School Community Council evaluation of principal</p> <p>Self Reflection/Analysis</p>

COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)
DOMAINS OF LEADERSHIP

Domains	Descriptors	Examples of Measurements
Stakeholder Support and Engagement	<p>Initiates and facilitates parent and community participation in school wide activities and initiatives.</p> <p>Engages openly in shared problem-solving and decision making, maintaining a school culture of transparency and trust within the school community.</p> <p>Promotes open, effective and collaborative modes of communication with staff, families, and the surrounding community.</p> <p>Builds positive relationships that are culturally responsive to diverse stakeholders.</p>	<p>Student, parent, community surveys</p> <p>School Status and Improvement Report data</p> <p>Leadership Team structures</p> <p>Leadership Team minutes</p> <p>School Accreditation report</p> <p>News releases</p> <p>Newsletters</p> <p>School Community Council</p> <p>Principal evaluation</p> <p>Tripod Survey</p> <p>School Assessments</p> <p>Letters of continuing support, thank you letters, and letters of appreciation from stakeholders.</p>

COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS IMPLEMENTATION GUIDELINES

Basic Premise.

The purpose and intent of the evaluation program in the system is to support the professional growth and development of Principals in their leadership practice.

Evaluation Program Design.

The evaluation program is differentiated and personalized to meet the developmental and professional needs of Principals.

Type A. Annual Summative Evaluation for Probationary and Tenured Transferring Principal.

Duration.

The Annual Summative Evaluation is conducted for Principals each year the Principal is on probation.

Purpose.

The purpose and intent of the Annual Summative Evaluation is to ensure that the Principal in his/her new position is provided the guidance and other support necessary for success and continued professional growth. A Professional Development Plan will be developed by the Principal.

Applicability.

The Annual Summative Evaluation applies to new hire Principals; Vice Principals promoted to Principalships; and, tenured Principals who are promoted to a new position and/or a new school (lateral transfer or promotion).

Exit Requirements.

When a tenured Principal transfers to a position prior to the end of a five year cycle, a summative evaluation for his/her current position is completed by the Complex Area Superintendent prior to the effective date of transfer. A conference with the exiting Principal to review evidence and discuss performance must be held prior to the completion of the Summative Evaluation Form. This conference is necessary to validate the performance of the Principal and communicate information on the school's status, i.e. accomplishments, challenges, status of school improvement and the recommended next steps for the successor Principal.

Type B. Annual Interim Evaluation with a Five Year Summative Evaluation for Tenured Principals.

Duration.

An Annual Interim Evaluation is completed for **each year for four (4) years**. A Summative Evaluation is completed at the end of the year for the **fifth year** of a cycle.

Tenured Principals are placed on a five-year evaluation cycle and remain on the cycle for as long as they are in their appointed position at the school.

Purpose.

The purpose and intent of the Annual Interim Evaluation for tenured Principals is to provide the opportunity for professional dialogue between the Complex Area Superintendent and Principal on at least one area in each of the six domains (selected by the principal with concurrence by the CAS); to assess the school's progress in school improvement and student educational growth outcomes; and, to identify supports necessary for next steps in the five year continuum. A five-year Professional Development Plan will be developed by the Principal.

The Summative Evaluation is completed for tenured Principals at the end (June or July) of the Principal's fifth year. The purpose and intent of the conference is to discuss the Principal's performance and leadership practices over the five year period. This evaluation is intended to be a summary evaluation that is cumulative of the Principal's accomplishments, progress and growth over the five year period. Prior year's evaluations and data over the five years must be considered in completing the Summative Evaluation for tenured Principals.

Applicability.

Only tenured Principals are eligible for the five year interim/summative evaluation cycle.

Evaluation Program Process.

Determine appropriate evaluation cycle.

1 year Summative or 5 year Annual Interim/Summative

Type A. One year Summative Evaluation Process for Probationary and Tenured Transferring Principals.

Conduct Evaluation Conferences each year the Principal is on probation.

- **Beginning of the Year**

Discuss the Principal's professional development needs, strategies and plans to address each area in the six domains. Discuss and identify the supports that are necessary for his/her success. Complete the PRE-Evaluation Period Conference section of the evaluation form for probationary school administrators. The Principal will develop and submit a Professional Development Plan based on the discussion points of the conference.

- **End of the Year**

Discuss the Principal's accomplishments, the school's current status in school improvement and student educational growth outcomes. Review evidence and measures. CAS informs the Principal of his/her rating for each domain and the rationale for the ratings. Discuss next steps.

Conduct School Visitations.

Activities include walkthroughs, observations, meetings and/or informal meetings followed by an exit conference with the Principal.

Phone conferences (Optional)

Type B. Annual Interim/Five-Year Summative Evaluation Process for Tenured Principals.

Conduct Annual Interim Evaluation Conference

During June or July meet with the Principal to discuss his/her performance and practices for the previous school year in the six domains. Discuss accomplishments, progress on school improvement; and, student educational growth outcomes. Review and discuss evidence and measures. Review next steps in the Professional Development Plan. Identify focus areas and supports needed for the new school year. CAS informs the Principal of his/her annual Interim Rating for the year.

Conduct Summative Evaluation Conference

During June or July, of the **5th school** year meet with the Principal to discuss his/her performance and leadership practices for the five (5) years in the six domains. Discuss progress on the Professional Development Plan; accomplishments; progress on school improvement; and, student educational growth outcomes. Review and discuss evidence and measures.

At a follow-up meeting, the CAS will inform the Principal of his/her Summative Ratings and the rationale for the ratings. The Principal and CAS will discuss the performance goals that will guide the Principal's leadership practices and serve as a basis for his/her Professional Development Plan for the next five years. The CAS and the Principal will identify the supports that will be provided to the Principal.

Conduct School Visitations.

Activities include walkthroughs, observations, meetings and/or informal meetings followed by an exit conference with the Principal.

Phone conferences (optional)

Maintaining Confidentiality.

All matters and documents directly related to the Principal's performance evaluation must be treated as confidential. Examples of confidential documents include evaluation forms, notes and records of CAS/principal conferences, and CAS walk-through or observation notes and forms. In the event that Complex or District staff are assigned to provide support services to assist the principal and/or school discretion must be exercised by the CAS in his/her communications with Complex or District staff. Complex and District staff may not conduct walkthroughs, observations, or school visits for purposes of Principal evaluation.

Performance Evaluation Conferences.

The manner in which the Complex Area Superintendent conducts conferences with the Principal is key to establishing rapport; building trust; conveying a message of support; and, communicating his/her understanding of the complexities and challenges that the Principal faces. The Principal's performance is to some extent a reflection and indication of the professional development, personalized guidance and differentiated support that has been provided to the Principal by the Complex Area Superintendent.

Pre-Requisites for all Evaluation Conferences.

1. Strive to understand the unique context; the history, climate and culture of the school and community.
2. Consider the Principal's influence on student achievement to understand "the direct effects of the Principal's Leadership Practice on schools and teachers, and the indirect effects on instruction and learning." (*"The Ripple Effect: A Framework for Principal Impact."* *Rethinking Principal Evaluation. A New Paradigm Informed by Research and Practice.* NAESP and NASSP, 2012, pages 10-11).
3. Know and understand the basic concepts of Change. (*Assumptions of the Concerns Based Adoption Model, CBAM*)

CHANGE:

- Is a PROCESS, not an event
- Is made by INDIVIDUALS first, then institutions
- Is a highly PERSONAL experience
- Entails DEVELOPMENTAL growth in feelings and skills

INTERVENTIONS MUST BE RELATED TO:

- The people first
- The innovation second

4. Utilize the "*Six Domains of Principal Leadership*" in *Rethinking Principal Evaluation*. NAESP/NASSP, 2012, pages 1-29, as a framework for the Hawaii Comprehensive Evaluation System for School Administrators.
5. Utilize the "Profile of an Effective School Leader" (*Updated Version*); Performance Expectations and Elements from "Performance Expectations and Indicators for Education Leaders" CCSSO, 2008; in relation to the NAESP/ NASSP *Six Domains of Principal Leadership* to further define the leadership behaviors and practices that support successful performance in the six domains, including student educational growth outcomes and learning.

During the Conference consider the following:

1. Recognize and identify accomplishments.

What stages of leadership planning were completed?

What programs, processes, and/or innovations that support high performance and informed decision-making by teachers and students were implemented?

What structures or systems were implemented that: increases access to information; improves communication; are inclusive; and, promotes and sustains collaborative and collegial relationships, effective teamwork; and leadership?

2. Examine and analyze school data in relation to the six domains.

What is the Principal's performance goal(s) for each domain?

What are student educational growth outcomes?

(Analysis is: organizing data; summarizing the data; relating data to the performance goals and student outcomes; evaluating the differences between existing and desired conditions.)

3. Discuss the programs, processes, innovations, instructional strategies or leadership strategies that will be/or were implemented to achieve the identified goals.

To what extent were the above implemented?

Who are/were the people involved?

What were the reasons for successful implementation?

What, if any are/were the barriers to implementation?

4. Discuss the Results and Impact on Principal Leadership Performance, teacher responsiveness and student learning.

How well did we do?

What did I learn?

After the Conference consider the following:

5. Provide the Principal with time for Reflection and Research.

What did I learn? What made the difference?

What might be some alternative strategies? Is there another way?

6. Hold a Follow-up Meeting To Discuss Next Steps and Professional Development Plan.

What do I maintain or continue? What do I renew or change?

What supports do I need?

COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA)

STATE OF HAWAII DEPARTMENT OF EDUCATION OFFICE OF HUMAN RESOURCES		(DRAFT – COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA))	
Name_____		Position_____	
School_____		Rating Period_____	
Evaluated by_____		Position_____	
Interim_____ Summative_____		Probationary_____ Tenure_____	
OBJECTIVES: 1) COMMUNICATE LEADERSHIP EXPECTATIONS 2) IMPROVE LEADERSHIP PERFORMANCE 3) IMPROVE TEACHER PERFORMANCE 4) RAISE STUDENT ACHIEVEMENT			
INITIAL PRE-EVALUATION PERIOD CONFERENCE:			
Goals:			
ADMINISTRATOR SIGNATURE:			
EVALUATOR SIGNATURE:			
DATE OF CONFERENCE:			
POST-EVALUATION PERIOD RATINGS			
RATING SCALE FOR INTERIM 1) UNACCEPTABLE PROGRESS 2) MINIMAL PROGRESS 3) EXPECTED PROGRESS 4) EXCEEDS EXPECTED PROGRESS 5) EXCEPTIONAL PROGRESS		RATING SCALE FOR SUMMATIVE 1) UNSATISFACTORY 2) MARGINAL 3) BASIC 4) EFFECTIVE 5) HIGHLY EFFECTIVE	
STUDENT EDUCATIONAL GROWTH OUTCOMES (DOMAIN 1) 50%			

DOMAIN 1 STUDENT GROWTH AND ACHIEVEMENT**BOX**

1) Raises student achievement Met _____ Not Met _____

2) Second indicator of student achievement Met _____ Not Met _____

Performance Indicators:

Promotes and supports students' progress and performance.

Provides relevant resources to support and to increase student learning.

Develops strong school community leadership teams.

Builds instructional leadership in teachers.

Identifies and implements positive changes and practices that influence student achievement.

Aligns management style to change initiatives.

Implements and supports rigorous curriculum and instruction that is meaningful and relevant.

Supports and models research based assessment and accountability practices.

COMMENDATIONS:**RECOMMENDATIONS:****PRINCIPAL LEADERSHIP PRACTICE (DOMAINS 2 – 6)****50%****DOMAIN 2 PROFESSIONAL GROWTH AND LEARNING****BOX****Performance Indicators:**

Initiates professional development to improve leadership practices.

Reflects on leadership practices.

Identifies strengths and areas of improvement.

Considers feedback from faculty, staff, parents, students and community/university partners in identifying strengths and needs.

Demonstrates commitment to continuous learning.

Promotes partnerships and alliances to strengthen leadership skills and practices.

COMMENDATIONS:

RECOMMENDATIONS:

DOMAIN 3 SCHOOL PLANNING AND PROGRESS

BOX

Performance Indicators:

Develops an effective School Improvement Plan that is based on the following: 1) well crafted needs assessment; 2) A clearly defined and inclusive process for creating the plan; 3) defined implementation process; 4) identified monitoring system.

Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process.

COMMENDATIONS:

RECOMMENDATIONS:

DOMAIN 4 SCHOOL CULTURE

BOX

Performance Indicators:

Develops and maintains a positive school culture.

Sets high expectations for all the school community.

Enables teachers and students to work collaboratively and cooperatively to meet school goals.

Positively influences teacher and staff working conditions.

Sets a tone that supports continuous professional learning.

COMMENDATIONS:

RECOMMENDATIONS:

DOMAIN 5 PROFESSIONAL QUALITIES AND INSTRUCTIONAL LEADERSHIP

BOX

Performance Indicators:

Demonstrates a shared responsibility and shared vision and mission.

Monitors and continuously improves teaching and learning.

Manages the organization and systems effectively and provides resources for a safe and high performing learning environment.

Models integrity, fairness and high ethical standards on a consistent basis.

Advocates for teachers and students.

Promotes civic responsibilities.

COMMENDATIONS:

RECOMMENDATIONS:

DOMAIN 6 STAKEHOLDER SUPPORT AND ENGAGEMENT

BOX

Performance Indicators:

Initiates and facilitates parent and community participation in school wide activities and initiatives.

Engages openly in shared problem solving and decision making, maintaining a school culture of transparency and trust within the school community.

Promotes open, effective and collaborative modes of communication with staff, families, and the surrounding community.

Builds positive relationships that are culturally responsive to diverse stakeholders.

COMMENDATIONS:

RECOMMENDATIONS:

ANNUAL OVERALL RATING OF PROFESSIONAL LEADERSHIP PERFORMANCE

DOMAIN 1 (50%)

BOX

DOMAIN 2 TO 6 (50%)

BOX

OVERALL RATING **BOX**

EVALUATOR COMMENTS:

PRINCIPAL COMMENTS:

(Principal signature does not indicate concurrence but merely that he/she is aware of the rating)

Signature of the Principal_____

Date_____

Signature of the Evaluator_____

Date _____

Distribution: OHR, PRINCIPAL, EVALUATOR

APPENDICES

<i>Profile of an Effective School Leader (Updated)</i>	A1-3
<i>Philosophy of Education Hawaii's Public Schools Policy 2000</i>	B1
<i>Principal Surveys and Summary Results, October 2012-Pending</i>	C1-__

PROFILE OF AN EFFECTIVE SCHOOL LEADER (Updated)
Based on the Educational Leadership Policy Standards: ISLLC 2008
CCSSO. The Council of Chief State School Officers

The effective school leader is committed, responsible, competent, caring, and unwavering in the effort to have students reach high standards. A sense of both moral and professional commitment enables the effective school leader to promote a shared vision of service to students and to focus on the success of every learner as the desired result.

Human relationships and capacity-building within students, teachers and the wider school community are at the heart of the school leader's work. School leaders promote a school culture focused on professionalism, where school staff is committed to systematically improve their practices and student learning.

The effective school leader holds school professionals accountable for data-driven school and instructional improvement to attain the state performance standards.

The effective school leader is responsible for the following professional expectations and responsibilities:

STANDARD 1 Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

Collaboratively develop and implement a shared vision and mission.

Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.

Create and implement plans to achieve goals.

Promote continuous and sustainable improvements.

Monitor and evaluate progress and revise plans.

STANDARD 2 Advocating, nurturing, and sustaining a school culture and instructional program that is conducive to student learning and staff professional growth

Nurture and sustain a culture of collaboration, trust, learning, and high expectations.

Create a comprehensive, rigorous, and coherent curricular program.

Create a personalized and motivating learning environment for students.

Supervise instruction.

Develop assessment and accountability systems to monitor student progress.

Develop the instructional and leadership capacity of staff.

Maximize time spent on quality instruction.

Promote the use of the most effective and appropriate technologies to support teaching and learning.

Monitor and evaluate the impact of the instructional program.

STANDARD 3 Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment

Monitor and evaluate the management and operational systems.

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.

Promote and protect the welfare and safety of students and staff.

Develop the capacity for distributed leadership.

Ensure teacher and organizational time is focused to support quality instruction and student learning.

STANDARD 4 Collaborating with faculty and community members; responding to diverse community interests and needs; and, mobilizing community resources

Collect and analyze data and information pertinent to the educational environment.

Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources.

Build and sustain positive relationships with families and caregivers.

Build and sustain productive relationships with community partners.

STANDARD 5 Acting with integrity, fairness, and in an ethical manner

Ensure a system of accountability for every student's academic and social success.

Model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Safeguard the values of democracy, equity, and diversity.

Consider and evaluate the potential moral and legal consequences of decision-making.

Promote social justice and ensure that individual student needs inform all aspects of schooling.

STANDARD 6 Understanding, responding to, and influencing the political, social, economic, legal and cultural context

Advocate for children, families, and caregivers.

Act to influence local, district, state, and national decisions affecting student learning.

Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

**PHILOSOPHY OF EDUCATION
HAWAII'S PUBLIC SCHOOLS
POLICY**

The Premise. The Board of Education believes that a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society. The institution of government in this society is founded on a secular base, which allows and encourages the development of a pluralistic society that contains many cultures within that society.

The Need for Education. Individuals must develop their personal potentials to participate fully in a democratic, multi-cultural society. Education is the process which allows individuals to become citizens who have positive attitudes toward learning and inquiry, who communicate effectively, who are guided in making choices based on critically determined and commonly shared values, who are successful in the workplace, and who practice civic responsibility. The preservation, promotion, and improvement of a democratic, multi-cultural society require the formal schooling of its children, youth and adults.

Scope. The State of Hawaii shall provide a public school system with a scope of curricular, instructional and assessment programs from pre-school to high school for children, youth and adults. Such programs shall be simultaneously intellectual, aesthetic, and practical, with instructional practices which insure that learners acquire the knowledge relevant to living in the present as well as the arts and skills required for living in the future. All programs shall derive from a standards-based curriculum and research-based best practices which must include the areas of knowledge of language arts, science, mathematics, social studies, fine arts, health, physical education, world languages, and career and life skills, and all other comprehensive support services necessary for implementation.

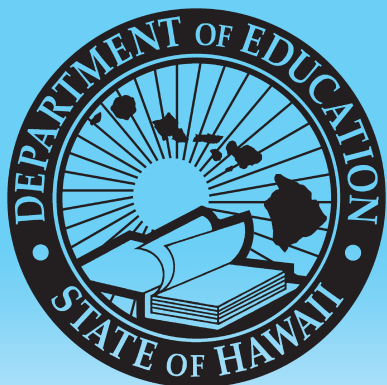
These programs and services shall enable all public school graduates to realize their goals and aspirations; possess the attitudes, knowledge, and skills to contribute positively to and compete in global society; exercise their rights and responsibilities of citizenship; and pursue post-secondary and /or careers without the need for remediation.

Equal Educational Opportunity. Students shall have an equal education opportunity to enroll in programs regardless of race, color, religion, sex, sexual orientation, disabilities, or national origin.

Former Code No. 6121
Former Policy Approved: 09/52
Reviewed: 07/60
Amended: 01/68; 09/70; 03/88; 10/94; 01/99; 06/23/05

Appendix B1

ATTACHMENT AA
TEACHER EVALUATION

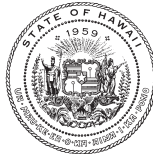


Hawaii Educator Effectiveness System

Manual for Evaluators and Participants

Office of Human Resources
Performance Management Section
Department of Education • State of Hawaii
RS 14-0017 • July 2013





**The Honorable Neil Abercrombie
Governor, State of Hawaii**

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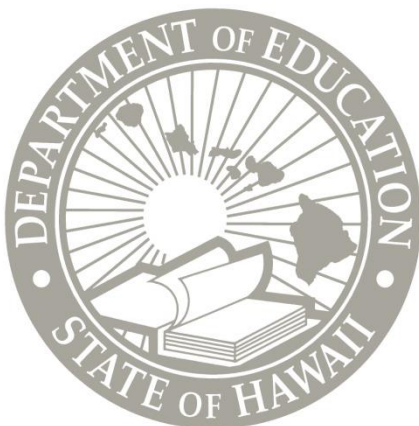
Message from the Superintendent

Student learning and academic growth are at the forefront of our priorities. Ensuring that all students graduate college and career ready is a challenge we are committed to meet. This requires that we have an effective teacher in every classroom and an effective instructional leader in every school. Changing the way we educate our students requires changing the way we assess ourselves and determine where we need to improve. While this work challenges all of us to find new and more effective ways to do our jobs, I know you share my passion and sense of urgency to see all of our students succeed.

The Educator Effectiveness System, or EES, is our first step towards that commitment. Looking at our teaching practices from various perspectives can only help improve our overall ability to connect with students. Teaching is much more than transferring knowledge about a particular subject. Great teaching ignites curiosity, creativity and discovery. It inspires students to apply their knowledge, overcome challenges and innovate. By taking this first step forward together and examining what practices make for better student achievement, I am confident of the success that lies ahead.

Having the courage to learn from mistakes and continue to grow is not just a lesson we impart to our students, but one that all educators in our schools and classrooms live out daily. The 2013–14 school year will mark the first statewide implementation of the EES, after a two year pilot including participants from over 81 schools. We will spend next year learning from your experiences and making any final design adjustments necessary. The Hawaii State Teachers Association will be our partner in collecting your feedback and responding to your input.

Mahalo for participating in the EES and for your commitment to student achievement, quality teaching, professionalism and accountability.



A handwritten signature in black ink, reading "Kathryn S. Matayoshi".

KATHRYN S. MATAYOSHI
Superintendent of Education

Table of Contents

Educator Effectiveness System Overview	1
Background and Development	1
Design Values	1
EES Framework Diagram	2
Teacher Performance Ratings	2
Teacher Classification	2
Classroom Teachers of Tested Grades and Subjects	2
Classroom Teachers of Non-Tested Grades and Subjects	3
Non-Classroom Teachers (School Level)	3
Non-Classroom Teachers (Non-School Level)	3
Teachers with Multiple Roles	3
EES Measures	3
Expectations and Responsibilities	4
Example Timetable and Implementation Strategies	6
Teacher Practice Measures	10
Hawaii Adapted Framework for Teaching	10
Performance Levels and Scoring	10
Core Professionalism	11
Indicators	11
Process and Requirements	11
Rating Calculation	12
Classroom Observations	12
Indicators	12
Process and Requirements	12
Observation Cycle Responsibilities	13
Rating Calculation	14
Working Portfolio	14
Indicators	14
Process and Requirements	14
Rating Calculation	16
Tripod Student Surveys	16
Overview	16
Indicators	17
Process and Requirements	17
Rating Calculation	18

Student Growth and Learning Measures	19
Hawaii Growth Model	19
Overview	19
Indicators.....	19
Process and Requirements	19
Rating Calculation	19
Student Learning Objectives	20
Overview	20
Indicators.....	20
Process and Requirements	22
Rating Calculation	24
Determining Summative Performance Ratings.....	25
Summative EES Ratings	25
Transitioning from PEP-T	26
Special Cases	26
New Teachers	26
Teachers Hired Mid-Year.....	26
Teachers with Missing Data	26
Appendix.....	27
Key Terms	27
Recommended Resources	27
Overall EES.....	27
Hawaii Adapted Framework for Teaching.....	28
Tripod Student Surveys.....	28
PEP-T to EES Transition Timelines.....	28
New Probationary Teachers.....	28
Continuing Probationary Teachers.....	29
Tenured Teachers	30
Classroom Teacher EES Rating Form.....	31
Non-Classroom Teacher EES Form	33
Sample Classroom Teacher EES Form	34

Educator Effectiveness System Overview

Background and Development

The Educator Effectiveness System (EES), a comprehensive process replacing the Professional Evaluation Program for Teachers (PEP-T), will better evaluate the performance of teachers in the Hawaii State Department of Education (DOE). The EES was created over the course of twelve months of planning and a two-year pilot of its measures. Driven by the Department's beliefs about the value and importance of teacher development, the EES will provide teachers with constructive feedback and structures of support throughout the school year.

While the [DOE and State Board of Education's joint State Strategic Plan](#) laid the groundwork for the EES, numerous stakeholders have contributed to its design. The collaboration of teachers, administrators, and other key community members has been essential to the development of the EES. Their efforts have helped to create a system that prioritizes student learning, promotes dialogue between administrators and teachers, and provides educators with clear guidance on how to improve their teaching practice.

Design Values

Nothing matters more than effective teachers.

Research has shown that highly effective teachers have greater impact on student achievement than any other school factor.¹ The EES aims to improve student outcomes by providing all teachers with the support they need to succeed. When teachers excel, students will thrive.

Teachers deserve to be treated like professionals.

Professionals require evaluation systems that provide fair, transparent, equitable, and comprehensive feedback about their performance. The EES utilizes multiple measures when possible to give teachers the best information available, while guarding against misguided judgments. In order to support and retain effective teachers, the Department needs to recognize excellence. The EES introduces a new performance rating system that celebrates exceptional teachers.

The Educator Effectiveness System is about growth.

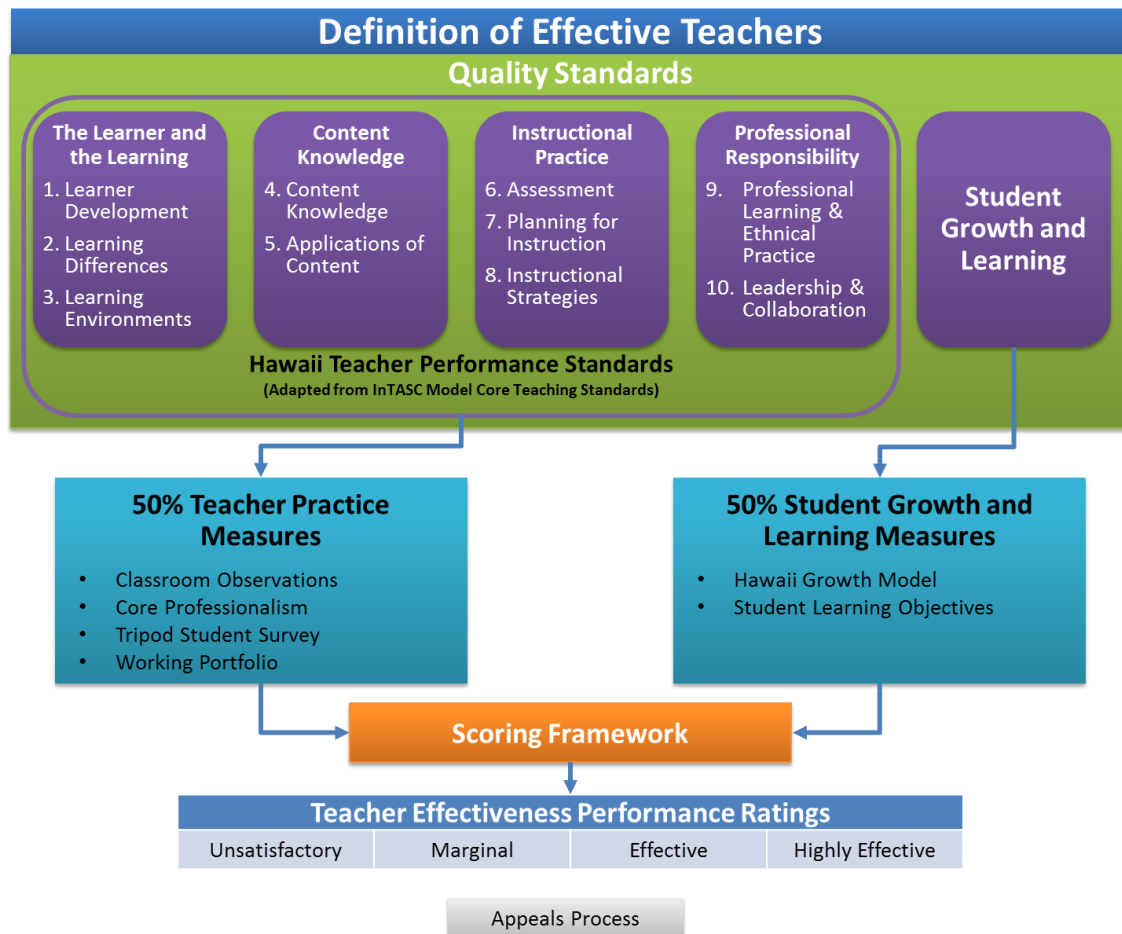
To reach its goals, the Department must invest in its teachers. The EES provides new tools and data to help teachers become more effective. The EES supports teacher development by:

- **Clarifying Expectations** – To be effective, teachers and administrators must have a clear understanding of what constitutes successful teaching. The multiple EES measures and performance rubrics will identify areas of strength and improvement for our teachers.
- **Providing Feedback** – The EES provides new sources of regular feedback to teachers. Feedback is essential to learning and improvement. Under the EES, teachers receive feedback and opportunities for collegial discussion about the data they receive multiple times throughout the school year.
- **Driving Professional Development** – The data the EES provides will help leaders determine what support teachers need, the best way to allocate resources, and what instructional approaches/structures work best. Providing specific feedback to teachers allows them to set goals and seek professional development that is aligned with their individual needs.
- **Valuing Collaboration** – Collaboration among teachers is critical. It builds common expectations of students and allows teachers to share best practices. The EES helps facilitate collaboration within schools and between schools by providing a common language and data set to use when talking about teacher practice and student achievement. The Department encourages leveraging existing cooperative structures like data teams, professional learning communities, departments, instructional leadership teams, and grade level teams to help teachers interpret the data provided by the EES.

¹ [Teachers Matter: Understanding Teachers' Impact on Student Achievement](#). Santa Monica, CA: RAND Corporation, 2012.

EES Framework Diagram

The EES is rooted in the Hawaii Teacher Performance Standards, based on the national InTASC Model Core Teaching Standards. An overview of the EES is depicted in the graphic below.



Teacher Performance Ratings

Performance ratings for teachers under the EES are:

- **Highly Effective** – Demonstrates excellence in teacher practice and student outcomes.
- **Effective** – Demonstrates effective teacher practice and positive student outcomes.
- **Marginal** – Needs improvement to demonstrate effective teacher practice and positive student outcomes.
- **Unsatisfactory** – Does not show evidence of effective teacher practice and positive student outcomes.

Teacher Classification

The EES applies to all Bargaining Unit 5 employees within the Department. Depending on job responsibilities, employees can be assigned to one of the following classifications.

Classroom Teachers of Tested Grades and Subjects

Bargaining Unit 5 employees who teach mathematics or English language arts (ELA) classes in grades 4-8 are considered classroom teachers of tested grades and subjects within the context of the EES. Teachers of 3rd and 10th grade classes do not fall in this category because prior year Hawaii State Assessment (HSA) data is not available for those grades. A roster verification process during the fourth quarter of each school year records whether teachers were responsible for planning, delivering, and assessing instruction for mathematics or ELA classes in grades where the HSA is administered.

Classroom Teachers of Non-Tested Grades and Subjects

Bargaining Unit 5 employees who teach any classes and do not meet the criteria for classroom teachers of tested grades and subjects are considered classroom teachers of non-tested grades and subjects within the context of the EES. Classroom teachers of non-tested grades and subjects do not participate in the roster verification process during the fourth quarter of each school year because they are not responsible for planning, delivering, and assessing instruction for mathematics or ELA classes in HSA-tested grades.

Non-Classroom Teachers (School Level)

Non-classroom teachers (NCTs) are Bargaining Unit 5 employees who do not teach classes. They do not plan, deliver, and assess instruction for students. NCTs may hold a current Hawaii State teaching license, Hawaii State School Counselor license, or a Hawaii State School Librarian license. NCTs are professionals who support students, educators, parents, and other members of the educational community. Each non-classroom teacher function is critical to the overall system of supports required for successful student outcomes.

NCTs at the school level are employed part-time or full-time at a Hawaii public school. School level NCTs could include personnel filling the following roles:

- Curriculum Coordinators
- Department Heads/Grade Level Chairs
- Literacy/Math Coaches
- Registrars
- Resource Teachers
- School Librarians
- School Counselors
- Student Services Coordinators
- Student Activities Coordinators
- Technology Coordinators

Non-Classroom Teachers (Non-School Level)

Non-school level NCTs work from positions at complex area, district, or state offices. In contrast to NCTs at the school level, these NCTs work to provide support to educators at multiple schools, complex area offices, or state offices. Administrators of non-school level NCTs are typically their direct supervisors.

Teachers with Multiple Roles

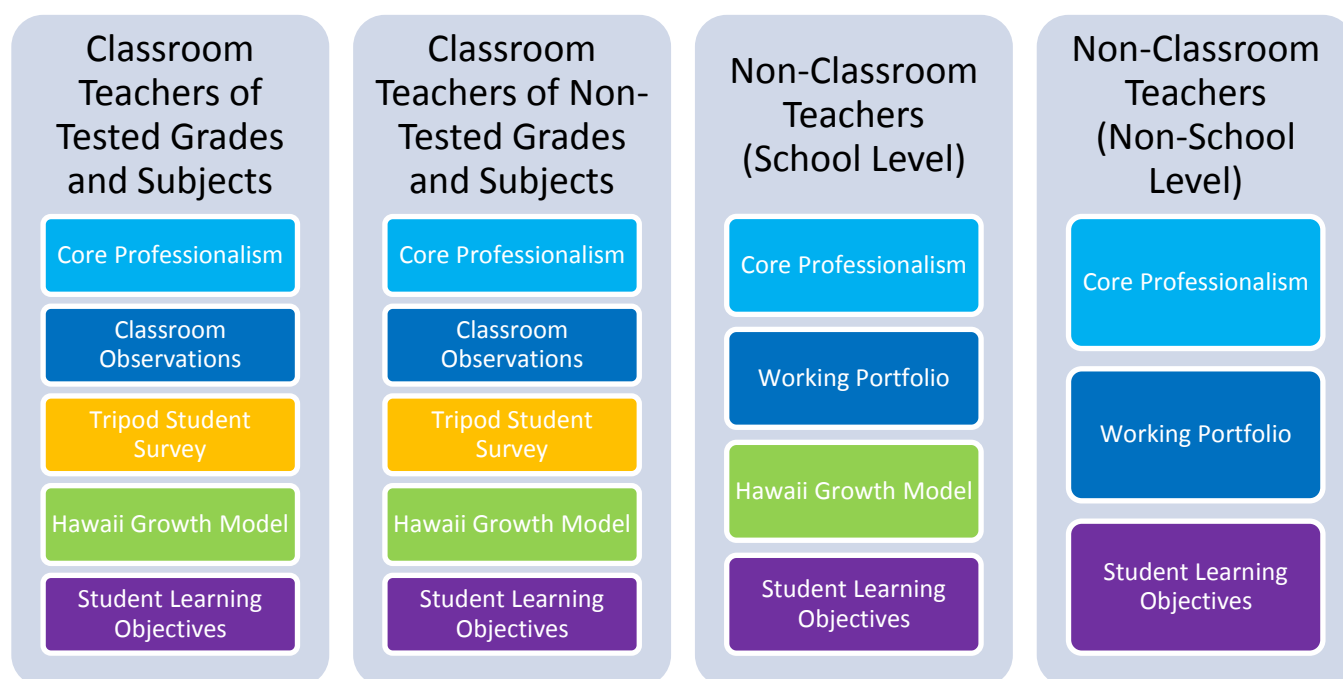
Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities will work with their administrator to decide which evaluation framework applies best. Teachers who primarily plan, deliver, and assess instruction for students should generally be rated as classroom teachers. Teachers that perform these tasks on a limited basis but have other primary job responsibilities should be rated as NCTs. Teachers with mixed professional responsibilities (classroom and non-classroom) do not have to complete both evaluation frameworks. Principals and other administrators that manage Bargaining Unit 5 employees should determine which evaluation framework is most appropriate given each employee's job function and responsibilities.

EES Measures

The EES is comprised of several measures organized under two categories. The Hawaii State Board of Education [Policy 2055](#) requires measures of teacher practice account for 50% of a teacher's annual effectiveness rating and measures of student growth and learning account for the other 50%.

50% Teacher Practice	50% Student Growth and Learning
<ul style="list-style-type: none">•Classroom Observations•Core Professionalism•Tripod Student Survey•Working Portfolio	<ul style="list-style-type: none">•Hawaii Growth Model•Student Learning Objectives (SLOs)

The specific combination and weighting of EES measures used to determine evaluation ratings differs depending on each teacher's job classification. This is because different data is available for different teaching assignments.



In addition to the EES measures, all teachers will have the opportunity to document professional growth plans using a [PDE³](#) tool. Teachers who have received a prior EES rating below effective will be required to complete a professional growth plan directed by their administrator. Other teachers can use information collected through the tool as evidence of meeting core professionalism requirements. Teachers can also use their professional growth plans to help attain re-licensure.

Expectations and Responsibilities

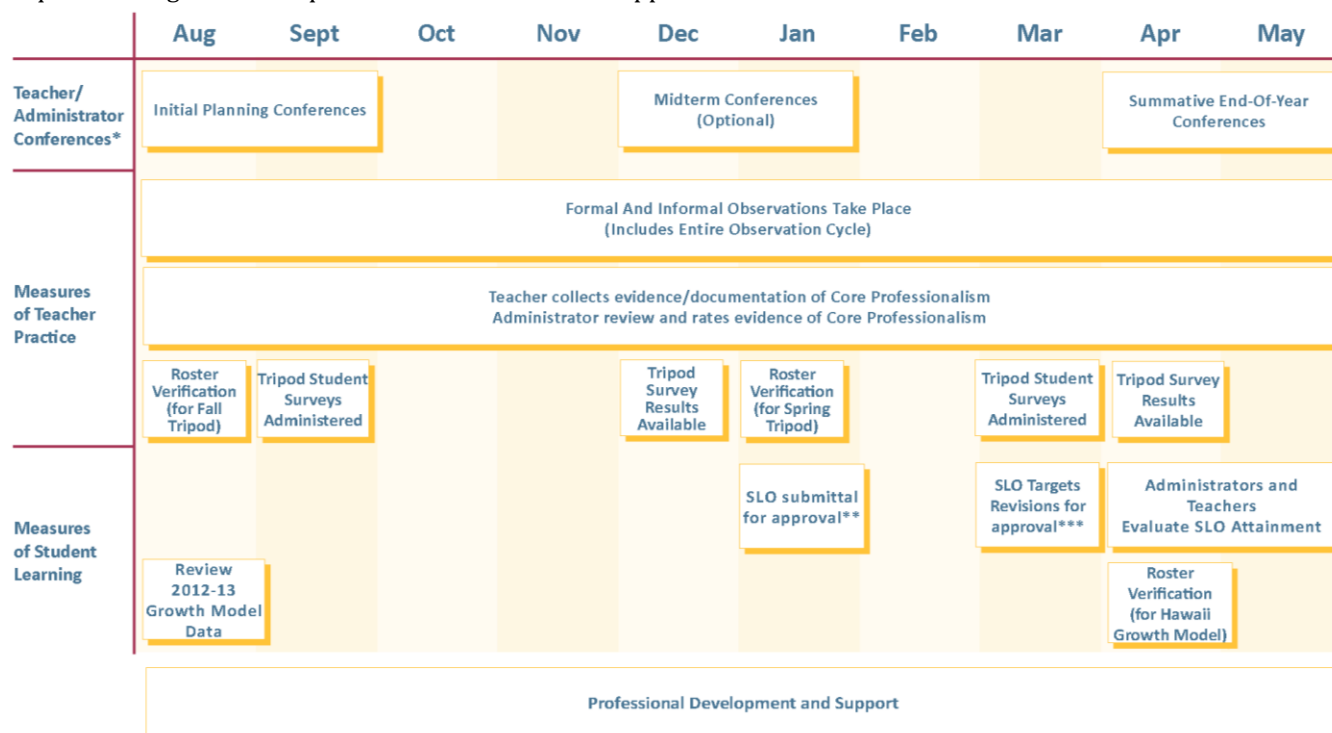
	Teachers	Administrators
Core Professionalism <i>Acknowledges the value of teacher dedication and the numerous contributions teachers make to their profession and their schools</i>	<ul style="list-style-type: none"> Document evidence aligned with the Framework for Teaching rubric for 4f in PDE³ 	<ul style="list-style-type: none"> Document evidence aligned with the Framework for Teaching rubric for 4f in PDE³ Communicate a deadline for final submission of core professionalism evidence Review evidence and assign a rating for each teacher
Classroom Observations (Classroom Teachers) <i>Acknowledges the value of targeted feedback based on clear performance expectations and evidence</i>	<ul style="list-style-type: none"> Facilitate two classroom observations from a school administrator (one each semester) Participate in pre-observation conference with an administrator before each classroom observation Review observation data in PDE³ Participate in post-observation conference with an administrator within two weeks of each classroom observation Reflect on the cycle using the post conference summary form 	<ul style="list-style-type: none"> Conduct two full-cycle observations for every classroom teacher Provide teachers with a minimum of 24 hours' notice before each pre-observation conference Hold pre-observation conference with each teacher before each classroom observation Hold post-observation conference with each teacher within two weeks of each classroom observation Enter observation data into PDE³

	Teachers	Administrators
Working Portfolio (NCTs) <i>Acknowledges the value of targeted feedback based on clear performance expectations and evidence</i>	<ul style="list-style-type: none"> • Develop a working portfolio proposal • Schedule and prepare for a progress check conference if necessary • Collect evidence and finalize supplementary materials to complete a working portfolio 	<ul style="list-style-type: none"> • Schedule and conduct a beginning conference • Set clear job performance expectations for each NCT • Review and approve working portfolio plans • Schedule an ending conference to discuss final working portfolio evaluation • Evaluate final working portfolios against the appropriate Framework for Teaching component rubrics • Submit final working portfolio ratings to the Office of Human Resources (OHR)
Tripod Student Survey <i>Acknowledges the value of student perceptions as an essential gauge of school and classroom quality</i>	<ul style="list-style-type: none"> • Complete the Tripod roster verification process in the fall and spring using an online tool* • Administer the Tripod student survey in the fall and spring 	<ul style="list-style-type: none"> • Give final approval of submitted Tripod rosters in the fall and spring using the online tool • Oversee the administration of the Tripod student survey in the fall and spring • Prepare staff to receive and analyze Tripod student survey results
Hawaii Growth Model <i>Acknowledges the value of student growth and the belief that teachers deserve to be recognized for the gains students make</i>	<ul style="list-style-type: none"> • Complete roster verification for the Hawaii Growth Model during the spring, tracking the enrollment of students in classes of tested grades and subjects using an online tool* 	<ul style="list-style-type: none"> • Give final approval of submitted rosters for the Hawaii Growth Model in late spring using the online tool • Receive growth model data for the school • Lead efforts to analyze growth model data
Student Learning Objectives <i>Acknowledges the value of high expectations for student achievement and the process of linking planning, classroom instruction, and assessment with student outcome goals</i>	<ul style="list-style-type: none"> • Complete two SLOs • Participate in beginning-of-term conference • Schedule and participate in a midterm check-in as necessary • Schedule and participate in an end-of-term conference • Enter SLO data into PDE³ 	<ul style="list-style-type: none"> • Oversee SLO development • Schedule and conduct beginning-of-term conference with each teacher • Conduct midterm check-ins as necessary • Hold end-of-term conference and assign final SLO ratings for each teacher • Enter SLO data into PDE³
Professional Growth Plan <i>Acknowledges the value of self-reflection and self-directed goal-setting as critical drivers of teacher learning and improved practice</i>	<ul style="list-style-type: none"> • Create professional growth plan using the PDE³ tool if desired or if prior year EES rating was below effective • Complete end-of-year reflection and submit evidence for any growth plans created 	<ul style="list-style-type: none"> • Direct growth plan development for any teacher rated below effective • Review submitted growth plans • Review submitted reflections and evidence
Final Effectiveness Rating	<ul style="list-style-type: none"> • Receive final rating in May 	<ul style="list-style-type: none"> • Input all necessary evaluation data into PDE³ • Assign teachers a final effectiveness rating no later than May 16, 2014 or a mutually agreed to alternate date (see HSTA contract Article 8N)

* See roster verification in appendix for more information.

Example Timetable and Implementation Strategies

The diagram and the tables below show EES implementation timings that should work well for many classroom teachers. While many statewide initiatives have fixed dates, the ideal timing of classroom observations and other meetings may vary for each teacher and school. For example, the availability of teachers at multi-track schools could vary significantly from other teachers in any particular month. Required tasks will also vary for NCTs due to differences in which EES measures apply to them. Teachers and administrators should collaborate to complete all EES requirements given the requirements and constraints applicable to their school and situation.



* Teacher/administrator conferences should occur once at the beginning of the year and once at the end of the school year. Administrators may find it useful to discuss any available data from observations, Tripod student surveys, SLOs, and the growth model during these meetings as opposed to holding a separate meeting to review each EES measure.

** Schools familiar with the process for SLOs may ask teachers to complete one SLO per semester instead completing both required SLOs in the second semester.

*** Second semester SLOs must be finalized in March with no additional changes to the goal and targets.

JULY		
Teachers	Administrators	Implementation Strategies and Best Practices
Attend orientation describing EES protocols and available resources	Facilitate delivery of EES orientation to staff	<ul style="list-style-type: none"> Present information during faculty meetings Utilize available meeting time prior to the first day of instruction
Attend an EES overview training by end of month	Ensure teachers have attended an EES overview training and track attendance in PDE³	<ul style="list-style-type: none"> Utilize online modules and/or master training materials produced by the Office of Human Resources Allocate a portion of the 21 hours of contractual professional development time available for the year to complete EES overview trainings
AUGUST		
Teachers	Administrators	Implementation Strategies and Best Practices
Complete Tripod roster verification process to identify the students who will be surveyed	Oversee Tripod roster verification process and give final approval of submitted rosters	<ul style="list-style-type: none"> Appoint a school roster verification lead Designate faculty meeting time and provide computers to help teachers complete roster verification
Receive Hawaii Growth Model data	Receive and review growth model data with staff	<ul style="list-style-type: none"> Analyze growth model data in data teams, departmental meetings, and faculty meetings and create plans to address any needs

AUGUST (CONTINUED)

Teachers	Administrators	Implementation Strategies and Best Practices
Begin gathering student data for Student Learning Objectives (SLOs) development	Provide appropriate supports to teachers	<ul style="list-style-type: none"> Utilize data teams, departmental meetings, and faculty meetings to discuss student data and goals Ask data teams or department heads to review possible student goals
Attend Charlotte Danielson's <i>Introduction to the Framework for Teaching</i> training by August 31, 2013	Ensure teachers attend Charlotte Danielson's <i>Introduction to the Framework for Teaching</i> training and track attendance in PDE³	<ul style="list-style-type: none"> Reference concepts and vocabulary from the Framework for Teaching when discussing other school initiatives to make connections and deepen understanding

SEPTEMBER

Teachers	Administrators	Implementation Strategies and Best Practices
Work with administrator to schedule and begin completing one classroom observation and associated conferences	Schedule and begin completing one classroom observation and associated conferences for each teacher	<ul style="list-style-type: none"> Schedule dates and times for the pre-observation conference, observation, and post-observation conference at the same time Allocate a portion of the 21 hours of contractual professional development time available for the year to complete pre- and post-observation conferences outside of school hours Divide observation responsibilities amongst administrators if possible Develop and communicate a clear process for how observations get scheduled, completed, and tracked Leverage the help of administrative support staff to manage observation scheduling, logistics, and tracking
Articulate areas of growth using the professional growth plan tool in PDE³ if desired or if prior year EES rating was below effective	Direct growth plan development for any teacher rated below effective and review any other submitted growth plans	<ul style="list-style-type: none"> Share growth plan examples from teachers or complex area support team (CAST) members at faculty meetings Discuss potential areas for growth during EES conferences Explore the PDE³ professional growth plan tool and review Hawaii Teacher Standards Board re-licensure requirements to become familiar with what information should be entered
Administer the Tripod student survey for the fall semester	Oversee the administration of the Tripod student survey for the fall semester	<ul style="list-style-type: none"> Appoint a Tripod student survey coordinator Discuss survey administration protocols during a faculty meeting Allow teachers to switch classes to proctor the Tripod student survey to provide students with greater assurance of confidentiality

OCTOBER

NOVEMBER

Teachers	Administrators	Implementation Strategies and Best Practices
Receive results from the first Tripod student survey administration	Receive and review results from the first Tripod student survey administration	<ul style="list-style-type: none"> Share school-wide survey data during a faculty meeting Charge data teams with looking at school-wide survey data and prioritizing actions based on results Discuss protocols for understanding individual teacher survey results during a faculty or department meeting

DECEMBER		
Teachers	Administrators	Implementation Strategies and Best Practices
Facilitate first classroom observation and complete associated conferences	Finalize classroom observations for each teacher and complete associated conferences by the last day of instruction in December	<ul style="list-style-type: none"> Match records of observation completion against PDE³ to ensure that all observations have been marked as finalized within PDE³
JANUARY		
Teachers	Administrators	Implementation Strategies and Best Practices
Complete Tripod roster verification process to identify the students who will be surveyed	Oversee Tripod roster verification process and give final approval of submitted rosters	<ul style="list-style-type: none"> Appoint the same person (from the fall) to serve as the school roster verification lead Designate faculty meeting time and provide computers to help teachers complete roster verification
Submit student learning objectives for approval	Review and approve student learning objectives	<ul style="list-style-type: none"> Leverage existing collaborative structures (data teams, departments, professional learning communities, etc.) to vet student learning objectives and receive feedback on student learning objective drafts Structure a process that pairs curriculum coordinators with teachers to review student learning objectives before passing to administrator for final review and approval
Work with administrator to schedule and begin completing second classroom observation and associated conferences	Schedule and begin completing second classroom observation and associated conferences for each teacher	<ul style="list-style-type: none"> Continue scheduling dates and times for the pre-observation conference, observation, and post-observation conference at the same time Track how much of the 21 hours of contractual professional development time available for the year has been used and reserve remaining time to complete pre- and post-observation conferences outside of school hours Continue to divide observation responsibilities among administrators if possible Maintain established processes for how observations get scheduled, completed, and tracked Continue to leverage the help of administrative support staff to manage observation scheduling, logistics, and tracking
FEBRUARY		
MARCH		
Teachers	Administrators	Implementation Strategies and Best Practices
Administer the Tripod student survey for the spring semester	Oversee the administration of the Tripod student survey for the spring semester	<ul style="list-style-type: none"> Appoint the same person (from the fall) to serve as the Tripod student survey coordinator Discuss survey administration protocols during a faculty meeting Continue to allow teachers to switch classes to proctor the Tripod student survey to provide students with greater assurance of confidentiality
Complete mid-course check-in meetings for student learning objectives if desired	Respond to requests from teachers or initiate mid-course check-in meetings if desired for year-long student learning objectives	<ul style="list-style-type: none"> Check in with data teams, departments, and other collaborative groups to gauge progress and the need to initiate meetings Provide a schedule of when teachers who want help or need to make changes can have a check-in meeting

APRIL

Teachers	Administrators	Implementation Strategies and Best Practices
Complete roster verification for the Hawaii Growth Model during the spring, tracking the enrollment of students in classes of tested grades and subjects using the online tool	Give final approval of submitted rosters for the Hawaii Growth Model in late spring using the online tool	<ul style="list-style-type: none"> Continue to appoint the same person to serve as the school roster verification lead Designate faculty meeting time and provide computers to help teachers complete roster verification
Submit data and end-of-term reflection for student learning objectives by the fourth Friday in April	Begin reviewing and rating final student learning objectives submissions	<ul style="list-style-type: none"> Develop and communicate a clear process for collecting, tracking, and reviewing student learning objectives submissions Utilize other school administrators to help principals decide the appropriate rating for final student learning objectives submissions
Complete end-of-year reflection for any submitted professional growth plans by the fourth Friday in April	Begin reviewing any submitted reflections and evidence	<ul style="list-style-type: none"> Remind teachers to complete final growth plan submissions in faculty meetings or other established communication channels Have teachers share reflections during post-observation conferences
Submit evidence aligned with the Framework for Teaching 4f rubric using the core professionalism tool in PDE³	Begin reviewing submitted evidence and assigning ratings for each teacher	<ul style="list-style-type: none"> Attach meeting minutes of professional collaboration, attendance records from school events, or other documents that demonstrate evidence of professionalism
Receive results from the second Tripod student survey administration	Receive and review results from the second Tripod student survey administration	<ul style="list-style-type: none"> Share school-wide survey data during a faculty meeting Charge data teams with looking at school-wide survey data and prioritizing actions based on results Discuss protocols for understanding individual teacher survey results during a faculty or department meeting

MAY

Teachers	Administrators	Implementation Strategies and Best Practices
Complete second classroom observation and associated conferences by the first Friday in May	Finalize classroom observations for each teacher, complete associated conferences, and input ratings into PDE³	<ul style="list-style-type: none"> Match records of observation completion against PDE3 to ensure that all observations have been marked as finalized within PDE³
Complete end-of-term SLO conference and identify SLOs for evaluation (one for classroom teachers and two for NCTs)	Provide teacher with final SLO ratings at end-of-term conference	<ul style="list-style-type: none"> Share SLO results utilizing supporting data and end-of-term reflection Determine final SLO rating Provide professional development recommendations
Meet with administrator to review final ratings for each EES measure and receive a summative rating for the year	Meet with each teacher to review final ratings for each EES measure and share a summative rating for the year	<ul style="list-style-type: none"> Meet during teacher planning periods or reserve some of the 21 hours of contractual professional development time available for the year Hold quick meetings with each teacher and allow teachers who want more time to request follow-up meetings Review how summative ratings are determined in faculty meetings so that this information doesn't have to be reviewed during meetings for each individual teacher

Teacher Practice Measures

Hawaii Adapted Framework for Teaching

The [Framework for Teaching](#), developed by Charlotte Danielson, is a research-based tool that establishes criteria and expectations for evaluating teacher practice. Based on years of research, it organizes the complex work of teaching into 4 domains, 22 components, and 76 elements. Classroom teachers selected the framework in the first year of the EES pilot after exploring multiple options and concluding it was the most robust tool available. Collaboration with various non-classroom teacher groups also led to its adoption for NCTs.

Domain 1: Planning and Preparation 6 Components 23 Elements	Domain 2: The Classroom Environment 5 Components 15 Elements
Domain 4: Professional Responsibilities 6 Components 20 Elements	Domain 3: Instruction 5 Components 18 Elements

The Framework for Teaching guides several EES measures designed to assess teacher practice. The core professionalism measure for all teachers is evaluated using a component rubric from Domain 4. Component rubrics from the Framework for Teaching are also incorporated into the evaluation of classroom observations for classroom teachers and working portfolios for NCTs. In order to build foundational knowledge, teachers are required to attend the one-day *Introduction to the Framework for Teaching* training prior to engaging in the evaluative process. Teachers should also have access to Charlotte Danielson’s first book, *Enhancing Professional Practice: A Framework for Teaching*. The element-level rubrics found in the 2007 edition of this book and the component-level rubrics found in the 2013 edition of [The Framework for Teaching Evaluation Instrument](#) will be used to guide evidence collection and evaluation within the EES.²

Performance Levels and Scoring

The Framework for Teaching rubrics describe four levels of performance for each element, component, and domain. The levels of performance are:



Within the EES, measures based on the Hawaii Adapted Framework for Teaching evaluate teachers at the Framework component level. After levels of performance are determined using the appropriate component rubrics, the results for each teacher will be quantified using the following point values:

- **Distinguished:** 4 Points
- **Proficient:** 3 Points
- **Basic:** 2 Points
- **Unsatisfactory:** 0 Points

² ASCD first published *Enhancing Professional Practice: A Framework for Teaching* in 1996. In 2007, Charlotte Danielson released a second edition to include clarifications to language as well as additional frameworks for specialist positions. In 2009, the Framework for Teaching was selected for inclusion in the [Measures of Effective Teaching \(MET\)](#) study funded by the Bill and Melinda Gates Foundation. Inclusion in this large study led to the publication of the 2011 edition of *The Framework for Teaching Evaluation Instrument*, which was created to help observers make accurate and consistent judgments using component rubrics that summarized essential information previously detailed at the element level. These component rubrics were further updated in 2013 to reflect the instructional implications of the Common Core State Standards (CCSS). Revisions to the Framework for Teaching reflect Charlotte Danielson’s commitment to continually improve the clarity of its rubrics by improving wording and providing stronger examples. Despite these minor modifications, the overall architecture of the Framework has remained the same. Danielson has asserted that none of the recent revisions would alter performance level assessments based on prior versions.

Core Professionalism

Dedicated teachers make numerous contributions to their schools and always conduct themselves appropriately in and out of the classroom. Core professionalism encompasses the wide range of responsibilities and activities a teacher handles that are critical to their students and their schools. Teachers demonstrate professionalism in the manner that they serve and lead others.

Examples of ways to demonstrate core professionalism include:

- Participating as a reliable and responsible member of a grade level/content team
- Actively working to provide opportunities for student success by helping out with science fair
- Proactively addressing student needs identified by student survey results
- Taking a leadership role in team and departmental decision making
- Completing the professional development specified in a professional growth plan
- Creating activities based on student interests

Indicators

The criteria and expectations for core professionalism are articulated in the Framework for Teaching within Domain 4 (professional responsibilities). In consultation with various stakeholders the Department has decided to utilize the rubric for just one component for the 2013-2014 school year, with the goal of expanding to other components in the future. Component 4f: Showing Professionalism was selected as a starting point because it captures several PEP-T Duty 4 values not captured in other EES measures (e.g., modeling ethical conduct, working on a team, and complying with school and district regulations).

Process and Requirements

Throughout the school year, both teachers and administrators should collect evidence aligned to elements of 4f in the Framework for Teaching. Sources of evidence could include documents from team planning and collaboration sessions, proof of attendance at school based-activities, professional development records, etc. As evidence is collected, teachers and administrators can update their respective form entry on [PDE³](#) along with an explanation of how the evidence relates to the 4f rubric.

Sample PDE³ Core Professionalism Entry

Teacher's Evidence and Explanation:										
	<p>I proactively serve students by leading the science fair and ELL parent night. I have attached the attendance sheets for both of those events to show how many parents and students attended. I actively attend Science Department meetings and participate in team decision making. I also spoke at the Schools of the Future conference and attached the agenda of my workshop. The trainings that I've attended throughout the year are evidenced in my growth plan.</p>									
Attachments: (max 10 MB per attachment)	<div> Attach another file</div> <table><tr><td>ScienceFairAttendance.docx</td><td>Remove</td></tr><tr><td>ELLParentNightAttendance.docx</td><td>Remove</td></tr><tr><td>SotFAgenda.pdf</td><td>Remove</td></tr><tr><td>SciDepartmentMeetingNotes.docx</td><td>Remove</td></tr></table>		ScienceFairAttendance.docx	Remove	ELLParentNightAttendance.docx	Remove	SotFAgenda.pdf	Remove	SciDepartmentMeetingNotes.docx	Remove
ScienceFairAttendance.docx	Remove									
ELLParentNightAttendance.docx	Remove									
SotFAgenda.pdf	Remove									
SciDepartmentMeetingNotes.docx	Remove									

Before finalizing EES summative ratings and sharing results with teachers through an end-of-year conference, administrators should assign a core professionalism rating based on the evidence submitted using the appropriate Framework for Teaching rubric for component 4f. Administrators are responsible for clearly communicating a deadline for final submissions of core professionalism evidence. Throughout the year, both administrators and teachers should regularly dialogue about core professionalism and how much progress has been made towards compiling and submitting appropriate evidence.

Professional Growth Plan Tool

Self-reflection is the true mark of a professional. Pursuant to the contract, “All teachers will develop and maintain an individual professional development plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility.” The Department’s professional growth plan tool on [PDE³](#) allows teachers to set goals for their own learning, collect evidence of completed professional development activities, track impact on students, and reflect on their progress. Probationary teachers are expected to set four goals using this tool. It is best practice for tenured teachers to set two goals a year when leveraging the tool to help compile and store documents to meet re-licensure requirements.

Rating Calculation

Only one Framework for Teaching component is currently incorporated into the core professionalism EES measure, making its rating calculation straightforward. After administrators apply the 4f rubric to the evidence submitted on [PDE³](#), they enter their rating at the bottom of the form. This is then converted to a numerical rating using the performance level scoring scale previously described.

Classroom Observations

For classroom teachers, observations and conferencing are critical to understanding and developing teacher practice. Formal observations should be a collaborative process between teachers and administrators.

Indicators

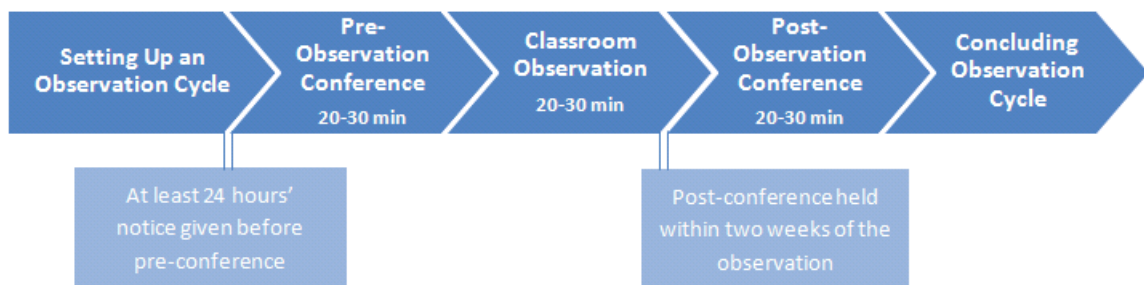
There are ten observable components within Domain 2 (classroom environment) and Domain 3 (instruction) of the Framework for Teaching. The Department has decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities. Rubrics based on the 2013 edition of *The Framework for Teaching Evaluation Instrument* will be used to guide evidence collection and evaluation of these components as part of the EES classroom observation process.

Framework for Teaching Observation Components

- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Learning

Process and Requirements

All classroom teachers must be formally observed at least twice each school year. The observation cycle consists of the five steps outlined below.



Each step within an observation cycle must be conducted by the same observer. Teachers may benefit from having different observers for each of the two required observation cycles. Observations must be conducted by an observer certified by the Department.

Observation Cycle Responsibilities

Setting Up an Observation Cycle

- Observer:** Select dates for the observation cycle. Record the dates in PDE³. If desired, add additional questions to the pre-conference questions listed for the teacher to consider.
- Teacher:** Address the pre-conference questions in PDE³. Attach relevant lesson materials to provide context for the upcoming lesson (lesson plan, worksheet, assessment, etc.).

Pre-Observation Conference

- Observer:** Review the pre-conference materials submitted by the teacher in order to better understand the goals of the upcoming lesson. Ask questions rooted in the rubric to discuss what you will be looking for as evidence of learning.
- Teacher:** Share lesson objectives and activities along with helpful information that will assist the observer, such as student characteristics. If desired, ask observer to collect specific data (e.g., "Can you track how many times I call on the boys compared to the girls in my class?").

Classroom Observation

- Observer:** Collect objective evidence noting both student and teacher actions. Speak with students during the lesson to gather additional evidence about their learning or typical classroom practice. After the observation, share the evidence with the teacher.
- Teacher:** Carry out the lesson discussed. Collect additional artifacts, such as student work samples, to bring to the post-observation conference.
- Both:** After the observation, match evidence with Framework components and analyze how the evidence aligns with applicable rubrics.

Post-Observation Conference

- Observer:** Facilitate an evidence-based discussion rooted in the Hawaii Adapted Framework for Teaching. Discuss areas of strength and weakness and the performance level demonstrated for each component. Record the main points of the collaborative analysis in PDE³.
- Teacher:** Participate in collaborative analysis about how evidence corresponds to component rubrics. Present any additional artifacts collected.

Concluding Observation Cycle

- Observer:** Review the Teacher Post-Observation Conference Summary form after the teacher completes it. Add additional comments as needed. Finalize the observation cycle in PDE³.
- Teacher:** Log in to PDE³ and complete the Teacher Post-Observation Conference Summary form. Use form to reflect on the observation, the post-observation conference, strengths and weaknesses identified, and next steps.

Rating Calculation

During the post-observation conference for each observation cycle, the observer assigns a final performance level rating for each of the applicable Framework for Teaching components (2b, 2d, 3b, 3c, and 3d). After both formal classroom observation cycles are complete, the ten individual component ratings (five from each observation) will be quantified using the performance level scoring scale previously described. The final classroom observation rating will be a number from zero to four that is produced by averaging the scores from all ten component ratings.

Working Portfolio

In lieu of collecting evidence aligned to the Framework for Teaching through classroom observations, evaluations for NCTs utilize a working portfolio. A working portfolio is a purposeful, ongoing collection of evidence that shows progress or achievement. Similar to classroom teachers who complete an observation cycle, NCTs collaborate and reflect under the guidance of their administrators.

Indicators

As part of the EES development process, NCT workgroups identified their critical work responsibilities and aligned those tasks to Framework for Teaching components. Rubrics based on the 2013 edition of the *Framework for Teaching Evaluation Instrument* will be used to guide evidence collection and evaluation of these components as part of the EES working portfolio process. Working portfolios for NCTs will focus on different components and use different Framework rubrics depending on their individual roles.

Framework for Teaching Working Portfolio Components and Rubrics

Non-Classroom Teacher Role	Components	Framework for Teaching Rubric
Counselor	2a, 2b, 3a, 3b, 3d	School Counselors
Curriculum Coordinator	2a, 2b, 3a, 3b, 3c	Instructional Specialists
Department Head/Grade Level Chair	2a, 2b, 3a, 3c, 3e	Instructional Specialists
Librarian	2b, 2c, 3b, 3c, 3d	Library/Media Specialists
Literacy/Math Coach	2a, 2b, 3a, 3b, 3c	Instructional Specialists
Registrar	2a, 2b, 2c, 3e, 4b	School Counselors
Resource Teacher	2a, 2c, 2d, 3c, 3e	Instructional Specialists
Student Activities Coordinator	2a, 2b, 2d, 2e, 3e	Instructional Specialists
Student Services Coordinator	2b, 2c, 3a, 3d, 3e	School Counselors
Technology Coordinator	2a, 2b, 3a, 3c, 3e	Instructional Specialists

* NCTs whose role is not listed on the table above shall be assigned the most appropriate rubric and components that best meet their job expectations by their administrator.

Process and Requirements

All NCTs teachers will create a working portfolio using the following process:



Beginning Conference

The working portfolio process begins with a review of the Framework for Teaching components specific to the expected roles and responsibilities of each NCT by NCTs and their administrators. This process should begin in September.

Non-classroom Teacher	Administrator
Responsibilities Prior to Beginning Conference	
<ul style="list-style-type: none">Download the appropriate working portfolio form from PDE³ after the administrator provides notice of a meetingReview the Framework for Teaching components requiredIdentify possible sources of evidence for each component using working portfolio rubrics and evidence prompts as guides	<ul style="list-style-type: none">Download the appropriate working portfolio form for the NCT role from PDE³Complete the general information section of the working portfolio form for the NCTSchedule the beginning conference with the NCT
Responsibilities During the Beginning Conference	
<ul style="list-style-type: none">Review expected work responsibilities with administratorShare possible sources of evidence for each componentSign and date the appropriate section of the working portfolio form	<ul style="list-style-type: none">Communicate expectations for the work the NCT will be responsible for throughout the yearDiscuss potential sources of evidence and set clear expectations for evidence collection using working portfolio rubrics and evidence prompts as guidesIdentify what evidence will be collected for each component on the working portfolio formSign and date the appropriate section of the working portfolio form and provide a copy to the NCT
Responsibilities After the Beginning Conference	
<ul style="list-style-type: none">Use working portfolio form as the coversheet for the working portfolioBegin gathering evidence for each component	<ul style="list-style-type: none">Upload the working portfolio form to PDE³Document conference date on PDE³

Progress Check Conference

NCTs or administrators can schedule a progress check conference to review working portfolio progress if desired. In situations where NCT work priorities and responsibilities have changed, a progress check conference is required to change the type of evidence collected. When revising the original plan in this way, the NCT and administrator should be prepared to discuss the strategies initially used to show evidence and why a revision is necessary. Due to the nature of many NCT roles, changes to the type of evidence required may occur at any time during the year.

Non-classroom Teacher	Administrator
Responsibilities Prior to Progress Check Conference	
<ul style="list-style-type: none">Schedule progress check conference with administratorPrepare to share collected evidence to demonstrate progress or justification for revisions to the type of evidence collected	<ul style="list-style-type: none">Confirm conference date
Responsibilities During the Progress Check Conference	
<ul style="list-style-type: none">Share evidence collected and receive feedback as appropriateRepeat beginning conference process for any revisions to the type of evidence collectedSign and date the appropriate section of the working portfolio form	<ul style="list-style-type: none">Review progress and provide feedback as appropriateRepeat beginning conference process for any revisions to the type of evidence collectedSign and date the appropriate section of the working portfolio form and provide a copy to the NCT
Responsibilities After the Progress Check Conference	
<ul style="list-style-type: none">Update working portfolio coversheetContinue to collect evidence and implement appropriate strategies to meet working portfolio requirements	<ul style="list-style-type: none">Upload the updated working portfolio form to PDE³Document conference date on PDE³

Ending Conference

The final step of the working portfolio process is the ending conference. This is where the teacher and administrator dialogue about the results of the working portfolio to determine a final rating for each Framework for Teaching component. Ending conferences should typically be held in May.

Non-classroom Teacher	Administrator
Responsibilities Prior to Ending Conference	
<ul style="list-style-type: none">• Prepare the working portfolio for administrative review by finalizing and organizing evidence appropriately	<ul style="list-style-type: none">• Schedule an ending conference with the NCT
Responsibilities During the Ending Conference	
<ul style="list-style-type: none">• Share the strengths of the evidence collected using working portfolio rubrics and evidence prompts as guides• Reflect on areas of improvement required to reach higher performance levels• Sign and date the appropriate section of the working portfolio form	<ul style="list-style-type: none">• Review evidence collected and make comments on the working portfolio form using working portfolio rubrics and evidence prompts as guides• Discuss areas of improvement required to reach higher performance levels• Determine ratings for each Framework for Teaching component• Sign and date the appropriate section of the working portfolio form and provide a copy to the NCT
Responsibilities After the Ending Conference	
<ul style="list-style-type: none">• Maintain a copy of the working portfolio form and file with evidence• Complete the final summary form on PDE³ to comment on the ending conference	<ul style="list-style-type: none">• Upload the updated working portfolio form to PDE³• Complete the final summary form on PDE³ to comment on the ending conference• Document conference date and rating on PDE³

Rating Calculation

During the ending conference, the administrator assigns a final performance level rating for each of the applicable Framework for Teaching components incorporated into the working portfolio. Then the individual component ratings will be quantified using the performance level scoring scale previously described. The final working portfolio rating will be a number from 0 to 4 that is produced by averaging the scores from all component ratings.

Tripod Student Surveys

Overview

Students provide an intimate perspective on teacher practice given the amount of time they spend with their teachers. The experience that students have is critical to their learning and the way that their classroom experiences shape their attitudes toward school and learning. Student input is valuable because it may capture insight about the quality of student learning experiences that other EES measures cannot capture. Student surveys have been utilized in many school systems to help teachers evaluate their practice. The Department selected Tripod student surveys for inclusion in the EES due to their pivotal role in research demonstrating the link between positive student perceptions and strong student achievement outcomes.

The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over ten years through a partnership between Cambridge Education and Dr. Ron Ferguson of Harvard University. The Tripod student survey asks students to give feedback on specific aspects of their classroom experience, organized around seven elements of teaching practice. Additionally, the survey seeks to assess student engagement through target values like trust, cooperation, ambitiousness, and diligence. Tripod student surveys were an integral part of the [Measures of Effective Teaching \(MET\)](#) Project. The MET Project was a three-year study designed to determine how to best identify and promote great teaching. It concluded that student perception surveys provide important information about teaching effectiveness as well as concrete feedback that can help teachers improve.

Indicators

Tripod student surveys use a suite of indicators that capture students' academic and social behaviors, goals, beliefs and feelings on a Likert scale. Tripod teacher reports show the percent of favorable responses for multiple questions corresponding to seven indicators of teaching practice known as the 7Cs. While Tripod student surveys also contain questions designed to study student engagement and capture demographic information, this information is not currently used within the EES.

The Tripod 7Cs

- Care: "Your success and wellbeing really matter to me in a serious way."
- Control: "Our class is orderly, on task and respectful, with learning as our first priority."
- Challenge: "I insist upon rigor—understanding, not just memorization—and your best effort."
- Clarify: "I have multiple good explanations; when you are confused I will help you understand."
- Captivate: "I make lessons intellectually relevant and stimulating because they are important."
- Confer: "You must talk with me to help me understand your ideas and support your learning."
- Consolidate: "I summarize lessons and check for understanding to make learning coherent."

Process and Requirements

Dr. Ron Ferguson of the Tripod Project has customized the survey that is administered in Hawaii to keep the amount of time necessary for the survey administration as short as possible. Targeted surveys and procedures have been developed for early elementary (grades K-2), upper elementary (grades 3-5), and secondary students (grades 6-12). All survey versions have also been translated into Hawaiian for administration to students in Hawaiian language immersion settings.

Each classroom teacher will have one class surveyed at the end of the first quarter and the third quarter. Principals are responsible for designating a roster verification lead and Tripod student survey coordinator. The roster verification lead will work closely with teachers to ensure that the student rosters used to order Tripod student surveys are accurate. The Tripod student survey coordinator will be responsible for ensuring that Tripod student survey guidelines and procedures are communicated and followed.

While the Tripod student survey will be administered for classroom teachers in all grades and subjects, not all students will take a survey and not all teachers will receive results. Teachers will not administer the Tripod student survey to the following types of students:

- Students with an individualized education program (IEP) specifying that they are exempt from taking the Hawaii State Assessment (HSA) or must take the Hawaii State Alternative Assessment (HSA-Alt)
- New students that have not been with the teacher being surveyed for at least four weeks
- Students for whom parental declinations were received

Teachers will only complete the roster verification process for Tripod and have students fill out surveys for them if they are responsible for delivering classroom instruction and monitoring student progress. Examples of teachers who may fail to meet these requirements and would not have their students surveyed include:

- a) Short-term substitute teachers or substitutes who will not be at the school when survey results are released
- b) Educational assistants
- c) Student-teachers
- d) Part-time teachers who are not certified
- e) Visiting lecturers

Rating Calculation

Three to four weeks after completed surveys from all schools have been submitted for processing, detailed score reports will be delivered to administrators and teachers. These reports show distributions that reveal what percentage of surveyed students gave each possible response. The percentage of favorable responses – student answers that indicate positive teaching practice – is also aggregated per question. The percentage of favorable responses per question within a 7C category is then averaged to produce a favorability percentage for each of the 7C indicators. Finally, the percentage of favorable responses for each of the 7Cs is averaged to produce a composite favorability percentage.

To produce an evaluative rating for the purposes of EES, the composite favorability percentage of all teachers within each of the three survey types (lower elementary, upper elementary, and secondary) will be ranked to calculate a normal curve equivalent (NCE) score for each Tripod administration period. Favorability scores are used to create the NCE score and will be reported along with NCE. NCE scores are a standardized metric that aligns with percentile rank for the values 1, 50, and 99. Unlike percentile rank scales, NCE scores have an equal-interval scale, which allows them to be averaged. Teachers with classes spanning multiple survey levels will have their NCE score for each level averaged to determine their NCE score for each Tripod administration period.

At the end of each school year, NCE scores available from all Tripod administrations over the prior two years will be averaged to produce a final NCE score. The final NCE score will then be rounded to a whole number and converted to a number from one to four using the following scale.

EES Rating	Final NCE Range
4	69-99
3	33-68
2	24-32
1	1-23

Tripod student survey results will only be released or averaged for those teachers with at least five valid student responses for each survey level and survey administration period. This is to protect student identities and ensure teachers have enough responses to make inferences about the way their students perceive their classroom experience. While most classroom teachers will survey only one class, teachers who teach very small classes may survey multiple classes if necessary to reach this minimum.

Student Growth and Learning Measures

Hawaii Growth Model

Overview

Student growth percentile (SGP) scores from the Hawaii Growth Model make up one of the two EES measures designed to capture student growth and learning for classroom teachers. Student growth metrics are not currently incorporated into the evaluations of NCTs. The Hawaii Growth Model calculates SGP scores using a statistically robust approach pioneered by the Colorado Department of Education. This method of measuring and monitoring student growth was selected based on a thorough analysis of possible approaches. The Department has been calculating and analyzing SGP using Hawaii State Assessment (HSA) data since the 2007-2008 school year.

The EES uses growth rather than proficiency to measure educators' contributions to student learning because proficiency measures do not take into account each student's learning history. Proficiency measures become increasingly biased by prior performance over time. SGP scores indicate how well a student has progressed compared to others that have demonstrated similar academic performance in the past. This allows all students to have the same chance of attaining high or low SGP scores each year, regardless of their prior performance.

Indicators

The Hawaii Growth Model is a normative model that ranks each student's HSA scores within a content area against students with similar score histories. The SGP score resulting from this analysis helps us understand how much a student has progressed by communicating what percentage of similar students he or she scored higher than. If a student attained a SGP of 60 for math, that would mean the student scored higher than 60% of similar students taking the same test.

Median student growth percentiles (MSGPs) are used to summarize the growth performance of groups of students. An MSGP for a student group is the SGP value that approximately half of the group did better than and half of the group did worse than. Medians are more appropriate than using arithmetic means to aggregate percentiles because the same amount of change measured in percentiles often corresponds to vastly different variations in student HSA scale scores. Using medians provides the additional advantage of preventing school and teacher scores from being skewed by outliers.

Process and Requirements

The Student Assessment Section (SAS), under the Systems Accountability Office (SAO), oversees HSA development and implementation. The highest scores attained on the English language arts and mathematics related HSA for each student will be incorporated into the Hawaii Growth Model to calculate the English language arts (ELA) and mathematics SGP score for each student. During the fourth quarter, classroom teachers of ELA and mathematics classes in grades 3-8 and 10 will complete a roster verification process for students in those classes. This roster verification process will measure individual student enrollment in ELA and mathematics classes over the course of the year guided by inclusion rules for each month (enrollment for 10 or more school days). Principals are responsible for designating someone to serve as the school's roster verification lead. The roster verification lead will work closely with teachers to ensure that the student rosters used for SGP reporting and teacher evaluation are accurate.

Rating Calculation

Growth calculations are performed shortly after HSA scores are validated and finalized in the summer. Due to the time required for this process, MSGPs used for evaluation within the EES will lag by at least one school year. This will give teachers a year to bolster their performance in other areas to ameliorate a low growth rating. Classroom teachers with ELA and mathematics classes in grades 4-8 will be evaluated using individual MSGPs and classroom teachers of non-tested grades and subjects will be evaluated using school ELA MSGPs. New teachers and other teachers without

prior year placements will not receive school MSGP scores. School MSGPs will follow the student inclusion and calculation rules used for school accountability and improvement under the [Strive HI Performance System](#).

Classroom Teachers of Tested Grades and Subjects

MSGPs for individual teachers will be computed for teachers of tested content areas in grades 4-8 based on student enrollment information captured through the fourth quarter roster verification process. Students will be counted and weighted based on the length of enrollment using minimum terms that approximate an academic quarter. Within the EES, MSGPs will only be utilized for evaluation if the growth data is based on the performance of at least 20 individual SGP scores. If a teacher has less than 20 individual SGP scores linked to them across all grades and subjects they teach for any given year, the pool of SGP scores from that year will be combined with the pool of students from the prior year to form a larger group that will be used to calculate an individual teacher MSGP. If that group still does not contain 20 individual SGP scores, student SGP scores linked to a teacher will be combined over the previous three years to calculate an individual teacher MSGP. Teachers lacking 20 individual SGP scores linked to them over the prior three school years will be classified as a non-classroom teacher and given a school MSGP score.

Final EES Growth Score Determination

To produce an evaluative rating, each teacher with an individual MSGP score will receive a percentile rank based on how their MSGP score compared with the MSGP score of other teachers. Classroom teachers without an individual MSGP score will receive a percentile rank based on how they compared with other teachers receiving school MSGP scores. These rankings will then be converted to a number from one to four using the following scale.

EES Rating	Corresponding Percentile Range
4	81-99
3	16-80
2	6-15
1	1-5

Student Learning Objectives

Overview

Student Learning Objectives (SLOs) apply to all teachers within the EES. SLOs strengthen the way teachers set goals and support student achievement. SLOs were incorporated into the EES due to their flexibility and ability to unite student, teachers, and administrators in ongoing efforts to improve student achievement.

Teachers engage in the design and implementation of SLOs as they gather and analyze data to select learning goals in support of strategic priorities. The SLO process promotes meaningful conversations between teachers and administrators about data, assessment methods, and instructional strategies to improve student learning. It also presents opportunities for educators to document the impact they make on students.

For classroom teachers, SLOs contain long-term academic goals that teachers set for students at the start of a course. These targets should be specific, measurable, informed by baseline data, and aligned to state standards or national standards. NCTs who do not have access to students or student data can utilize the SLO structure and process to set strategic goals that are aligned school, complex area, or state priorities. These targets should align with the work performed by NCTs in support of operations and services to schools, educators, students, parents, etc.

Indicators

SLOs are comprised of goals, assessments, targets, and strategies. SLOs for classroom teachers and NCTs follow a parallel structure, but have modified requirements to account for the fact that NCTs may not be directly responsible for student outcomes.

Goals

Explaining the goal with enough specificity allows for a solid SLO, which is the foundation that the other three parts of the SLO are built on. If done well, then everything built around it will be stable and strong.

Classroom Teachers	Non-Classroom Teachers
Learning goals are:	Goals are:
<ul style="list-style-type: none">• A description of what students will be able to do at the end of the instructional term• Based on the intended standards and curriculum that are being taught and learned• As close to the individual student as possible, allowing for a variation based on the current achievement levels of individual groups of students	<ul style="list-style-type: none">• A description of what will be accomplished at the end of the instructional term• Based on the professional standards as appropriate

Assessments

Assessments should be used to support and measure the SLO goal, not vice versa.

Classroom Teachers	Non-Classroom Teachers
Assessments should be:	Assessments should be:
<ul style="list-style-type: none">• Standards-based• Designed to best measure the knowledge and skills found in the learning goal• Accompanied by clear criteria or rubrics to determine student learning from the assessment• High quality measures used to evaluate the degree to which students achieved the developed learning goal	<ul style="list-style-type: none">• Standards-based• Designed to best measure the intended outcomes identified in the goal• Accompanied by clear criteria or rubrics to determine progress or obtainment of the goal from the assessment• High quality measures used to evaluate the degree to which the goal was achieved

Targets

Expected targets should be aligned to prioritized standards, initiatives, and/or best practices. They are determined by baseline data connected to areas of need. All expected targets should also incorporate specific, measurable, attainable, results-based and rigorous, and time-bound criteria. For classroom teachers, expected targets should encompass all students within the selected content area (elementary teachers) or period. Targets for various performance level groups should be rigorous and appropriate for the developmental range of the students.

Classroom Teachers	Non-Classroom Teachers
Expected targets:	Expected targets:
<ul style="list-style-type: none">• Should identify the expected outcome by the end of the instructional term• May differ for different levels of proficiency• Consist of two key components (starting level and end result)	<ul style="list-style-type: none">• Should identify the expected outcome by the end of the instructional term• May differ for different goal focus areas• Consist of two key components (starting point and end result)

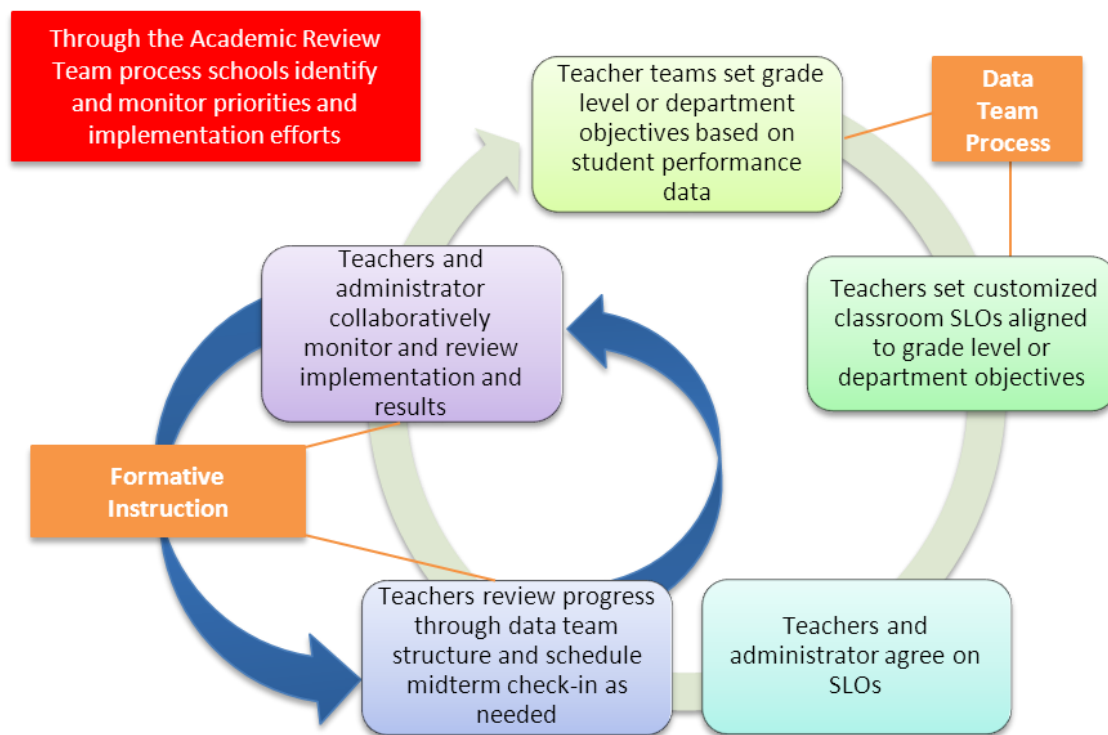
Strategies

The strategies used may vary throughout the course of the time period covered as teachers make adjustments based on the needs of their students and offices.

Classroom Teachers	Non-Classroom Teachers
Instructional strategies are:	Strategies are:
<ul style="list-style-type: none">• Appropriate and evidence based• Comprehensive in addressing all learner needs• Specific to different aspects of the learning goal	<ul style="list-style-type: none">• Appropriate and evidence based• Comprehensive in addressing all prioritized needs• Specific to different aspects of the learning goal

Process and Requirements

For classroom teachers, the SLO process is integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. All teachers must complete two SLOs by the end of the year. Both required SLOs may be completed in the second semester. The following process diagram details how the SLO process fits into existing collaborative structures for classroom teachers.



Both classroom teachers and NCTs engage in a series of conferences as they complete their SLOs. The overall process is identical for all teachers, though teachers will be required to use SLO documents corresponding to their job role. These documents will provide detailed guidance beyond the overview provided in this manual.

Beginning-of-Term Conference

For individual teachers, the SLO process begins with the collection of data and identification of areas of need.

Teacher	Administrator
Responsibilities Prior to Beginning-of-Term Conference	
<ul style="list-style-type: none"> Determine areas of need for setting goals, choosing assessments, and expected targets Collect evidence on starting points by reviewing baseline data Complete the SLO planning document and template for the chosen course or area of focus and submit to administrator prior to conference 	<ul style="list-style-type: none"> Ensure SLO process and expectations are implemented. Determine areas of priority aligned to school needs Review the teacher's baseline data and SLOs Set schedule for beginning-of-term conference
Responsibilities During the Beginning-of-Term Conference	
<ul style="list-style-type: none"> Discuss the SLO submitted and share rationale for the targets using the prepared SLO documents and rubric 	<ul style="list-style-type: none"> Facilitate discussion about the submitted SLO planning document and template using the rubric and reference sheet Review the submitted documents and indicate approval date in PDE³ Establish next steps and due dates for any required changes

Responsibilities After the Beginning-of-Term Conference

- Submit any requested revisions by specified due dates
- Input initial conference date and upload approved SLO template in [PDE³](#)
- Implement appropriate strategies to meet the approved SLO goal
- Review any requested revisions submitted

Midterm Check-In (Optional)

If necessary, a teacher may schedule a midterm check-in to review the progress made with an administrator. One reason a teacher may wish to schedule a midterm check-in is to make adjustments based on supporting data. If goals are too low or high, teachers can request to change the expected targets to better align with the collected data. Expected targets may also be adjusted if there are significant changes in the student population being measured by classroom teachers or the job function performed by NCTs. Note that midterm check-ins are optional and can occur at any given time before the mid-point of the instructional term covered by the SLO. After the mid-point of the instructional term, the SLO must be considered final and revisions are no longer permissible.

Teacher	Administrator
Responsibilities Prior to Midterm Check-in	
<ul style="list-style-type: none">• Schedule a midterm check-in with administrator if necessary• Collect and organize important interim data related to the SLO• Submit the midterm check-in form if revisions to expected targets are requested	<ul style="list-style-type: none">• Review any midterm check-in forms submitted and examine all available data to evaluate overall progress
Responsibilities During the Midterm Check-in	
<ul style="list-style-type: none">• Discuss the data collected to gauge the current level of student progress using the midterm check-in form• Collaborate with the administrator to develop and modify original expected targets	<ul style="list-style-type: none">• Discuss the data collected to gauge the current level of progress using the midterm check-in form• Collaborate with teacher to develop and modify original goals• Review any proposed changes to the SLO and determine whether to grant approval for the revision request• Enter midterm check-in date on PDE³ to indicate approval of any revision of expected targets
Responsibilities After the Midterm Check-in	
<ul style="list-style-type: none">• Input midterm check-in conference date and upload approved target revisions in PDE³• Continue to collect data, refine practices, and reflect on performance in working towards meeting expected targets	

End-of-Term Conference

The final step of the SLO process is the end-of-term conference. A final rating will be assigned at this time.

Teacher	Administrator
Responsibilities Prior to End-of-Term Conference	
<ul style="list-style-type: none"> • Schedule an end-of-term conference with administrator • Collect all final assessment data and any additional information related to expected targets • Submit the completed end-of-term reflection form 	<ul style="list-style-type: none"> • Review the SLO template, accompanying evidence, and end-of-term reflection form
Responsibilities During the End-of-Term Conference	
<ul style="list-style-type: none"> • Discuss the data collected and the SLO rating guided by support documents 	<ul style="list-style-type: none"> • Facilitate discussion about the data collected and the SLO rating guided by support documents • If the SLO was not met, discuss future support and relevant professional development opportunities • Determine a final SLO rating
Responsibilities After the End-of-Term Conference	
<ul style="list-style-type: none"> • Input end-of-term conference date in PDE³ • Identify SLOs for evaluation (one for classroom teachers and two for NCTs) 	<ul style="list-style-type: none"> • Submit documentation of final SLO rating to in PDE³

Rating Calculation

During the end-of-term conference, the administrator assigns a final SLO rating for each SLO. Classroom teachers should select the highest SLO rating obtained to be used for their evaluations. For NCTs and any other teacher that NCT measure weightings apply to, the two SLO ratings obtained will be averaged.

Highly Effective	Effective	Developing	Ineffective
Classroom Teachers with Five or More Students			
At least 90-100% of students met or exceeded expected target.	At least 75-89% of students met or exceeded expected target.	At least 60-74% of students met or exceeded expected target.	Fewer than 60% of students met or exceeded expected target.
Classroom Teachers with Four or Fewer Students			
Based on individual growth outcomes, all students exceeded expected targets.	Based on individual growth outcomes, all students met expected targets.	Based on individual growth outcomes, some students met or exceeded expected targets.	Based on individual growth outcomes, no students met expected targets.
Non-Classroom Teachers			
Assessment measures indicate that the expected target was met or exceeded 90-100% of the time.	Assessment measures indicate that the expected target was met or exceeded 75-89% of the time.	Assessment measures indicate that the expected target was met or exceeded 60-74% of the time.	Assessment measures indicate that the expected target was met or exceeded less than 60% of the time.

After SLO ratings are determined, the results for each teacher will be quantified using the following point values:

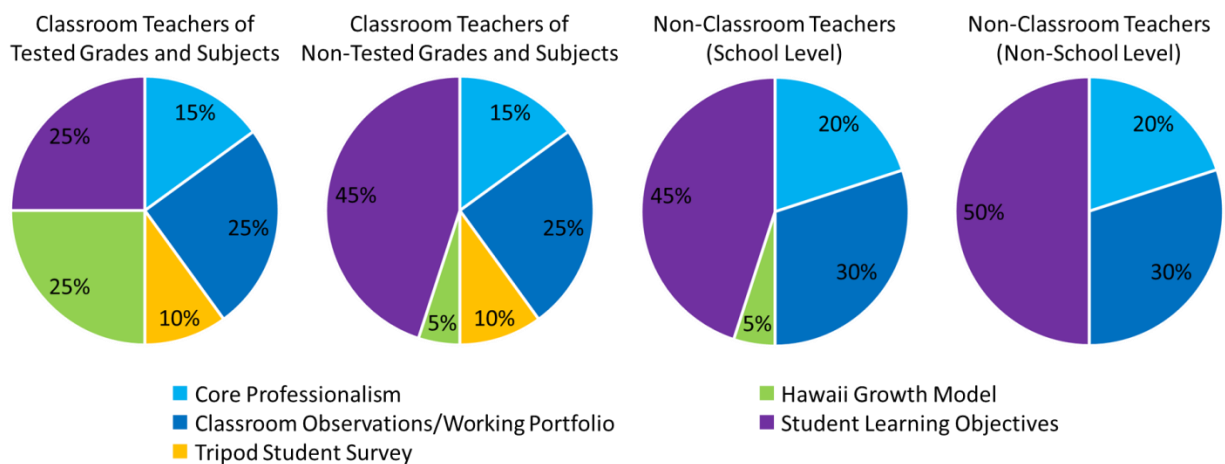
- **Highly Effective:** 4 Points
- **Effective:** 3 Points
- **Developing:** 2 Points
- **Ineffective:** 1 Point
- **Incomplete:** 0 Points

Determining Summative Performance Ratings

Summative EES Ratings

Under the EES, final teacher ratings for each measure will be combined into a rating for teacher practice and for student growth and learning. Within PDE³, teachers will be able to see annual rating data, as well as historical data about their performance. Scores for teacher practice and for student growth and learning will be determined by calculating a weighted average based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification.

Measure	Classroom Teachers of Tested Grades and Subjects	Classroom Teachers of Non-Tested Grades and Subjects	Non-Classroom Teachers (School Level)	Non-Classroom Teachers (Non-School Level)
Teacher Practice				
Core Professionalism	15%	15%	20%	20%
Classroom Observations	25%	25%	-	-
Working Portfolio	-	-	30%	30%
Tripod Student Survey	10%	10%	-	-
Student Growth and Learning				
Hawaii Growth Model	25%	5%	5%	-
Student Learning Objectives	25%	45%	45%	50%



Student Growth and Learning

Once teachers have a score for teacher practice and student growth and learning, this value is rounded to the nearest whole number. Each teacher's overall effectiveness rating can then be determined by matching the teacher's rating on student growth and learning with the teacher's rating on teacher practice using the matrix shown.

Student Growth and Learning				Teacher Practice
Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4	
Marginal	Effective	Effective	Highly Effective	
Marginal	Effective	Effective	Effective	
Marginal	Marginal	Effective	Effective	
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1

Transitioning from PEP-T

Statewide implementation of the EES begins in the 2013-14 school year. Teachers are affected differently based on their status.

- Probationary teachers newly hired on July 1, 2013 or after:
 - Will be evaluated using the EES with all potential personnel actions in effect for the 2013-14 school year and beyond.
- Probationary teachers continuing service from the 2012-13 school year:
 - Probationary teachers who were rated satisfactory on PEP-T in the 2012-13 school year will remain on PEP-T with all potential personnel actions in effect in the 2013-14 school year. They are eligible for all pay increases.
 - Probationary teachers who were rated marginal on PEP-T will remain on PEP-T with all potential personnel actions in effect in the 2013-14 school year. They are eligible for across-the-board pay increases or reclassification.
- Tenured Teachers:
 - Tenured teachers who were not evaluated in the 2012-13 school year or were rated satisfactory on PEP-T will be evaluated using the EES with no negative personnel actions in effect until the 2014-15 school year. They are eligible for all pay increases.
 - Tenured teachers who were rated marginal on PEP-T in the 2012-13 school year or have identified deficiencies will remain on PEP-T for the 2013-14 school year. They are eligible for across-the-board increases or reclassification.

Diagrams illustrating each of these scenarios can be found in the appendix.

Special Cases

New Teachers

As mentioned in the rating calculation section for the Hawaii Growth Model measure, new teachers and other teachers without prior year school growth data do not have the growth model factored into their evaluations. For teachers in this situation, the student growth and learning portion of their evaluation is calculated in a manner similar to non-school level NCTs. This includes the requirement to average both SLO scores. The teacher practice portion of the evaluations for these teachers is determined using the normal weightings for classroom or non-classroom teachers depending on their role.

Teachers Hired Mid-Year

Teachers who are hired late or mid-year will still be rated under the EES, provided the teacher is assigned to the role for a minimum of a semester. The annual summative rating will be based on the semester's data for each individual teacher.

Teachers with Missing Data

Teachers missing data for an EES measure will have an EES rating calculated from available data. If data for entire EES measures are missing, teacher ratings will be reclassified to incorporate available measures. For example, classroom teachers of a tested grade and subject who do not have individual MSGP scores will have a summative rating determined using the weightings for a classroom teachers of non-tested grades and subjects. Similarly, any teachers who have no Tripod survey data will default to using the weightings for non-classroom teachers at the school level (classroom observations will replace the working portfolio).

Appendix

Key Terms

Educator Evaluation System (EES)

The EES refers to the new evaluation system for Bargaining Unit 5 members employed as teachers within the Department.

Hawaii State Assessment (HSA)

<http://www.alohahsap.org/>

Within the context of this manual, HSA is used to reference the statewide proficiency test administered to measure proficiency in reading and mathematics up to the 2013-14 school year and English language arts and mathematics starting in the 2014-15 school year after the implementation of assessments from the Smarter Balance Assessment Consortium.

Median Student Growth Percentile (MSGP)

An aggregate measure calculated by finding the median score for a group of SGP scores.

Non-Classroom Teacher (NCTs)

A Bargaining Unit 5 employee within the Department who does not teach any class or is not primarily responsible for planning, delivering, and assessing instruction for students.

Professional Evaluation Program for Teachers (PEP-T)

The teacher evaluation system used within the Department before the EES.

Roster Verification

The term roster verification is used to describe a process to record and validate instructional relationships between students and teachers. The online tool used captures data from the Electronic Student Information System (eSIS) to help schools build rosters for their teachers to verify. While the same online tool may be used for Tripod and Hawaii Growth Model related roster verifications, the roster verification administrations are distinct due to differences in what type of information needs to be collected for each metric.

Strive HI Performance System

<http://doe.k12.hi.us/strivehisystem/>

A new school accountability and improvement system that was approved by the U.S. Department of Education in May 2013. It replaces many of the federal No Child Left Behind Act's most outdated and ineffective requirements with a system better designed to meet the needs of Hawaii's students, educators and schools.

Student Growth Percentile (SGP)

A growth measure for student HSA performance that is produced by the Hawaii Growth Model. It describes what percent of similar peers a student performed better than.

Recommended Resources

Overall EES

Complex Area Support Team

Each complex area will have at least one lead educator who will serve as the facilitator and trainer for the EES.

EES Website (<http://doeohr.weebly.com>)

An informational website with videos, archived presentations, reference documents, frequently asked questions, and other communication from the Office of Human Resources.

Hawaii Adapted Framework for Teaching

Enhancing Professional Practice: A Framework for Teaching

This is the foundational book for the Framework for Teaching. It includes the complete description of all components and elements, with levels of performance written at the element level. In addition, there are frameworks for non-classroom specialist positions, such as school librarians, nurses, psychologists, etc. The research foundation is included as an appendix.

Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool

Charlotte Danielson and six members of the Danielson Group collaborated to create this book. It contains specific examples for each component and element of the Framework for Teaching, for proficient and distinguished levels of performance.

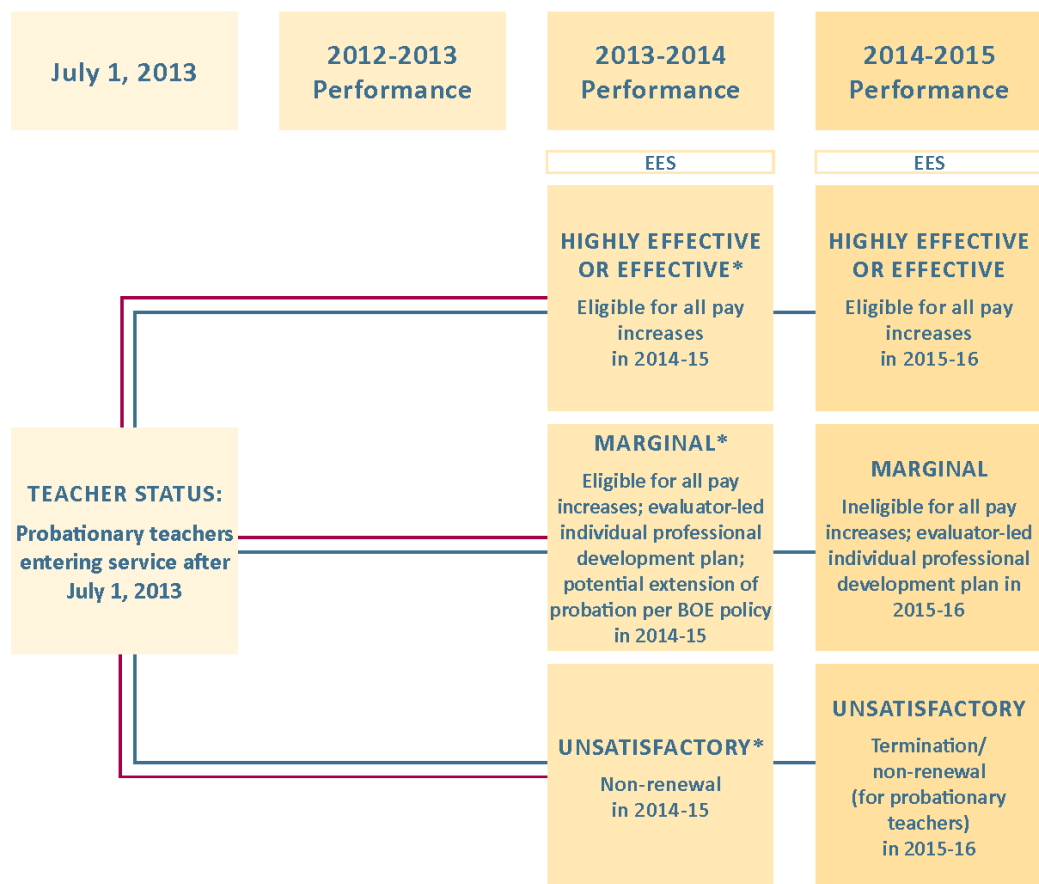
Tripod Student Surveys

Tripod 7Cs Community (<http://tripod7cs.net>)

An online network offering a supportive environment where teachers can find and share helpful teaching strategies related to the Tripod 7C's of effective teaching: care, control, clarify, challenge, captivate, confer, and consolidate.

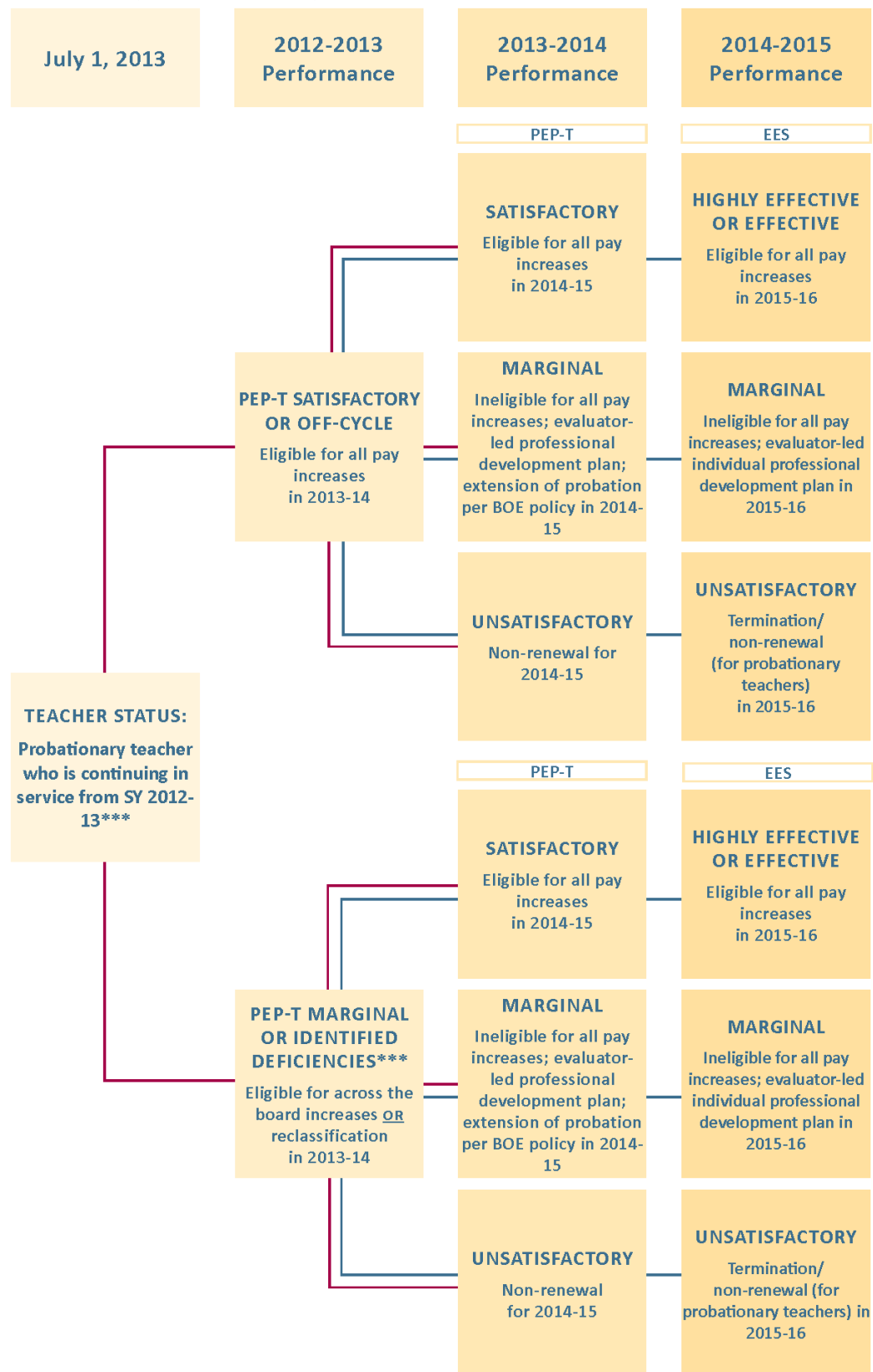
PEP-T to EES Transition Timelines

New Probationary Teachers



* Based on new performance evaluation (which will be rating of record)
TTAA, Code 5, Code V, and Code W teachers will be evaluated using the EES

Continuing Probationary Teachers

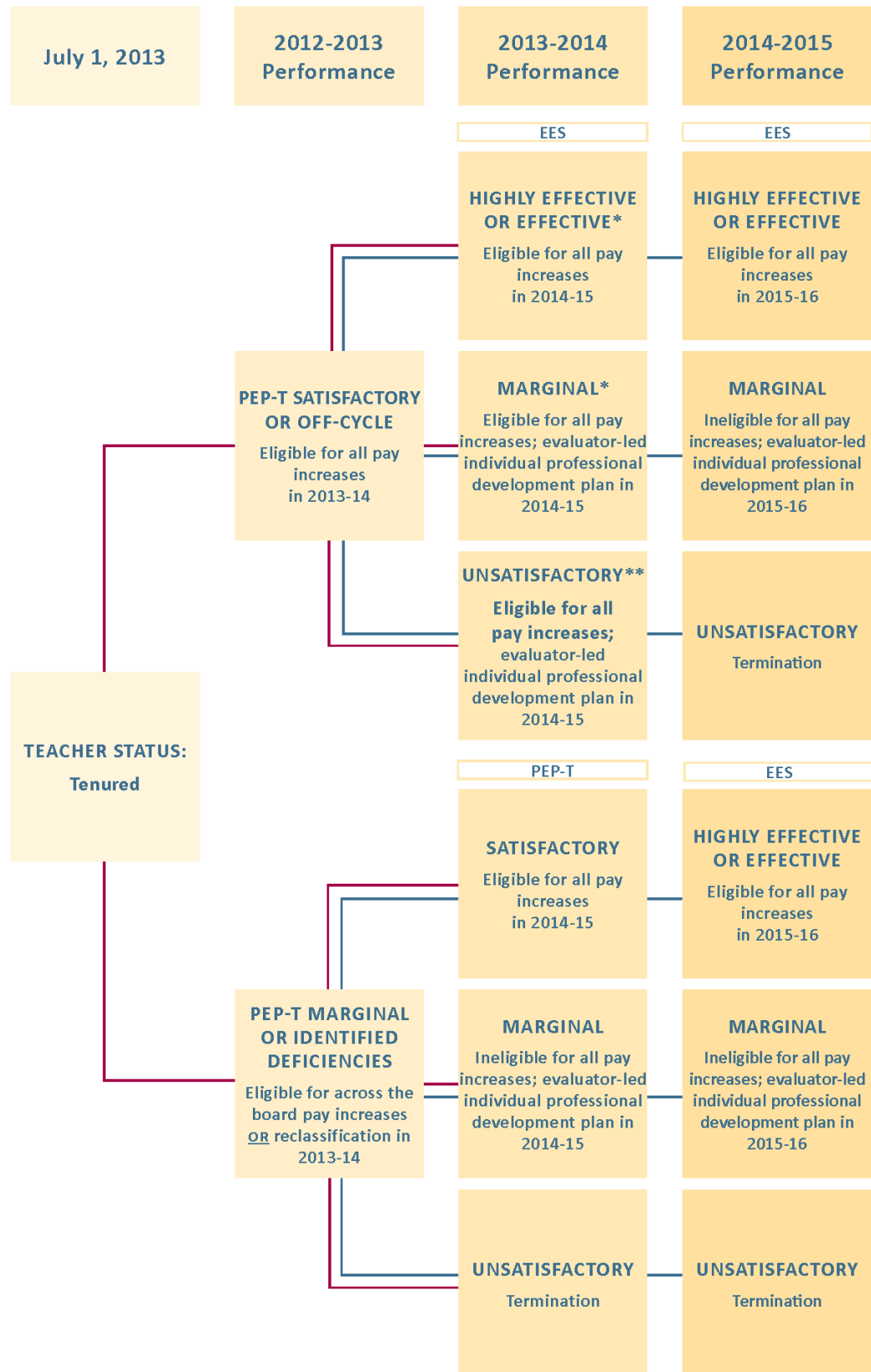


* Based on new performance evaluation (which will be rating of record)

** If teachers are showing evidence of performance deficiencies during the year, contact the Office of Human Resources Performance Management Section (808-586-3279)

*** [Board Policy 5100](#) describes requirements for probationary teachers to complete probation

Tenured Teachers



* Based on new performance evaluation (which will be rating of record)


** If teachers are showing evidence of performance deficiencies during the year, contact the Office of Human Resources Performance Management Section (808-586-3279)

Classroom Teacher EES Rating Form

		Component	First Cycle	Second Cycle	Average	Teacher Information				
Teacher Practice (50%)	Classroom Observations	2b				Teacher Last Name				
		2d				Teacher First Name		Middle Initial		
		3b				Evaluation Year	Employee ID#			
		3c				Location Code	School Name			
		3d				Weights	Brand new teacher	Tested Grade & Subject	Non-Tested Grade & Subject	
	Rating					Classroom Observations	25%	25%	25%	
						Core Professionalism	15%	15%	15%	
						Student Survey	10%	10%	10%	
	Core Professionalism	4f				Hawaii Growth Model	N/A	25%	5%	
						Student Learning Objectives	50%	25%	45%	
		Rating				Overall Teacher Practice				
	Student Survey	NCE Composite								
		Rating								
							Overall Student Growth & Learning			
	Student Growth & Learning (50%)	Hawaii Growth Model								
Rating						Overall Effectiveness Rating				
SLO		SLO 1								
		SLO 2								
		Rating								
Final Rating Matrix	Student Growth & Learning					Teacher Practice				
	Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4						
	Marginal	Effective	Effective	Highly Effective	Highly Effective 4					
	Marginal	Effective	Effective	Effective	Effective 3					
	Marginal	Marginal	Effective	Effective	Marginal 2					
	Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1					

Teacher Comments:		
Teacher Name (Printed)	Teacher Signature	Date:
<i>Teacher's signature does not necessarily indicate concurrence but merely that the teacher is aware of rating. Comments, if any, of teacher and/or evaluator may be attached on a separate sheet</i>		
Evaluator Comments:		
Evaluator Name (Printed)	Evaluator Signature	Date:
Additional Documentation (if necessary):		

Non-Classroom Teacher EES Form

				2013-14 Educator Effectiveness Rating Non-Classroom Teacher		DOE OHR 500-009 <i>Last Revised: New</i> Former DOE Form(s): N/A DEPARTMENT OF EDUCATION Office of Human Resources Performance Management Section P.O. Box 2360 Honolulu, HI 96804	
		Component	Working Portfolio	Rating	Teacher Information		
Teacher Practice (50%)	Working Portfolio				Teacher Last Name		
					Teacher First Name		Middle Initial
					Evaluation Year	Employee ID#	
					Location Code	School Name	
					Weights	Non-Classroom Teacher (school-level)	Non-Classroom Teacher (non-school level)
		Rating		Working Portfolio	30%	30%	
	Core Professionalism	4f		Core Professionalism	20%	20%	
				Hawaii Growth Model	5%	N/A	
				Student Learning Objectives	45%	50%	
		Rating		Overall Teacher Practice			
				Overall Student Growth & Learning			
Student Growth & Learning (50%)	Hawaii Growth Model						
		Rating		Overall Effectiveness Rating			
	SLO	SLO 1					
		SLO 2					
	Rating						
Final Rating Matrix	Student Growth & Learning					Teacher Practice	
	Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4			
	Marginal	Effective	Effective	Highly Effective	Highly Effective 4		
	Marginal	Effective	Effective	Effective	Effective 3		
	Marginal	Marginal	Effective	Effective	Marginal 2		
	Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1		

Sample Classroom Teacher EES Form

		Component	First Cycle	Second Cycle	Average	Teacher Information			
Teacher Practice (50%)	Classroom Observations	2b	Proficient	Proficient	3	Teacher Last Name			
			3	3					
		2d	Basic	Proficient	2.5	Teacher First Name		Middle Initial	
			2	3					
		3b	Basic	Proficient	2.5	Evaluation Year	Employee ID#		
			2	3					
		3c	Proficient	Proficient	3	Location Code	School Name		
			3	3					
		3d	Basic	Basic	2	Weights	Brand new teacher	Tested Grade & Subject	Non-Tested Grade & Subject
			2	2		Classroom Observations	25%	25%	25%
Rating		2.6			Core Professionalism	15%	15%	15%	
					Student Survey	10%	10%	10%	
Core Professionalism	4f	Distinguished			Hawaii Growth Model	N/A	25%	5%	
					Student Learning Objectives	50%	25%	45%	
		Rating			Overall Teacher Practice				
		4			3		Effective		
Student Survey	NCE Composite	45			3		Effective		
		Rating			2				
					Overall Student Growth & Learning				
Student Growth & Learning (50%)	Hawaii Growth Model	58			3		Effective		
		Rating			3				
					Overall Effectiveness Rating				
SLO	SLO 1	2			Effective				
		3							
		3							
		Rating							
Final Rating Matrix	Student Growth & Learning					Teacher Practice			
	Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4					
	Marginal	Effective	Effective	Highly Effective	Highly Effective 4				
	Marginal	Effective	Effective	Effective	Effective 3				
	Marginal	Marginal	Effective	Effective	Marginal 2				
	Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1				

ATTACHMENT BB
SCHOOL SPECIFIC MEASURES

School-Specific Performance Goal #1	<p><i>What is your school-specific performance goal #1?</i></p> <p>KLA students will meet or exceed Strive HI academic expectations for our area as measured by the HSA.</p>																
Measure	<p><i>How will you assess and demonstrate performance toward this goal?</i></p> <p>KLA students will be assessed using the Smarter Balanced Assessment in reading, math and science as required by the state.</p>																
Metric	<p><i>How will you quantify this measure? Are you tracking this data now (for conversion schools)?</i></p> <p>We will quantify the measure through the DOE-supported reporting system.</p>																
Targets	<p><i>What targets will your school achieve?</i></p> <p>Strive HI Performance System - Current Goals and Annual Targets for Ka'u</p> <table border="1"> <tr> <th>School Year</th><th>Reading Proficiency</th><th>Math Proficiency</th><th>Science Proficiency</th></tr> <tr> <td>15-16</td><td>65%</td><td>60%</td><td>87%</td></tr> <tr> <td>16-17</td><td>70%</td><td>66%</td><td>88%</td></tr> <tr> <td>17-18</td><td>75%</td><td>72%</td><td>90%</td></tr> </table>	School Year	Reading Proficiency	Math Proficiency	Science Proficiency	15-16	65%	60%	87%	16-17	70%	66%	88%	17-18	75%	72%	90%
School Year	Reading Proficiency	Math Proficiency	Science Proficiency														
15-16	65%	60%	87%														
16-17	70%	66%	88%														
17-18	75%	72%	90%														
Rationale for Goal	<p><i>Why is this goal important to your mission?</i></p> <p>This goal is a measure of our academic success and clearly aligns to our mission:</p> <p>Ka'u Learning Academy will be an innovative school that holds high social and academic expectations for the children of Ka'u despite the socioeconomic challenges that exist in our community, because we believe that all students can and will learn given the right educational environment.</p>																
Assessment Reliability and Scoring Consistency	<p><i>How will you demonstrate both the reliability and scoring consistency of the assessment(s) you plan to use, of non-standardized?</i></p> <p>We will use the DOE state standardized method of scoring to ensure reliability and consistency.</p>																
Baseline Data	<p><i>What is your beginning data point?</i></p> <p>Our baseline is determined by the Hawaii Department of Education. Their baseline is determined by public school performance indicators</p>																

Attachments	<p><i>Optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p> <p>N/A</p>

ATTACHMENT CC

FACILITIES DESCRIPTION

Please refer to section III.H for a description of facilities.

KLA has been working closely with the planning department to secure the necessary use permits for our facility. We have already ascertained that our facility and the five acres of land that we intend to use for expansion meet the proper zoning requirements for a school. The planning department has been extremely helpful thus far, and we anticipate positive interactions in the future.

We have already begun building community support of our permits in anticipation of the required community hearings. Our expansion plan includes the use of an existing half-built structure that has been an eyesore and a point of contention in our community. Because our plan is to complete the structure and make it attractive, the community is grateful.

December 3, 2013

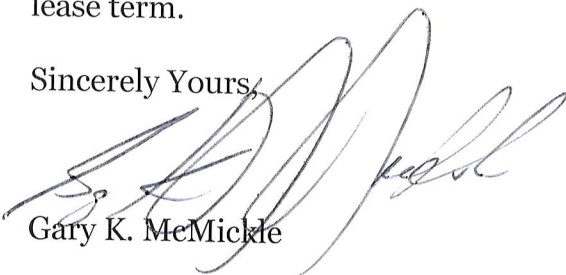
Kathryn Tydlacka
Ka'u Learning Academy
Discovery Harbour, Hawaii 96772

Re: Use of 5 acres for Charter School

Dear Kathryn,

It is our intention to lease five (5) acres of our land for use as Ka'u Learning Academy, a Charter School located in Ka'u, Hawaii 96772. The 5 acres to be leased is located within our 527 acre tract (TMK 3940010050000000, zoned one (1) acre Ag.) Exact location of 5 acres to be leased, will be subject to subdivision approval by County of Hawaii. Lease term shall be thirty (30) years and lease rental amount shall be \$1.00 per annum during lease term.

Sincerely Yours,



Gary K. McMickle

&



Linda L. McMickle

SOUTH POINT INVESTMENT GROUP

P.O. BOX 130

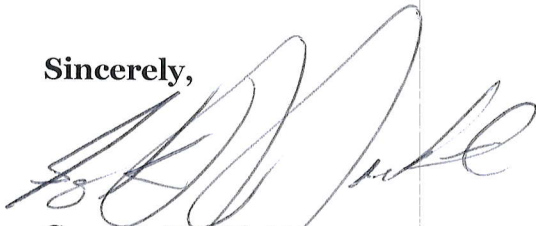
NAALEHU, HAWAII 96772

December 3, 2013

To whom it may concern:

It is the intention of South Point Investment Group, (SPIG) to allow our real property known as the 'Discovery Harbour Clubhouse' in Discovery Harbour, Hawaii, to be used as Ka'u Learning Academy, a Charter School, and Gilligan's Café, an eatery run for the benefit of said Charter School. Lease Term for above entities to coincide with dates of current lease in effect with Joe Iacuzzo and Kathryn Tydlacka. Upon the successful completion of the current Lease term, it is SPIG's intention to renew said Lease for an additional year's term.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gary K. McMickle', written over a horizontal line.

**Gary K. McMickle
For
South Point Investment Group**

275

Mitsu

527

Ka'u Learning Academy377

ATTACHMENT DD

FACILITY EVIDENCE

December 3, 2013

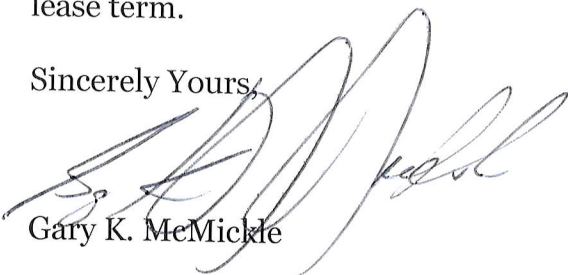
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Sincerely Yours,



Gary K. McMickle

&



Linda L. McMickle

SOUTH POINT INVESTMENT GROUP

P.O. BOX 130

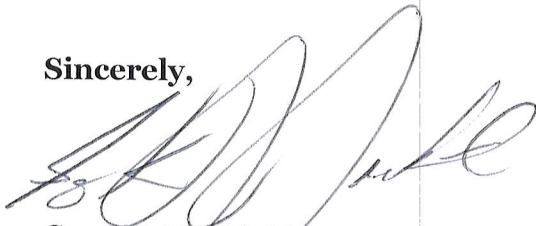
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December 3, 2013

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Sincerely,

A handwritten signature in black ink, appearing to read 'Gary K. McMickle', written over a horizontal line.

**Gary K. McMickle
For
South Point Investment Group**

ATTACHMENT EE

START-UP PERIOD

Ka'u Learning Academy has been fortunate in securing significant start-up resources for our anticipated first year of operations. Most importantly, we have a wonderful building for our use for the first two years. This allows us to focus our efforts, with regard to facilities, on securing funding for our permanent facilities in Na'alehu and Ocean View. During year 0 we will be sourcing and hiring the best educators whose philosophies align with the mission and vision of Ka'u Learning Academy. In addition, we will be refining our classroom methodologies to insure their effectiveness with our inaugural student population; we will be formalizing several of our nascent collaborations with organizations and institutions such as the University of Hawaii, the National Park Service and the Hawaii Science Festival. Our Founding Board will have a number of meetings based on information provided by the Executive and Managing Directors that will address fiscal, administrative and academic issues. Perhaps most importantly, we will institute an after school program one day every other week for students that are planning on attending KLA our first year. This program will begin to prepare them for the academic environment that they will encounter and begin to establish a foundation for their first year at KLA. It will also give our Executive Director the opportunity to begin to assess each students needs and convey that information to their teachers.

Our building was renovated in late 2013 and is currently being utilized as a café to generate income for KLA. 100% of the net revenues of the café are dedicated to KLA operations. The renovations took into account the use of the building as a school and it will require very minimal conversion to operate with students. As stated elsewhere, we have had several meetings with the county planning department to insure that our permitting process goes smoothly. We are working with the law firm of Torkildson, Katz, Moore, Hetherington & Harris to insure that there are no bumps in the permitting process road. Again, as the use of the building has been donated with our only expenses being utilities, insurance and maintenance, we expect to be able to establish a building fund beginning with Year 0 and going through Year 2. In addition to having no rent and allowing us to accumulate funds for our new buildings, this will help with cash flow in Year 0 as we won't need to spend on design and development until the first part of Year 1.

As stated elsewhere, we have been greatly encouraged about our potential to acquire grants following discussions with Hawaii-based grant organizations such as the Atherton Family Foundation and the HK Castle Foundation. Several of our board members and advisory board members have had great success in grant writing and acquisition. During Year 0, we will continue to identify appropriate granting organizations, carefully analyzing those that present the best chance of our being awarded in order to most efficiently use our time in writing the grants. We began in the early fall of 2013 the process of identifying grants we will pursue and this will be a continuous process through Year 0 and beyond. We have a calendar of grant submission deadlines that will help us budget time to write these grants. Many of the grants require that we have our charter granted prior to submission.

In addition to grants, we will develop other fundraising mechanisms. Founding Board president Mark Fournier has been developing non-profit fundraising programs for over three decades and will work closely with our administrative staff during Year 0 to assist in creating effective fundraising programs for KLA. We will hold our first major fundraising event, a music concert, at our café in the summer of 2014. We have been in discussions with several prominent musical talents with ties to education and Hawaii who are interested in performing to benefit KLA.

As stated above, the operation of the café in our future school building is providing a modest revenue stream to KLA. Open only on Friday and Saturday evenings (in order to allow us time to write the charter), the café funds have provided funding for our expenses related to establishing the school and will continue to do so through Year 0. Importantly, the café provides us a platform to introduce, in a very positive way, Ka'u Learning Academy to our community. We have held, and will continue to hold, family oriented events, both educational and entertaining, to familiarize our community with our mission and vision.

In addition, Managing Director Joe Iacuzzo has significant experience in developing strategic partnerships and will continue to do this for KLA during Year 0. To date he has developed several partnerships for KLA with organizations and institutions such as the University of Hawaii, the National Park Service, and the Hawaii Science Festival. Joe has met with the UH Foundation as well as university researchers who are interested in developing and funding a research program that would use our classrooms to gather information about the success of the teaching methods that will be implemented as a part of our academic plan. Some of the funding will go to KLA as a part of the research program and the research results will assist our board and administration in assessing student and program progress.

KLA has already established a significant amount of exposure in our community. As stated throughout this application, Executive Director Kathryn Tydlacka spent two years as a math teacher at Na'alehu Elementary School where her class had a proficiency level twice that of the rest of the school. While the school principal acknowledged Ms. Tydlacka as a "hero teacher", unfortunately, Ms. Tydlacka's methods did not "fit" the DOE system. KLA hopes to collaborate with the public school to accomplish whatever is best for the children of Ka'u. KLA hopes that, with ongoing success at our new school, we can integrate our methodologies for working with the unique needs of the children of Ka'u into the DOE schools. With regard to other charter schools, we hope that we can work in sharing successful methodologies between schools. There are no other charter schools in all of Ka'u. Executive Director Kathryn Tydlacka has worked to establish relationships with other charter schools and proposed charter schools. This includes HAAS, Volcano, and Kua O Ka La.

Enrollment is an issue that we have considered at some length. Ka'u has a small student population, which is why we don't anticipate more than 250 students even at full capacity after our third year. At present, we have nearly 50 "pre-enrolled" students. These are children whose parents have given us written letters of intent to have them attend KLA. There are also a significant number of home-schooled children whose parents have expressed an interest in a charter school. We anticipate about 50 students from this group by Year 3.

We plan to have all of our teachers and staff committed by May 1, 2015 and under contract by July 1, 2015. This will provide them time to learn and understand the academic plan. We anticipate having several workshops, likely conducted via video conference, to train our teachers and acclimate them to the KLA culture. We will advertise throughout Hawaii through various media sources, and on the Charter Commission and DOE websites to find teachers with the passion for excellence and the caring for children that they must have to become a KLA teacher. In addition, we have already met with Teach for America at their Kona office to let them know that, once our charter is granted, we will be looking for the “best and brightest” for our school. Ms. Tydlacka’s experience with Teach for America educators has been very positive, and their enthusiasm and specific training is a great fit for the KLA culture.

In addition to our paid staff, we have a number of volunteers that will be organized into a Friends of KLA group. These people, many of whom are parents of our future students, will help with many activities such as fundraising and athletic events. They have also committed to assisting in grounds keeping and other basic school maintenance, along with activities like cafeteria work, office work and field trips.

Our Founding Board of Directors has already reviewed our proposed By-Laws and we anticipate passage as written. The By-Laws set out the transition from the Founding Board to the Governing Board. The By-Laws are included as Attachment Q.

ATTACHMENT GG

Year 0

Figures for Year 0 reflect our estimations of costs of establishing the school's staffing, academic plan and all other ancillary operational requirements. In addition, a significant amount of time of the Executive and Managing Directors, along with Founding and Advisory Board members will be spent identifying and applying for grants, soliciting donations, developing fundraising strategies and developing strategic partnerships. We have a unique source of revenue in that we operate Gilligan's Café in the building that will house the school the first two years of operations. This part-time café provides a revenue stream shown as non-operating revenue. Additionally, we have already received cash contributions and contributions of some classroom equipment. We anticipate these contributions will continue, and these are shown as cash contributions.

Year 1 & Year 2

This reflects, as revenue, the per pupil state payments, our anticipated cash contributions, transportation fees that will be collected from students, and what we feel are modest private grant revenues. Our staffing chart, Attachment X, shows the staffing levels that are reflected in these projections, broken down on page A2. As we have use of a building for minimal cost, our facilities cost is minimal. Our assumptions of all other costs, such as instructional materials, etc., are based on the bids and expense quotes provided by anticipated vendors.

Year 3

This is the first year that we will operate out of our permanent buildings, and the main cost distinction is that of servicing the debt on these buildings, estimated at \$60,000 per year. For year three we have kept our student level the same as the first two years to allow us to acclimate to the new facility. Some of the expenses, such as grounds keeping and maintenance, have increased due to the relocation. Likewise, furniture, equipment, technology and utilities expenses have increased to reflect the new location.

Restrictions, Commitments, MOU's:

There are assumptions made based on commitments made to KLA by third party donors and benefactors. Most importantly is the agreement from the owners of the building that will be used the first two years and currently being use as the fundraising café. This is the South Point Investment Group, and the agreement for the use of this building is attached. Second is the commitment made by Gary and Linda McMickle, also attached, that donates a 30 year lease for the land that will be used for the permanent school buildings in Discovery Harbour (Na'alehu). Leonardo Project LLC has provided a letter of commitment, also attached, that provides the net

revenues of the café operations to KLA. A donor who prefers to remain anonymous has made a commitment to fund other operational expenses, such as providing computers and furniture (already donated) and the future purchase of a bus and other operational needs. The restriction on all of these contributions is that they be used to benefit the students of KLA and the communities of Ka'u.

We anticipate acquiring bank funding, along with using surplus operations revenue, to build our permanent school buildings on the donated land. The term of the land lease donation is sufficient to allow us to secure financing for the structures. KLA will phase in buildings as needed in a modular format to better manage cash flow.