

# Application Cover Sheet

**Primary Contact.** Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. *Note: As with all aspects of your application, names and contact information of the Primary Contact will become public information.*

Applicant Group or Non-Profit Corporation	
Name: Montessori of O`ahu Foundation (formerly Parents for Montessori in Hawai`i)	
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Partner Information (if applicable)	
Education Service Provider or Charter Management Organization	Name: Primary Contact: Mailing Address: Phone: Email:
School Director	
Name (if identified): Not yet identified	
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Applicant Group Members (add lines as needed)	
Name: Michael Lawrence Gallagher Email: <a href="mailto:mlawrencegallagher@gmail.com">mlawrencegallagher@gmail.com</a> Current Job Title and Employer: Senior Business Analyst, First Hawaiian Bank Position with Proposed School: Governing Board Member	
Name: Mary "Mamie" Lawrence Gallagher Email: <a href="mailto:mamielg@gmail.com">mamielg@gmail.com</a> Current Job Title and Employer: Director of Operations/Elementary Assistant, Hoaloha o ke Kai Montessori School Position with Proposed School: Governing Board Member	
Name: Miniver "Minnie" Wales Email: <a href="mailto:mnvwales@aol.com">mnvwales@aol.com</a> Current Job Title and Employer: Director of Education/Elementary Teacher, Hoaloha o ke Kai Montessori School Position with Proposed School: Governing Board Member	

<p>Name: Martha “Molly” Jenkins  Email: mjenkin1@gmail.com  Current Job Title and Employer: Primary Teacher, Hoaloha o ke Kai Montessori School  Position with Proposed School: Governing Board Member</p>
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<p>Name: Laura Masui  Email: lauram@hawaii.rr.com  Current Job Title and Employer: Contract Bookkeeper, Self Employed  Position with Proposed School: Governing Board Member</p>
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<p>Name: Rebecca Pike  Email: rebeccapike@mac.com  Current Job Title and Employer: Managing Editor, Morris Visitor Publications  Position with Proposed School: Governing Board Member</p>
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Name: Robert Pilato Email: rkp808@hotmail.com Current Job Title and Employer: Project Manager, AAA Roofers Hawai'i Position with Proposed School: Facilities Standing Committee Member
Name: Joseph Dane Email: joe.dane@gmail.com Current Job Title and Employer: Attorney, Gelber, Gelber & Ingersoll Position with Proposed School: Governing Board Member
Name: Alexis Inso Email: info@bikramyogahonolulu.com Current Job Title and Employer: Owner and Director, Yoga Honolulu Position with Proposed School: Facilities Standing Committee Member
Name: Victor Wales Email: vwales@hawaii.edu Current Job Title and Employer: Head Swimming and Diving Coach, UH Manoa Position with Proposed School: Facilities Standing Committee Member
<b>Proposed School</b>
Name: Montessori of O`ahu Public Charter School (formerly Montessori of Honolulu Public Charter School)
Opening Year: 2015
Geographic Area: East O`ahu (Roosevelt, Kalani, Kaiser and Farrington Complexes)
Grades Served Year 1: K-6
Grades Served at Capacity: K-6

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening Date

### School Overview

<b>Proposed School</b>
Name: Montessori of O`ahu Public Charter School
Opening Year: 2015
Geographic Area: East O`ahu (Roosevelt, Kalani, Kaiser and Farrington Complexes)
Grades Served Year 1: K-6
Grades Served at Capacity: K-6

Target Student Population			
Describe the student population you anticipate serving.	%FRL: 44.5%	% SpEd: 8.4%	% ELL: 12.5%
<p>Other: We anticipate drawing students primarily from families who live or work in the East O`ahu area, with exceptions made on a case-by-case basis.</p> <p>It is important to note that the Montessori curriculum is a cumulative one where understanding of lessons and materials is predicated on successful mastery of previous lessons and materials. With this in mind, it is important that the curricular sequence be started with students at the earliest possible ages and to avoid having students enter the curricular sequence at later points if maximum benefit of the Montessori method is to be achieved. In order to adhere to this best practice and build a consistent culture in our school, we anticipate increasing enrollment slowly and primarily through organic growth with minimal attrition.</p> <p>The above projections for FRL, SpEd and ELL are based on weighted averages for DOE operated schools in the Farrington, Kalani, Kaiser and Roosevelt complexes. At this point this represents the best guess we have for these figures pending further analysis.</p>			
Proposed School Description			
School Model Specialty (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> College Prep <input type="checkbox"/> Cultural Focus <input type="checkbox"/> Disability ( <i>list</i> ):	<input type="checkbox"/> Language Immersion ( <i>specify</i> ): <input type="checkbox"/> Military <input checked="" type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual or Virtual Hybrid <input type="checkbox"/> Other ( <i>list</i> ):	

### School Enrollment Projection

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 (2015)	53	75	K-6
Year 2	65	90	K-6
Year 3	80	105	K-6
Year 4	112	150	K-6
Year 5	147	180	K-6
At Capacity (2024)	280	300	K-6

# I. School Overview

## A. Executive Summary

### Mission and Vision

The mission of the Montessori of O`ahu Public Charter School (Mo`O PCS) is:

*Montessori of O`ahu Public Charter School (Mo`O PCS) is committed to creating a high-quality school publicly accessible to families of O`ahu which is consistent with the standards set forth by the Association Montessori Internationale (AMI). Our school will be a structured, nurturing environment grounded in the cultures of Hawai`i where children can grow into happy, healthy and productive citizens of their communities.*

We envision Mo`O PCS becoming the first publicly funded and accessible Montessori school in Hawai`i. We believe that the wisdom of the Montessori approach to pedagogy, as first articulated by Dr. Maria Montessori more than 100 years ago, with its deep respect for the inherent human tendencies of children, provides us with a strong foundation from which to implement a successful school. It is an approach to teaching, learning and preparing a classroom that has proven effective in many corners of the world with many different types of children. We propose Montessori as an alternative voice within the education landscape on O`ahu and throughout Hawai`i. As parents, we know that the Montessori method works with any child, having witnessed its positive effects on our own children.

If we trust in the innate ability and infinite potential of the child, then our expectations of the child can be limitless. In demonstrating true faith in children, their expectations of themselves can also be limitless. If we give the child true freedom to interact with his physical and social environment, we give him the power of unimaginable thought. These are the seeds of social activism which the child practices. This is educational reform that prepares the child to become the change-maker we know she can be. This is the potential of Mo`O PCS.

At its core, the Montessori method demands that we as adults change our orientation toward "school"; the utmost importance must be assigned to the happiness and well-being of the children in our care. We must respect their abilities and personhood, regardless of age, as they will one day become citizens of their communities and the world. Our students must be given the tools they need to exist in their place and time, and as importantly, the wherewithal and self-confidence to fully participate in that world. Success for Mo`O PCS will be in creating a prepared environment that offers freedom within limits (and when necessary, guidance) at each stage of our students' development in order to allow them to become the joyful, productive and peaceful people they are meant to be. While this journey begins with a single school in East O`ahu, we believe that this way of teaching, operating and organizing a school can work anywhere.

## **Essential Terms**

The essence of Mo`O PCS will be observable in the authenticity of its implementation of the AMI Montessori standard. The following are key Essential Terms for Mo`O PCS:

- Employ Montessori teachers who have AMI Montessori credentials for the levels they teach and support those teachers with paraprofessional teaching aides, in-service training and consultation from experienced Montessori educators.
- Support teachers to actively pursue designation as highly qualified and/or equivalent State certification requirements
- Offer a full complement of Montessori materials within a prepared classroom environment to deliver the full, comprehensive Montessori curriculum.
- Create uninterrupted daily work periods of 90 minutes to 3 hours, considering the 3-hour work cycle as ideal.
- Organize children in multi-age groupings: 3 - 6, 6 - 9, 9 - 12 necessary for the diversity, flexibility, and reduced competition integral in Montessori.
- Use a process of reporting student progress that is compatible with Montessori pedagogy and includes parent conferences and authentic assessment tools such as observation, portfolio, performance assessment with rubric, etc.
- Implement state-mandated assessments in a way that is consistent with and does NOT detract from the Montessori program.

Our achievement of these essential terms will ultimately be measurable by our ability to achieve and maintain AMI/USA Associated/Public School status.

## **Geographical Area**

Our school has chosen to target the East O`ahu community as a starting point and has specifically examined facilities from Kalihi to Kaka`ako to `Aina Haina. More important to us than the geographic location that a family happens to reside in, is their willingness to embrace and support the approach that Montessori education represents. We hope to serve a representative cross-section of O`ahu's population including students with identified special needs, English-language learners and economically disadvantaged students.

## **Academic Plan and School Design**

Our academic plan represents an implementation of authentic, proven Montessori methods and curriculum. The Montessori curriculum is a wonderfully rich and integrated whole that was initially created in its entirety by Dr. Maria Montessori. It consists of a web of lessons demonstrated by teachers through didactic, manipulative materials designed to be practiced independently or in groups by students during extended work periods. Assessment of student progress is made through informal teacher observation of student practice and formal presentations of mastered skills by students.

We believe that the Montessori method we will implement will more effectively:

- Promote student freedom and self-motivation

- Integrate students with varying learning modalities and special needs
- Teach positive social skills and interactions

### **Community Engagement**

The proposal to found Mo`O PCS has been, from the start, a bottom-up parent-and-community-driven effort. Parents for Montessori in Hawai`i, the original, informal name for our parent-led collaborative, has evolved into the Montessori of O`ahu Foundation, a non-profit organization that is working actively to achieve 501(c)3 status and is committed to supporting Mo`O PCS.

We have already begun a guerrilla, peer-to-peer marketing campaign and have an active mailing list of 50 interested parents. We are planning to begin informal meetings with this interested group in January of 2014.

### **Applicant Experience**

As demonstrated throughout this application, our working group has the requisite skills and experience to implement the proposed school effectively. Our team includes one or more:

- Montessori trained educators and administrators with real-world experience implementing Montessori curriculum and operations
- Financial professionals with experience in capital planning, budgeting and financial management
- Human Resources professionals with experience managing large organizations
- Legal professionals with capabilities in contract negotiation and business law
- Construction professionals and small business people with knowledge evaluating and improving facilities

Taken as a whole, our team has the commitment and core competencies to ensure the success of our academic program, the soundness of our operations and the control and management of our finances.

### **Contribution to the Public School System**

The pedagogy we propose to implement has been around for more than 100 years, and yet its implementation in Hawai`i's public sector would represent a profound innovation in the way we teach children. We believe the Montessori method has the ability to be a resounding success throughout Hawai`i. Our implementation will be replicable beyond Mo`O PCS and we would welcome the opportunity to demonstrate the efficacy of the method and eventually expand access by promoting its adoption outside of our proposed school.

## B. Enrollment Summary

Grade Level	Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
	2015	2016	2017	2018	2019	2029
K	8	10	20	32	40	40
1-3	30	30	30	48	58	120
4-6	15	25	30	32	49	120
<b>Totals</b>	53	65	80	112	147	280

*Table 1 Enrollment Projections*

Our presentation of anticipated enrollment deviates from the requested format because our school will not be organized with traditional single-age grades. Also, the numbers listed for Kindergarten are generally lower than those for 1-3 and 4-6 because the Kindergarten program represents just a single DOE recognized grade, but is one of three ages (3-6) in the multiage Primary Environment. We intend to educate 3 and 4 year-olds on a fee-for-service basis, consistent with applicable laws and regulations, until such time as State funding is made available to these age groups.

Our initial projection of enrollment includes 53 students because our current mailing list roughly represents that number of eligible children. We feel, given our entirely soft rollout to this point and our intention to market more broadly, we will be able to meet this projection.

Our growth plan is built around a high-level of retention and a slow, organic, build up from the younger ages to the older. We assume that growth will be focused on the younger ages initially, with these students eventually moving to older grades over time. We assume a linear growth rate to arrive at the Capacity projections when the highest grade level is filled.



## II. Academic Plan Design & Capacity

### A. Academic Plan Overview and Academic Philosophy

The Montessori of O`ahu Public Charter School (Mo`O PCS) will offer a quality, public Montessori program to support the economically and culturally diverse citizens of O`ahu. The academic pedagogy employed by Mo`O will follow the educational philosophy of Dr. Maria Montessori, as perpetuated through teacher training programs offered by the Association Montessori Internationale (AMI).

In the early 1900s Dr. Montessori, Italy's first female physician, observed the natural habits and behavioral patterns of children at all developmental stages and reached the conclusion that children are capable of educating themselves and learn best in an environment prepared by adults where they can manipulate and experiment with real-life objects. Based on her observations, Dr. Montessori developed an array of educational methods and materials that were first successfully implemented among a population of children with learning differences and special needs. Through further implementation and experimentation she found that these materials and methods would serve the more general population of children just as well, and throughout the 20th century and into the 21st, these methods and materials have been used in classrooms around the globe.

The Montessori pedagogy continues to succeed in tens of thousands of classrooms around the world because its principles are closely aligned with the natural development of the child. During the first six years of development, the child is a sensorial explorer who absorbs every aspect of their environment, culture, and language. During the second stage of development, between the ages of 6 and 12, children become conceptual explorers, looking to expand their worlds and apply their knowledge. The Montessori classrooms, or environments, are grouped in a way that supports the children during each particular stage of their development; Primary classrooms support concrete, sensorial learners ages 3 to 6 years and Elementary classrooms support conceptual explorers: ages 6 to 9 in the Lower Elementary and ages 9 to 12 in the Upper Elementary.

Both anecdotal evidence and the findings from longitudinal studies support the efficacy of the Montessori approach. Some of the 21st century's most influential thinkers were Montessori students: both creators of Google, the founder of Amazon.com, and the founder of Wikipedia were all Montessori children. Wonderful things happen when a child's development is optimally supported inside a Montessori environment. Findings from a 2006 longitudinal study in a large, urban public school system found those students enrolled in Montessori programs experienced superior outcomes in several measures including academic preparedness, creativity, and adaptation than their counterparts experienced, controlling for all socioeconomic variables and parental influence.<sup>1</sup>

Montessori professional organizations, including Association Montessori International/USA (AMI/USA), The American Montessori Society (AMS), and North American Montessori Teachers' Association (NAMTA) have agreed upon a set of guidelines known as the Essential Elements of

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<sup>1</sup> See Lillard, A. and Quest, N. Sept., 2006. "Evaluating Montessori Education". *Science*.

Successful Montessori Schools in the Public Sector, and the operations of Mo`O will be based on these essential principles and practices. These guidelines clearly outline the instructional methods, assessment strategies, and key elements of the proposed school.

### **Montessori Teachers**

- Employ Montessori teachers who have Montessori credentials for the levels they teach.
- Maintain an active and open recruitment for Montessori credentialed teachers.
- Provide opportunities for future Montessori teacher education for non-Montessori-credentialed teachers or aspiring teachers.
- Provide professional Montessori in-service training by experienced credentialed Montessori educators.
- Contract for on-going and periodic external Montessori consultants and/or professional support as a follow-up to a Montessori teacher education.
- Employ one paraprofessional per classroom, each having received Montessori orientation for that role.
- Support teachers to actively pursue designation as highly qualified and/or equivalent State certification requirements

### **Curriculum and Environment**

- Offer a full complement of Montessori materials purchased from Montessori dealers.
- Develop a classroom design that is compatible with Montessori “prepared environment” principles.
- Create uninterrupted daily work periods of 90 minutes to 3 hours, considering the 3-hour work cycle as ideal.
- Integrate specialty programs (music, art, physical education, etc.) around the uninterrupted work periods.
- Organize children in multi-age groupings: 3 - 6, 6 - 9, 9 - 12 necessary for the diversity, flexibility, and reduced competition integral in Montessori.

### **Assessment**

- Use a process of reporting student progress that is compatible with Montessori pedagogy and includes parent conferences and authentic assessment tools such as observation, portfolio, performance assessment with rubric, etc.
- Implement state-mandated assessments in a way that is consistent with and does NOT detract from the Montessori program.

### **Professional Development**

- Budget for continuing education through Montessori workshops and conferences.
- Maintain membership with one or more of the professional Montessori organizations and seek Montessori accreditation to assure consistent quality.

## **B. Curriculum and Instructional Design**

**1.** A Mo`O classroom will be a beautifully-maintained, interactive “environment” where children of mixed ages independently and collaboratively choose work to meet their particular needs at a given time. The AMI-credentialed Montessori teacher will connect the children to the materials through individual or small group lessons that are given during the three-hour morning work period or the two-hour afternoon work period each day, five days a week. Once a child has had an introduction to a material through a lesson, he or she is at liberty to use the material any time it is not being used by another student or group. Many of the materials are designed to be self-correcting, which means that students are able to assess and evaluate their progress without assistance from their teacher before any formal assessment takes place. Mo`O will offer an authentic Montessori experience with a complete set of materials in each classroom environment.

Mo`O classrooms will consist of children of multiple ages who are within the same stage of their development; this will provide children with both older role models and opportunities to provide mentorship to younger peers. Multiage environments also promote continuity and understanding, as teachers are able to guide development over periods longer than a single year. Larger class sizes (greater than 24 and up to 32) with a good balance of ages generally provide the greatest opportunity for co-learning and peer teaching. Primary classrooms will be composed of 3 to 6 year-olds who are learning by exploring their environment in a concrete way; Elementary classrooms will support the conceptual explorations of their students: with 6 to 9 year-olds in the Lower Elementary class and 9 - 12 year-olds in the Upper Elementary class. There is a purposeful overlap in the age ranges between environments as these endpoints are fluid and depend on a particular child’s developmental needs. We expect that, given the current lack of availability of per-pupil charter funding in Hawai`i for 3-4 year old students, these children will have to be funded on a fee-for-service basis. We will not predicate admission to the 5 year old year on any tuition payment or attendance in our 3 to 4 year old program. We do sincerely hope that the State will be more amenable in the future to making 3 and 4 year-old school a public right for Hawai`i’s children. Please see our Admissions Policy **Attachment J** for details.

**2.** The curriculum for each level at Mo`O will follow the standardized AMI albums prepared by the AMI diploma-holding teacher of each classroom. The Montessori curriculum includes a diverse set of subject areas and lesson plans to support not only academic achievement but also the development of critical thinking and problem solving skills, independence, confidence, and social and environmental responsibility. At the Primary level, individualized lessons will be given in the following subject areas: Language, Math, Sensorial activities (which help children to develop the ability to name qualities perceived by their senses, “naming speed” having been shown to have a strong correlation with later reading success), Practical Life activities (which help the child to adapt to their lives both inside and outside of school), Geometry, Music, and Art. At the Elementary levels, the AMI curriculum is an integrative one whereby subject matter content regularly overlaps. Children this age are ready to explore the connections between all things around them. These connections are first introduced with the Great Lessons, stories that are told, illustrated, and acted out at the beginning of every school year. Each of the Great Lessons introduces one of the subject areas in the Elementary class. These subject areas are

Geography (which includes all of the sciences), Biology, Human History and pre-History, Language, Mathematics, Geometry, Music, and Art. Every lesson that follows relates to those first stories while illuminating specific details in greater depth.

The charts below demonstrate the alignment between the Montessori materials and lessons and the strands of the Common Core State Standards<sup>2</sup>:

<b>Common Core Strand, Grade K</b>	<b>Codes</b>	<b>Montessori lessons that target the Common Core Standard</b>
Reading Literature	RL.K.1 - RL.K.10	The Question Game; True Stories; Library Corner; Songs and Stories Shared In Group Time; Reading Analysis
Reading Informational	RI.K.1 - RI.K.10	The Question Game; True Stories; Library Corner; Songs and Stories Shared in Group Time; Reading Analysis
Reading Foundational	RF.K.1 - RF.K.4	Dusting; Table Washing; Metal Inset; Sound Game; Sandpaper Letters; Chalkboard Practice; Moveable Alphabet; Phonetic Object Box; Phonogram Object Box, Booklets, and Packets; Function Of Words Activities
Writing	W.K.1 - W.K.8	Cylinder Blocks; The Question Game; True Stories; Sound Game; Sandpaper Letters; Moveable Alphabet; Chalkboard Activities; Pencil and Paper Writing Activities
Speaking and Listening	SL.K.1 - SL.K.6	Grace and Courtesy Lessons; The Question Game; Group Time Conversation; True Stories; The Silence Game and Preliminary Function Of Words Activities
Language	L.K.1 - L.K.6	The Question Game; True Stories; Sandpaper Letters; Moveable Alphabet; Function of Words Activities (The Farm, The Article Game, Action Words, Adverbs, Logical Adjective Game, Preposition Game, Adverb Game, Conjunction Game, Continuation of Commands); Reading Analysis Games
Counting and Cardinality	CC.K.1 - CC.K.7	Pink Tower; Red Rods; Brown Stairs; Number Rods; Sandpaper Numerals; Spindle Boxes; Cards and

<sup>2</sup> A comprehensive, definitive mapping and alignment exercise is currently being overseen by the AMI/USA branch of AMI (<http://amiusa.org/commoncorestandards/>). AMI/USA recently completed a preliminary mapping to the math standards (<http://amiusa.wpengine.com/commoncorestandards/>).

		Counters; Memory Game of Numbers; Tens Beads and Boards; Teens Beads and Boards; Short and Long Chains
Operations and Algebraic Thinking	OA.K.1 - OA.K.5	Number Rods; Golden Beads; Addition and Subtraction Snake Games; Addition and Subtraction Strip Boards; Addition and Subtraction Finger Charts
Number and Operations in Base Ten	NBT.K.1	Teens Beads and Boards; Golden Beads
Measurement and Data	MD.K.1 - MD.K.3	Cylinder Blocks; Mystery Bag; Baric Tablets; Rough and Smooth Boards; Touch Tablets; The Bells; Constructive Triangles; Decanomial Square
Geometry	G.K.1 - G.K.6	Pink Tower; Brown Stairs; Read Rods; Knobbed And Knobless Cylinders; Geometry Cabinet; Geometric Solids; Constructive Triangles, Graded Geometric Figures, Metal Insets

*Table 2 Montessori to Common Core Mapping (Kindergarten)*

<b>Common Core Strand, Grade 3</b>	<b>Codes</b>	<b>Montessori lessons that target the Common Core Standard</b>
Reading Literature	RL.3.1 - RL.3.10	An assortment of books to be found at school and at the library, the Great Stories, Grammar Boxes, Vocabulary Cards, Interpretive Reading Cards
Reading Informational	RI.3.1 - RI.3.10	As reading develops, the above materials are used for all reading skill. We add here student-initiated topical investigations, or Studies, which are a foundational work in the elementary program.
Reading Foundational	RF.3.3 - RF.3.4	Moveable alphabets, Phonogram Cards, Lists of Words, Puzzle Words, all materials listed above.
Writing	W.3.1 - W.3.10	Moveable Alphabets, Dictation with Phonogram Cards and Puzzle Words, Grammar Boxes, Sentence Analysis, Clause Analysis, Studies, Poetry, Story Writing, Script Writing, Outlining
Speaking and Listening	SL.3.1 - SL.3.6	Read Aloud, Presenting Studies, Agenda Meetings, Circle Discussions, The Annual Play, all Lessons.

Language	L.3.1 - L.3.6	Word Study: Affixes, Root Words, Compound Words, Grammar Boxes, Sentence Analysis, Clause Analysis
Operations and Algebraic Thinking	OA.3.1 - OA.3.9	Large Bead Frame, Checkerboard, Flat Bead Frame, Racks and Tubes, Stamp Game, Word Problems, Squaring, Cubing, Area of Plane Figures, Volume, Introduction to Algebra
Number and Operations in Base Ten	NBT.3.1 - NBT.3.3	Wooden Hierarchical Material, Large Bead Frame, Checkerboard, Flat Bead Frame, Racks and Tubes, Stamp Game, Decimal Board, Decimal Checkerboard, Chains, Pegboard
Number and Operations: Fractions	NF.3.1 - NF.3.3	Fraction Circles, Fraction Transparencies, Fraction Skittles
Measurement and Data	MD.3.1 - MD.3.8	Measurement, Units of Measurement, Area, Volume, Surface Area, Graphing
Geometry	G.3.1 - G.3.2	Box of Sticks, Geometry Cabinet, Constructive Triangles, Inscribed and Concentric Figures, Divided Squares, Geometric Solids, Yellow Area Material, Yellow Volume Material, Cubes for Volume, the world around us

*Table 3 Montessori to Common Core Mapping (Grade 3)*

<b>Common Core Strand, Grade 6</b>	<b>Codes</b>	<b>Montessori lessons that target the Common Core Standard</b>
Reading Literature	RL.6.1 - RL.6.10	An assortment of books to be found at school and at the library, the Great Stories, Grammar Boxes, Vocabulary Cards, Interpretive Reading Cards
Reading Informational	RI.6.1 - RI.6.10	As reading develops, the above materials are used for all reading skill. We add here Studies, which are a foundational work in the elementary program.
Reading Foundational	RF.5.3 - RF.5.4	Moveable alphabets, Phonogram Cards, Lists of Words, Puzzle Words, Spelling Rules, Further Word Study, all materials listed above.
Writing	W.6.1 - W.6.10	Dictation with Phonogram Cards and Puzzle Words,

		Grammar Boxes, Sentence Analysis, Clause Analysis, Studies, Poetry, Story Writing, Script Writing, Outlining
Speaking and Listening	SL.6.1 - SL.6.6	Read Aloud, Presenting Studies, Agenda Meetings, Circle Discussions, The Annual Play, all Lessons.
Language	L.6.1 - L.6.6	Word Study: Affixes, Root Words, Compound Words, Grammar Boxes, Sentence Analysis, Clause Analysis
Ratios and Proportional Relationships	RP.6.1 - RP.6.3	Fraction Circles, Golden Beads, Racks and Tubes, Stamp Game Division
The Number System	NS.6.1 - NS.6.4	Wooden Hierarchical Material, Large Bead Frame, Checkerboard, Flat Bead Frame, Elementary Bank Game, Racks and Tubes, Stamp Game Division, Fraction Circles, Decimal Board, Decimal Checkerboard, Chain Cabinet, Box of Bead Bars, Pegboard and Pegs
Apply and extend previous understandings of numbers to the system of rational numbers	NS.6.5 – NS.6.8	Squares and Cubes, Squaring, Cubing, Square Root, Cube Root, Powers of Numbers, Exploring Non-Decimal Bases
Expressions and Equations	EE.6.1 - EE.6.9	Squaring Polynomials, Cubing Polynomials, Wooden Cubing Material, Power of Two Cube, Word Problems, Algebra, Perimeter, Area, Volume, Circumference, Surface Area
Geometry	G.6.1 - G.6.4	Box of Sticks, Geometry Cabinet, Constructive Triangles, Inscribed and Concentric Figures, Divided Squares, Geometric Solids, Yellow Area Material, Yellow Volume Material, Cubes for Volume, the world around us
Statistics and Probability	SP.6.1 - SP.6.5	Graphing, Probability Word Problems, Probability Games

*Table 4 Montessori to Common Core Mapping (Grade 6)*

Because the original Montessori curriculum was developed in its entirety by Dr. Maria Montessori, she is listed as the developer for every subject area curricula on **Attachment B**. However, the above chart better outlines the specific materials and lessons used for each area.

**3.** While the Montessori philosophy preaches high expectations for each child, we also recognize that each child follows his/her own developmental path to reach those expectations. As such, the Montessori curriculum is delivered on a timeline specific to each individual child. The Montessori approach to teaching by guiding student's self-motivated work and the broad, stable and ingenious curriculum provides teachers with a wonderful opportunity to observe the development of the children within their classrooms, much as Dr. Montessori did. We will be best able to address achievement gaps within our classrooms and our school by carefully observing each child's development and delivering individual and small-group lessons when the children demonstrate mastery of a previous, related activity and capacity for the next. By meeting each child at their current level of performance with appropriate academic and social support, we will close achievement gaps while optimally preparing each child for their own next step. We feel that the Montessori approach and curriculum have the power to close the achievement gap, create a joyful learning environment where absence and tardiness are minimal, ensure the academic success of all of our children and support the continual improvement of our student outcomes consistent with the goals set forth in the Strive HI initiative.

**4.** The proposed school will not use a virtual or hybrid online component.

### **C. Pupil Performance Standards**

**1.** Our pupil performance standards are designed around the multiage groups with a three-year developmental cycle. Please see **Attachment D** for the proposed academic and social development standards for each age grouping. At the whole-school level, all teachers will track performance (defined as daily lessons, attendance and progress) using a program such as Bento or Montessori Records Xpress (MRX) and Mo`O PCS will use this recording system to track performance across classrooms.

**2.** In addition to a consideration of age for the promotion of students to the next three-year grouping (Primary to Lower Elementary, Lower Elementary to Upper Elementary), teachers will observe carefully for signs of academic and social readiness. Findings from these observations will be shared with parents through email, phone call, or face-to-face communication. Students are generally promoted as soon as deemed appropriate by their classroom teacher. Additionally, parent-teacher conferences will be conducted for all grade levels, once in October and once in March.

**3.** We do not plan to develop any additional academic standards beyond those described above and Strive HI.

**4.** Please see **Attachment E** for the Elementary Exit Standards.

### **D. High School Graduation Requirements**

At this time, the proposed school will not include a high school program.



## **E. School Calendar and Schedule**

1. The Mo`O School calendar allows for 165 full days of instruction, 172 teacher work days<sup>3</sup>, and follows the holiday schedule observed by the State of Hawai`i public school system. In addition, the calendar reflects the mission of the school by providing a number of in-service days spaced throughout the year for faculty to prepare and maintain the classroom environments to the standards promulgated by AMI, and engage in professional development. Please see **Attachment F** for the proposed school's calendar for the first year of operation (2015-2016).

2. The school week runs Monday through Friday each day from 7am to 3pm for faculty and 8:00am to 2:45pm for students. Before school supervision will be provided beginning at 7:30am, and after school care will be provided until 6pm for an additional fee.

To begin each day, students will engage in a 3-hour uninterrupted morning work period running from 8am to 11am; during this period students may receive and independently practice lessons within the core subject areas of the Montessori curriculum. After a 30 to 60 minute lunch and recess period students 5 and older will have a 2-hour afternoon work period during which they may continue their morning lessons or select different work.

The 3-hour morning and 2-hour afternoon work cycles represent a best practice advocated by AMI for maximizing the effectiveness of Montessori instruction, resulting in five instructional hours each day and 25 instructional hours each week. In order to adhere to this best practice but provide flexibility in scheduling to accommodate faculty meetings and other non-teaching responsibilities, we will employ a modified teacher schedule on Wednesday afternoons. Each Wednesday, the afternoon work period for students will be monitored by paraprofessional teacher's aides. This will give teachers additional preparatory time and flexible time for other non-instructional responsibilities.

There is no virtual or hybrid online component for the proposed school.

3. Please see **Attachment G** for the proposed school's daily and weekly schedule for grades K - 6.

## **F. School Culture**

1. The Montessori curriculum and its implementation promote self-directed learning, leadership, and effective conflict resolution to create a peaceful school environment for all students. By offering the students "freedom within limits" to choose their own work, it becomes clear to the student that his/her ideas and needs are respected. In turn, students manifest respect for one another and the school's teachers and other staff. Students learn to take initiative in the learning process and ultimately take ownership of their education, their classrooms, and the school as a whole.

The mixed-age classrooms afford great opportunities for students to directly and indirectly learn from their peers and to cultivate leadership skills. While the younger students in an age

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<sup>3</sup> Our teachers will be asked to work approximately 5-6% more hours per year to support the Montessori student day (1376 vs. 1295 hours) and uninterrupted work periods. To account for this we have budgeted a premium over base teacher pay in the HSTA contract.

group benefit by observing the work of their older peers, the older students have continuous opportunity to lead by positive example and to help these younger peers.

Mo`O will be a place of collaboration, where competition is minimized and positive conflict resolution is promoted. The structure of each day will afford students myriad opportunities to manage a wide array of social interactions, in a safe environment with the support of the teachers and assistants on hand. Lessons on “grace and courtesy” are indirectly and directly given at all levels, with the aim of showing students optimal behavior and communication strategies for navigating particular social situations and conflicts. These lessons, and the opportunities to practice positive social behavior and communication, promote a climate and culture of community, respect and peace.

**2 & 3.** The collaborative, supportive learning environment of Mo`O will honor diversity among its students and, much as Dr. Montessori’s first classrooms did, provide support for student’s individual and unique learning styles and promote the inclusion of students with special needs in the everyday life of the Montessori classroom. Since each student will follow a path specific to their needs, interests, and pace of learning, it will become clear to the students that diversity of interests, abilities and cultures is honored and celebrated in Montessori classrooms. The support of Montessori teaching methods and materials for multiple modalities of learning and the freedom afforded to children to move about their classrooms will support a wider variety of learning styles than might be in other pedagogies. The lack of competition and artificial judgment of students will promote and value continual self-improvement rather than the need to meet formal external expectations which can sometimes be so debilitating to students who learn differently. In our mixed-aged classroom, each student, no matter his or her particular needs, eventually becomes one of the eldest and therefore finds himself or herself in a position to lead younger peers.

When a new student arrives in a well-established Montessori community, the values of that community should be readily apparent. We believe it is imperative, to maximize the impact of Montessori education and ensure the strength of the school culture, that these values are understood and honored by the parents of each child. In order to provide an opportunity for parents to learn more about Montessori philosophy and how they can support the work of our school at home, Mo`O will provide regular opportunities for parents of current and prospective students to learn about Montessori education. It is our expectation that prospective parents will attend these parent education sessions in order to learn more about the Montessori approach prior to their children enrolling at Mo`O. This will promote understanding of and support from parents with little to no prior knowledge of the Montessori approach. (See **Attachment J** for specific information on Mo`O’s Admission Policy).

**4.** Please see **Attachment H** for a description of a typical school day from the perspective of a child in the classroom. This section was written by a child who has spent considerable time in a Montessori school environment.

**5.** Please see **Attachment I** for a description of a typical school day from the perspective of the Guide or Teacher.

## **G. Supplemental Programming**

**1.** While we do not plan to offer Summer School initially, if sufficient demand develops and the program can be run on a fee-for-service basis at break-even or better, we will develop a Summer Program that complements our academic year programs.

**2.** Art and music are subjects in the Montessori curriculum equal to mathematics, language, and biology. The elementary training for Montessori teachers includes extensive lessons in art and music, which are shared with the children on a regular basis. In addition to these formal lessons, both art and music are often used to supplement lessons in other subject areas by suggesting different ways to follow up on those lessons. For instance, a child working on the variety of aerial root systems in plants might follow up this lesson by making clay models of roots or by painting roots with watercolors. By including art and music in the classroom, children recognize that these share the same importance with other academic pursuits. In addition, this allows the class to maintain 3-hour work periods which is essential to the integrity of a Montessori class.

Physical Education lessons are also offered during the school day. However, organized games take place during the 'Playtime' portion of the day. It is during this time, then, that lessons on games such as baseball, soccer, or capture the flag take place. During class time, the teacher might give smaller group lessons on how to catch and throw a ball or how to balance while walking or running among obstacles. Again, we want the children to recognize that physical development is as important as academic progress so it is included in the classroom as seamlessly as possible.

**3.** The ultimate goal of a Montessori school is to encourage the development of individuals who will contribute not only to their immediate surroundings, but to the world community. In our classrooms, there is no separation between academic and social development. Throughout the day children engage in academic lessons and social lessons, academic work and social work continuously. In the Primary classes, these social lessons are called "Grace and Courtesy" lessons. In the Elementary classes, the social work of the classroom expands to include experiences set up by the children in order to have practice in solving social problems. Sometimes the teacher plays a part, giving ideas about how to discuss problems with kindness and empathy, how to achieve healthy compromise. Sometimes, the children themselves fulfill this role. This social work encourages the development of individuals who are motivated to achieve success for themselves while also contributing to a classroom community based on the principles of helpfulness, kindness, and responsibility.

**4.** Elementary children are particularly interested in learning how to operate in the social world. In order to provide opportunities for gaining experience in the larger society, the Elementary class includes a "Going Out" program in which children are given opportunities to go out into the community to follow up on work started in the classroom. Often, these trips take the form of excursions to the grocery store or the pet store to obtain supplies for the classroom. Children may also go to the library to extend their research or studies or to a museum to explore personal interests. The "Going Out" trips are planned and scheduled by interested students with the supervision of the teacher. Unlike field trips, these trips involve only a few children at a time. If a trip is planned to the library to find books for a Universe study, only the

children working on that study will participate. The “Going Out” program is also another way to encourage responsibility in the classroom because only those children who demonstrate responsibility in the classroom are free to participate in the “Going Out” program.

## **H. Special Populations and At-Risk Students**

1. The majority of students (52%) enrolled in Hawaii Public Schools during the 2011-2012 school year met criteria to receive services for special education (SPED), economic disadvantages as defined by eligibility for federal free and reduced lunch programs, English Language Learner (ELL), or some combination of the previous listed categories (according to the Superintendent’s 2012 Report). While it is difficult to provide specifics on the demographics of our student population, we are hoping to provide a Montessori education to a group representative of the broader O`ahu population which in all likelihood will contain a non-trivial number of students with special needs. In line with the inherent inclusivity of the Montessori approach, the below description of anticipated plans and services applies to students with a DOE IEP, a section 504 plan, any ELLs, the economically disadvantaged, the intellectually gifted, those students who are homeless, and/or those at risk of academic failure or dropping out.

The Montessori method is designed in such a way that allows for the individual needs of a heterogeneous, diverse population to be met concurrently. The design of the curriculum includes modes for communicating for every learning style; children who are visual learners are offered visual cues; children who are auditory learners are offered auditory cues; and children who are visceral or kinesthetic learners are offered hands-on activities to support their learning process. It is a principle of the Montessori method that the teacher or guide of each classroom partakes in close observation of each student in order to develop an individualized lesson sequence that meets the needs and interests of each and every child; in essence, every child in a Montessori classroom--no matter his or her ability--has individualized instruction and the equivalent of an Individualized Education Program (IEP) constantly monitored by the Montessori educator. To the maximum extent possible, all children identified with special needs will be integrated into the regular classroom and will be provided access to the curriculum as specified by the student’s DOE IEP or Section 504 plans.

Most students spend three consecutive years with the same teacher, during which time he or she gets to know and understand the child’s needs to a unique, in-depth degree. We believe that this constant and longstanding observation will lead to more accurate and timely identification of special needs students and will ensure less frequent misidentification of such students. When teachers recognize the need for additional support, or a student’s IEP or 504 plan calls for this support, a plan is identified and implemented with the support of administration, parents, and any specialists deemed necessary. A trusting partnership between this “team of adult supporters” is built in which all members formulate a plan with the goal of optimally supporting the student. Once the plan is outlined, the 3-hour morning and 2-hour afternoon work periods each day provide ample opportunity for students with special needs to engage in their work with additional support, maximizing integration of the child into the environment with his or her peers.

For English Language Learners (ELL), students are identified at the time of application (i.e. questions regarding language spoken at home). The directors and educators of Mo’O will work

together to administer appropriate testing to determine levels of proficiency and will henceforth present the lessons in the curriculum to meet the students' particular language needs. Progress will be constantly monitored and recorded by the student's teacher and communicated to the parents at least twice a year during conferences.

2. There are no other populations we anticipate specifically targeting at this time

### **I. Student Recruitment, Admission and Enrollment**

1. In order to publicize Mo`O and its program to the community and potential partners, a comprehensive advertising and promotional plan will be implemented. We have already begun efforts at brand development including the development of logos, a style guide and other necessary collateral materials. Once our brand strategy is firmly in place, we will make use of free or low cost print, broadcast, and online media, including in minority or community periodicals, to expand upon our early grassroots effort and publicize the new and unique public Montessori experience that we will offer. Promotional flyers and/or brochures will be distributed to community centers, shelters, libraries, post offices, and other locations of public access in the community. To ensure we reach O`ahu's linguistically diverse population, informational materials will be available in multiple languages as needed. We will also continue our peer-to-peer marketing strategy by creating collateral material for parents to share with other families they feel might be interested.

2 & 3. As described in **Attachment J**, Mo`O's Admissions Policy, we will give enrollment priority to students who have experience in schools which employ Montessori curriculum and pedagogy and we will seek to promote continuity in our classrooms and school culture by growing organically at a reasonable rate as set by Governing Board policy.

### **J. Student Discipline**

1. The Montessori approach to discipline is a proactive one, where Teachers and Staff explicitly provide direction to students from an early age regarding expectations for their behavior toward one another, themselves, adults, and the classroom environment and materials through lessons on Grace and Courtesy. In addition, Mo`O will adopt a Positive Discipline approach which encourages adults to maintain respect for the child while focusing on changing undesirable behaviors. All classroom staff will receive ongoing training throughout the year during in-service days to promote these discipline strategies.

Mo`O's Governing Board will develop and maintain a Student Conduct & Discipline Policy that will speak to incident reporting, due process, students with disabilities, specificity, authority and dissemination. For a draft policy, please see **Attachment K**.

Mo`O's Student Conduct & Discipline Policy will be clearly stated in the Parent Handbook, which will be distributed before each student's start date and continuously available on the school's website. Additional ongoing education regarding these approaches to discipline will be disseminated throughout the year at parent education events.

### **K. Parent and Community Involvement**

1. To date the effort to establish the Montessori of O`ahu Public Charter School has been almost entirely parent driven. With the exception of one of the educators involved, all of the

members of the working group have school-aged children who would be eligible to attend Mo`O PCS.

**2.** The working group has already begun actively collecting names and email addresses of families with an interest in publicly-accessible Montessori education, and we have established regular informal email communication with these families to keep them apprised of our progress toward obtaining a charter to operate the proposed school. As a parent collective, we have leveraged our peer group connections to reach out, parent-to-parent, to others we believe might be interested in our efforts. The group of interested parents we have identified is made up primarily of families whose children currently attend, or have attended, Montessori schools in the greater Honolulu area. Thus far, interest in our effort has been very positive, with 50 parents of 54 potential students expressing an interest and joining our mailing list. We have set up a web presence, including an online “keep me informed” web form, through our affiliated non-profit at <http://mo-o.org> which will allow us to continue growing our interest list.

In addition to providing email updates to this group, we intend to begin a series of in-person quarterly meetings with our interested families, beginning in January of 2014 until the school is opened, to keep them apprised of progress and provide a forum at which to ask questions and receive additional information. These meetings will be sponsored by the Montessori of O`ahu Foundation until such time as a formal charter is granted.

**3.** Once the school has been opened, we will work with our parent community to establish a Parent Faculty Association (PFA) which will be the primary vehicle for parents to contribute directly to supporting the school. The PFA will most likely meet on a quarterly basis as per their own Bylaws. The PFA will also be asked to select from its membership an individual to sit on the Mo`O PCS Governing Board. Please see the proposed Bylaws of the Governing Board in **Attachment Q** for more details.

In addition to the PFA, we will hold a regular Parent Education Series sponsored by the Mo`O Foundation to further the engagement of our parent community and the community at-large; it should be noted that the Parent Education Series will be publicly accessible as its goal is to inform and educate. This is a Montessori best practice that has been adopted by most leading Montessori schools to foster an understanding of the Montessori pedagogy, inform parents about the work their children do in Montessori classrooms and dispel any myths they may have heard about what the Montessori approach to education is and is not. Examples of these sessions include the Journey to Discovery (where adults are invited to move through the classroom environments and manipulate materials much as their children do each day), Montessori at Home, Positive Discipline, and Cosmic Education.

**4.** At this time, we have not identified any specific community partnerships that have been formalized. We will work with local for-profit and non-profit educational providers to offer afterschool enrichment options such as music, dance and movement, yoga, foreign language and other options to our students if demand for these services is warranted.

## **L. Non-Profit Involvement**

**1.** Montessori of O`ahu Foundation (Mo`O Foundation) is a non-profit corporation established by parents and Montessori-trained educators to promote access to high-quality, open, AMI Montessori education on the island of O`ahu. To date this organization has been officially incorporated, has adopted Articles of Incorporation and Bylaws, and formally registered with the State of Hawai`i. Additionally, a Form 1023 has been submitted to the IRS requesting formal 501(c)3 tax-exempt status; Mo`O Foundation anticipates receiving this determination in early 2014.

**2.** Should a charter be granted to the Montessori of O`ahu Public Charter School, the Foundation will provide support to Mo`O PCS in the following ways:

- Fundraising from private foundations and other sources to support the work of Mo`O PCS
- Sponsorship of Parent Education Series
- Coordination of an AMI Teacher Training Initiative and potential partnership with local higher education institutions to create concurrent training/Master's degree programs
- Potential operation of the 3 and 4-year-old portion of the Primary Program through a contract with Mo`O PCS, should Mo`O PCS be unable to offer this on a fee-for-service basis directly.

The Mo`O Foundation has begun gathering support for the proposed Mo`O PCS by gathering and maintaining a mailing list of interested families and keeping them apprised of the efforts of the informal working group to secure a charter. To that end the Mo`O Foundation has established an email list and created a website, a Facebook page, and has begun to develop print media to support a grassroots parent-to-parent marketing effort. These efforts provide the public with information on our vision for Mo`O PCS, pre-application interest list sign-up for the School, AMI philosophy and pedagogy, and eventually background on the organization.

A survey was conducted throughout December of families currently on the Parent Interest List. Survey questions ranged from pedagogy to early/late drop-off/pickup to location preferences. Data-driven efforts such as this first survey will assist Mo`O PCS in engaging stakeholders and assuring it serves the needs of the target population. As discussed above, the Mo`O Foundation will also soon begin conducting face-to-face outreach through informational meetings with interested members of the community.

Initially, the Mo`O Foundation's fundraising strategy will be focused on raising the necessary working capital to support the start-up period prior to the opening of school reaching an operating scale which is self-sustaining. We believe outside funding during the first 3 years of charter operations will be critical to cover working capital and unanticipated expenses<sup>4</sup>.

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<sup>4</sup> Our financial projections do not assume significant fundraising in the first three years as they are meant to demonstrate the financial sustainability of the proposed school and this type of fundraising is relatively

Appeals will be made to both private and corporate donors, as well as to national charitable organizations and foundations that have been identified as possible donors to charter schools. Federal grants and public funding sources will also be sought. Some of these sources have been leveraged by other start-up charter schools and are specifically available to support the type of start-up and scale-up funding we will require. Further, affiliation with AMI/USA provides a road-map to implementing and capitalizing a school such as Mo`O PCS in the public sector, as this work has been and is being done nationwide. As such, the Foundation's fundraising approach will place a strong emphasis on communicating the uniqueness of the school as a publicly-accessible, innovative, replicable AMI program in Hawai'i.

<b>Funding Source</b>	<b>Type</b>	<b>Potential Amount</b>
Alexander & Baldwin Kokua Giving	Private	Up to \$25,000
Atherton Family Foundation	Private	Up to \$200,000 over 3 years
Bank of Hawaii	Private	\$100,000
Central Pacific Bank Foundation	Private	\$25,000
Cooke Foundation, Ltd	Private	\$25,000
First Hawaiian Bank Foundation	Private	\$100,000
Group 70 Foundation	Private	up to \$10,000
Harold K. L. Castle Foundation	Private	\$110,000
HEI Charitable Foundation	Private	Up to \$100,000
Island Insurance Foundation	Private	\$25,000
McInerny Foundation	Private	\$100,000
RGK Foundation	Private	\$25,000
Samuel N. & Mary Castle Foundation	Private	Up to \$100,000
Strong Foundation	Private	\$100,000
Hawai'i Community Foundation	Private	Varies (Organizational Capacity Building; FLEX)
Charter Schools Program Non-State Educational Agencies Planning, Program Design, and Initial Implementation Grant	Federal	\$200,000 per year up to three years

*Table 5 Potential Sources of Start-up and Scale-up Grant Funding*

unpredictable and unreliable. This should not diminish the point that the financial viability of the school is most at risk during the startup phase and fundraising will be necessary to mitigate that risk.



Once the school has established operations and demonstrated the efficacy of our educational approach at scale, the Mo`O Foundation will spearhead a comprehensive capital campaign to establish a permanent physical plant to support the school's long-term existence.

**3.** The Mo`O Foundation Board of Directors is a diverse group of parents who are committed to the establishment of a publicly accessible Montessori experience for the children of O`ahu. As a group, the board members have the requisite skills, knowledge, and expertise to build a lasting program that guarantees a thriving School. Their combined competencies include board governance, statutory and regulatory compliance, budget management and finance, personnel management, information technology, marketing and public relations, facilities management, grant writing, fundraising, assessment and evaluation processes, and community relations and multicultural competence. In addition to their areas of expertise, each board member has a personal connection to and enthusiasm for the Montessori movement having witnessed its positive benefits for their own child/ren.

Initially the Mo`O Foundation Board is a subset of the proposed Mo`O PCS Governing Board. The current Mo`O Foundation Board Members are: Michael Lawrence Gallagher, Justin Lolofie, Laura Masui, Patrick O`Day, Rebecca Pike, Carla Pilato, Roderick "Rod" Rivo, Ludvig Simonsen, and Nicole Vernon. For professional biographies, please see **Part III, Section A** in the table captioned **Mo`O PCS Governing Board Biographies**. For resumes and copies of these biographies, please see the attachments to each Board Member's respective Board Member Information Sheet in **Attachment T**.

## **M. Geographic Location**

**1 & 2.** The realities of securing a facility for Charter Schools given the funding and other logistics mean that we have to be both flexible and discerning when choosing our physical plant and its associated geography. As such we have cast a wide net in the East O`ahu area from the Kalani to Roosevelt Complex areas and are looking into options in the Kaka`ako area, Kaimuki, `Aina Haina and others. We have grown somewhat fond of the Kaka`ako option as it provides easy access to urban resources which would serve the curriculum, it represents a growing population center, and it has the potential to serve a diverse student population due to its convenience for parents who work downtown.

While a location for the proposed school is yet to be determined, we would prefer a geographic location near the town population centers of O`ahu (Moiliili, Kaka`ako, Downtown). Being located near Honolulu town affords easy access to important landmarks and cultural sites visited during the integral elementary experience of "Going Out" where a small group of children, accompanied by an adult, explore a self-initiated study in the community. That said, we have confidence that the flexibility of our curricular approach and the inherent curiosity of children means we can find points of interest in any community and prepare successful Montessori environments in any locale.

The Mo`O Foundation currently has a working Facilities Committee that has explored and is working on the following potential sites:

- Kalihi – 916 Kaaahi Place – not feasible due to lack of egress and planned rail construction

- Kaka`ako – 1030 & 1034 Queen Street properties; former Voyager PCS locations
- Ka`imuki – Salvation Army; modular units on Salvation Army property
- `Aina Haina – Wailupe School – approached Neighborhood Board; plan to approach lawmakers

While nothing is secured, this initial facilities search has shown that there are facilities available that will enable Mo`O PCS to serve its target population by delivering AMI Montessori within the constraints of the proposed budget.

## N. Academic Plan Capacity

1. The key members of the proposed Mo`O PCS’s leadership team who will play a substantial and ongoing role in school development, governance and management include the initial Governing Board Members (who are also the current Mo`O Foundation Board Members plus Montessori educators) in partnership with the remaining Mo`O Working Group Members. Collectively, they will be responsible for the school’s academic success.

Initial Mo`O PCS Governing Board Members	Mo`O Working Group Members
Michael Lawrence Gallagher	Hoku Chong, M.Ed, AMS Primary Training
Justin Lolofie	Wendy Ikeda, J.D.
Laura Masui	Alexis Inso
Patrick O`Day, M.A., Ph.D. (ABD)	Robert Pilato
Rebecca Pike	Amy Rivo
Carla Pilato,	Victor Wales
Roderick Rivo	
Ludvig Simonsen, PHR	
Nicole Vernon, M.A., RPA	
Joseph Dane, M.S., J.D.	
Minnie Wales, M.Ed, AMI Primary Diploma & AMI Elementary Diploma	
Molly Jenkins, M.A., AMI Primary Diploma	
Mamie Lawrence Gallagher, M.Ed candidate & AMI Elementary Diploma candidate 2015	
Cori Simonsen, AMS Elementary Training	

Table 6 Mo`O PCS Leadership Team

Mo`O's academic plan represents an implementation of Dr. Maria Montessori's now century-old method of education first pioneered in the low-income neighborhoods of Rome. The proposed school does not seek to create something new and unproven, or spearhead the latest trend in education; it proposes instead to leverage the wisdom gained during over 100 years of practice within the Montessori movement by building a true AMI Montessori school that is publicly accessible to O`ahu's children. The Montessori method is practiced throughout the world and in recent decades has found its way into American public schools in the form of charter, magnet, and district-wide programs. According to AMI/USA:

Public school districts across the country have joined the AMI Montessori school community. These districts have discovered that Montessori's approach is not only being supported and validated by current academic research in the field of education, it is also reinforced by researchers in the fields of neuroscience, human development, and child psychology. Most importantly for school administrators, recent studies show that Montessori programs in public schools are effective with students based on the outcomes of the required academic testing.<sup>5</sup>

**2.** The Mo`O leadership team is a collaboration of parents and Montessori educators who are collectively qualified to implement the proposed academic plan while building and maintaining the operational infrastructure to properly support it both during the scale-up and the long term. The academic plan will be championed by the three AMI-trained educators on the initial Governing Board: Minnie Wales, Molly Jenkins, and Mamie Lawrence Gallagher.

With regard to school leadership, administration and governance, Ms. Wales has previously served as both Head of School and Director of Education during her 15 years as an AMI Montessori educator. Ms. Lawrence Gallagher has served as Executive Director and Director of Operations in a Montessori program. Both have assumed leadership roles, managed the administrative aspects of day-to-day operations and strategic Board-level governance. Additionally, working group member Hoku Chong has been a classroom teacher, provided general administrative support and served as the Director of Admissions in O`ahu Montessori programs. All three are grounded by their Montessori training and will ensure the integrity of the academic plan is steadfast and supported at the governing, school leadership, and administrative levels.

Curriculum, instruction, and assessment with the Elementary and Primary programs will be led by Lead Teachers Ms. Wales and Martha "Molly" Jenkins. Ms. Wales' tenure as an AMI Guide at both the Primary and Elementary levels coupled with Ms. Jenkins talent and longitudinal research in the field guarantees strict adherence to the principles of AMI in delivering and evaluating the efficacy of the proposed academic plan. As previously mentioned, Montessori curriculum is a stable system consisting of a prepared environment and a set of classroom materials which enable self-directed teacher-guided learning. Instruction is delivered by a trained AMI Guide; assessments are made by the Guide through daily observation and record-keeping. Ms. Wales and Ms. Jenkins will set the bar for program excellence and participate with

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<sup>5</sup> <http://amiusa.org/join-us/>

the Principal in recruiting and hiring trained AMI Guides who can deliver the proposed academic plan at a high-level of quality. Ms. Lawrence Gallagher and Ms. Chong will use their knowledge of local culture to ensure that the Guides are a good fit for O`ahu's unique community and that the academic plan is grounded in the cultures of Hawai`i, both native and migrant.

Performance management will be led by Ms. Wales, Ms. Jenkins, and Ms. Lawrence Gallagher and adhere to AMI/USA benchmarks. All three have been trained to observe and record performance for each child through 3-year developmental cycles (3-6 Primary, 6-9 Lower Elementary, and 9-12 Upper Elementary). Observation is core to the Montessori method and will be conducted daily by lead teachers in their respective classrooms. Daily record keeping will use a program such as Bento or Montessori Records Xpress (MRX) to track lessons, attendance and progress. Please refer to **Attachments D & E** for standards.

With regards to parent and community engagement, the academic plan's success and the school's ability to attract a broad and diverse student population hinge on a strong parent and community program. For this reason, Mo`O PCS will work closely with the Mo`O Foundation to fulfill our collective goals of:

- Building and delivering a high-quality, informative Parent Education Series
- Building an AMI training program in Hawai`i for Guides and Assistants
- Advocating for publicly funded pre-school for 4-year olds and 3-year olds at the State level.

Through pursuit of these three goals, Mo`O PCS and Mo`O Foundation will increase awareness of Montessori pedagogy for parents and families, Hawai`i educators, and policy-makers. Ms. Wales and Ms. Jenkins will co-lead the design and delivery of the Parent Education Series, offering a wide range of topics in a number of different time frames and formats to maximize accessibility. As AMI diploma holders, both have been trained to deliver parent education, and have experience designing and implementing similar programs through their years of teaching. Parent education from Mo`O PCS will never be limited to Mo`O parents; it will always be open to the community at-large.

Ms. Lawrence Gallagher and Working Group Member Alexis Inso will lead the AMI Training Center initiative. Ms. Lawrence Gallagher, as a Native Hawaiian Montessori child, has seen first-hand how Montessori programs have sometimes suffered by being overly reliant on transplant talent; Mo`O is committed to helping Hawai`i grow its own pool of qualified, talented AMI educators who have strong existing ties to the O`ahu community and are committed to living and working in Hawai`i. Further, AMI Montessori is not only popular in North America but throughout Asia and the Pacific. O`ahu is an ideal location to be a hub of AMI training for these regions. Together with Ms. Inso, owner/operator of two Honolulu yoga studios who regularly runs yoga teacher trainings, Ms. Lawrence Gallagher will guide creation of this AMI training center, beginning with Assistant Training courses in the short-term.

Advocacy for publicly funded pre-school is a goal of all members of the leadership team and meeting with policy-makers, offering testimony, and collaborating with like-minded

organizations such as the Good Beginnings Alliance will be core to Mo`O PCS and Mo`O Foundation's work in parent and community engagement.

The leadership team brings a wide variety of skills and experiences to this endeavor. The team includes local and transplant families living in the target community, long-time educators with experience on both O`ahu and the Continent in private and public schools, Montessori trained teachers, and working people with experience in the corporate and non-profit sectors in the cultural, visitor, building trades, and military industries. The leadership team's love and respect for the child and their belief in children's innate ability to develop into kind and responsible humans is what binds this diverse group and provides the core motivation for building the proposed Mo`O PCS. The Team believes that all of O`ahu's children deserve access to Montessori education and that this unique approach deserves a place at the table in the discussion of education reform and innovation.

**3 & 4.** Mo`O PCS will not rely on any external organizations, agencies or consultants in the planning, establishment or implementing phases of the proposed school. Our leadership team has been carefully assembled to provide the necessary capacity and experience and has been actively engaged in designing this proposal. We believe this focus on process and specificity of outcome will lead to a successful implementation of the vision of Mo`O. As the academic plan is implemented, the AMI Montessori educators who are members of the Working Group may leverage their individual relationships and resources with their respective AMI trainers, cohorts, and training centers to provide support and guidance when necessary. Further, Mo`O, which aspires to become an AMI Associated/Public School, will leverage AMI/USA and its plethora of resources for advice in achieving our goal of a high-quality Montessori experience. AMI/USA asserts:

To receive an AMI certificate as an Associated/Public School is to be part of a school community that exemplifies the high standards of Montessori education. Understanding that public schools have constituencies and factors that must be taken into account, AMI/USA is positioned to support public schools in their endeavor to meet the same rigorous standards as private schools. This allows them to offer their students the same rich and rewarding learning experience that every child deserves. (amiusa.org)

**5.** At this time, Mo`O PCS has not identified a School Director or Principal. Experience of the leadership team along with outside models of operational growth of Montessori schools in the scale-up phase show that successful programs often begin with a teacher-led collaborative of AMI-trained educators to direct the academic plan supported by a strong and efficient lean administration in the form of a Principal who is tasked with primary responsibility for the management of the school's finances and legal compliance in order to allow teachers to focus on delivery of the academic program. Montessori schools have proven time and again that programs that are too administratively heavy at the outset do not last past the 5-year mark. In fact, this is manifest in Montessori terminology wherein a newly-trained AMI Guide is often called the "Directress." Please see **Attachment N** for Mo`O PCS's School Director/Principal plan and timeline.

**6.** In addition to the Principal, the school's leadership team will initially consist of a set of two Lead Teachers and a Business Manager. Lead Teachers will provide curricular and instructional

leadership for the Primary and Elementary Programs at the school as the school grows during the scale-up phase and the Business Manager will provide financial management and operational leadership. Eventually, we anticipate augmenting this leadership team with an Assistant Principal, who will take on operational leadership and a Director of Education who will provide academic and curricular leadership.

**7.** The Governing Board will collectively work voluntarily on a nearly full-time basis to lead development of the proposed Mo`O PCS following approval of the application. If the Mo`O Foundation operates a temporary private Montessori program in the 2014-2015 school year, then personnel resources of the Mo`O Foundation will be devoted to the scale-up of the charter school; however, that is not something we can guarantee at this time. This has been a parent-driven effort from its inception and will remain so throughout its implementation phase.

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

The proposed school does not plan to contract with an ESP or Charter Management Organization.

### III. Organizational Plan & Capacity

#### A. Governance

**1. Mission Statement** – Montessori of O`ahu Public Charter School (Mo`O PCS) is committed to creating a high-quality school publicly accessible to families of O`ahu which is consistent with the standards set forth by the Association Montessori Internationale (AMI). Our school will be a structured, nurturing environment grounded in the cultures of Hawai`i where children can grow into happy, healthy and productive citizens of their communities.

It shall be the sole purpose of the Mo`O PCS Governing Board to uphold the mission and vision of the school. The Governing Board shall be comprised of at least 9 and no more than 17 members, the majority of whom shall reside on the island of O`ahu. The Governing Board's membership shall adhere to the statutory requirements of Hawai`i Revised Statutes wherein no more than one-third of the members shall be employees or relatives of employees of the school. Qualified Board members shall be those persons who:

- Are committed to providing access to Association Montessori International (AMI) Montessori to O`ahu keiki;
- Provide the governing board with a diversity of perspectives and a level of objectivity that accurately represents the interests of the charter school students and the surrounding community;
- Demonstrate an understanding of best practices of non-profit governance; and
- Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.

The Governing Board shall meet at least quarterly, with an annual meeting each September; all meetings shall be public. Please see **Attachment Q** for Mo`O PCS's proposed Governing Board Bylaws which outline the governance philosophy, desired qualifications of Board Members, and the ways in which the Governing Board will actively and effectively involve key stakeholders (advisory boards, parents, students, and general public). The Statement of Assurances is provided as **Attachment R**.

**2. Attachment S** illustrates via organization charts the proposed Mo`O's school governance, management and staffing structure in Year 1 and beyond.

**3.** The symbolic placement of our Students at the apex of our organization chart is very purposeful. Rather than conveying a direct reporting relationship between the Governing Board and the Student Body of Mo`O PCS, it embodies Dr. Maria Montessori's constant admonition that we "follow the child". The Governing Board's primary responsibility is to administer the school so as to best serve the needs of the students. To do so, they must listen to the needs of these children and set aside preconceptions about what is believed to be best for them.

**4.** The Governing Board will set Policies and approve Procedures to ensure the School fulfills its educational mission in a sustainable and efficient way. The Board will discharge its duties with

regards to the day-to-day operation of the school through the selection and employment of a Principal who will directly report to the Board and be responsible for the administration of the school. The Governing Board will assess academic and operational success of the proposed school through input from its advisory boards, annual evaluation of the Principal's job performance, and observation of operational health and staff, student and family happiness.

The Principal will hire a staff of Teachers, Teaching Assistants and administrative support staff. The Principal will oversee the financial and operational functioning of the school on a day-to-day basis which will be supported by increasing personnel as the school reaches capacity. The Teachers within each program (Primary, Lower Elementary and Upper Elementary) will work collaboratively and eventually be overseen by a Director of Education, who will have responsibility for curating the curriculum and coordinating teacher observation and staff in-service training. In the short term, the Principal in cooperation with the Teachers will function as the leadership team of the school, and assume these responsibilities. Wednesday afternoons shall be used for regular meetings which will serve as the primary forum for communication between the teaching staff and administration of the school.

5. The composition of the current proposed Governing Board represents the target population and key stakeholders and truly reflects the spirit and intent of the proposed charter school.

**Attachment T** provides completed and signed Board Member Information Sheets and resumes for all proposed Mo`O PCS Governing Board Members as well as biographies. What follows is the Mo`O PCS Governing Board roster and their biographies:

#### **Initial Mo`O PCS Governing Board Professional Biographies**

##### **Michael Lawrence Gallagher**

Michael Lawrence Gallagher is a financial and information technology professional with extensive experience in software development, implementation, business analysis, financial forecasting, planning, and reporting. Mr. Lawrence Gallagher holds a BA in Physics from Dartmouth College where he graduated *summa cum laude* and was inducted into the Phi Beta Kappa honor society. He currently serves as an Assistant Vice President and Senior Business Analyst at First Hawaiian Bank where he recently completed a multimillion dollar software implementation for the Bank's Trust Department. He had primary responsibility for negotiating the software contract, evaluating the capital acquisition project and performing analysis during the implementation. Mr. Lawrence Gallagher also previously served as an Education Coordinator for the Hawai'i Homeownership Center, a non-profit devoted to increasing the number of low and moderate income homeowners in Hawai'i. He also spent his first post-graduate year teaching high school Physics at Cambridge Rindge and Latin School, the only public high school in Cambridge, MA. Mr. Lawrence Gallagher's two children attend Montessori programs in Honolulu.



**Justin Lolofie**

Justin Lolofie is a software developer and analyst. He holds a BA in Linguistics from the University of Nevada, Las Vegas. Mr. Lolofie experienced startup culture at online retailer Zappos.com where he witnessed open and honest communication between team members build a strong organization and community. Mr. Lolofie went on to work for The Genome Institute at Washington University School of Medicine. During this work he experienced the rigorous application of science to the study of cancer genomics. He became accustomed to diligent testing methods and data-driven decision making. Currently Mr. Lolofie is employed by the Office of Research Services at The University of Hawaii. He lives in Kaimuki with his wife and daughter.

**Laura Masui**

Laura Masui has worked for community support organizations in Hawai'i for over 10 years. She founded her own company in 2003 where she honed her skills in business building and networking. Her contacts with a diverse range of business professionals inspired her to become involved in creating relationships between the local community organizations and businesses. Laura is very active in community giving and fundraising, including six years with the Waikiki Community Center. She co-founded Hawaii Society of Volunteers, which brought together individuals interested in volunteering and connected them with local non-profit organizations that support local causes. She has been a member of several business groups and served on boards that include the American Business Women's Association, Imua Chapter, the Plaza Club's Young Professionals, and the Plaza Club's Board of Governors. As a mother, Laura has watched her son flourish in a Montessori environment for the past three years and her current passion is to utilize her skills as a community activist to perpetuate the values of Montessori to benefit all children in Hawai'i.

**Patrick O'Day, M.A., Ph.D. (ABD)**

Patrick O'Day first moved to Hawaii in 1993 to pursue a graduate degree in anthropology at the University of Hawaii at Mānoa. Since then, he has worked throughout the Pacific conducting academic and professional research in archaeology, which has included employment with non-profit cultural resource management organizations. Mr. O'Day brings strong management and relational skills to the table and he has extensive experience building partnerships with local interest groups and communities in the Pacific Islands. He routinely negotiates contracts with public, private, and government entities and ensures compliance with laws, regulations, and standards at the local, state, and federal levels. Currently, Mr. O'Day serves as a Senior Project Manager for Garcia and Associates Cultural and Natural Resource Consultants on O`ahu, and he is a PhD candidate at the University of Florida at Gainesville. He is also experienced in grant writing and is currently preparing a National Parks Service grant application for a non-profit archaeological organization. His interest in Montessori education began with the birth of his first child, who currently attends a Montessori program in Honolulu, and he is committed to helping open access to Montessori education to the public through the Mo`O Charter School.

**Rebecca Pike**

Rebecca Pike moved to O`ahu from New York in 2007 and has worked since 2008 as an editor (now Managing Editor) at Morris Visitor Publications. She manages a team of four and oversees the production of editorial content for over 30 publications annually, nearly 100% of it geared toward Hawai`i's visitors. She has extensive experience writing and editing in both commercial and non-commercial capacities. Rebecca was immediately drawn to the Montessori approach and researched it before enrolling her toddler at a Montessori school in 2013. Having witnessed the profound and positive effect of the method (especially in contrast to the traditional pre-school that her daughter attended prior to Montessori), she is committed to raising awareness and helping to provide it for her child and the children of others.

**Carla Pilato**

Carla Pilato moved to Hawai`i in 1986, graduated from Mililani High School in 1988, and earned a BEd in Elementary Education from the University of Hawaii at Manoa in 1994. She has been teaching in Hawai`i's public and private schools for the past 19 years. Carla has been a special education teacher, student services coordinator, transition services coordinator, and Section 504 care coordinator at the University Laboratory School, a Hawai`i Public Charter School, for the past five years. Her responsibilities include planning lessons for and teaching students in grades 8-11, and ensuring that ULS appropriately evaluates, administers and complies with student IEP and 504 plans. Carla has also earned a Level 3 certification as an Educational Therapist through the National Institute for Learning Development. She specializes in providing educational therapy - specific techniques designed to address students' unique areas of difficulty and to improve their overall ability to think, reason, and process information - to learning disabled students. Carla became interested in Montessori education when her son was two years old and has since developed a desire to become a Montessori educator. Her son currently attends a local Montessori program where she is the coordinator of a year-round fundraising program for the school and assists with other fundraising committees.

**Roderick Rivo**

Roderick "Rod" Rivo moved to Hawaii in 1997 via the United States Navy, and now calls O`ahu his permanent home. Mr. Rivo holds an associate's degree in electronics technology from Heald College where he graduated on the Dean's List. Upon leaving the military in 2002, Mr. Rivo worked for a highly successful local security systems company, as the lead installer and trainer for seven years. During his tenure, he received on the job training in commercial and residential general construction. In addition, he provided training to both newly recruited employees and clients. In 2004, Mr. Rivo affiliated with the Navy Reserves where he is currently mobilized. Through the military, he received extensive training in teamwork and management. In his current position, Mr. Rivo is in charge of 42 personnel and manages a multimillion-dollar operating budget. His love for Montessori grew when he first saw how the Montessori philosophy brought the joy of discovery to his daughter. Rod and his wife are firm believers in the Montessori philosophy and are committed to ensuring that a program is accessible to everyone in Hawai`i.

**Ludvig Simonsen, PHR**

Ludvig Simonsen is a senior-level Human Resources professional with over 20 years of experience in the hospitality and travel industry. Currently the Regional Director of Human Resources for the Hawaii/Pacific Region of Mandara Spa (the company is known on O`ahu as The Spa at the Hilton Hawaiian Village), he is responsible for all aspects of the HR operation at seven different locations with over 500 employees. Ludvig has served as a long-time member of the SHRM Hawaii Board of Directors (SHRM Hawaii is the state-run chapter of a nationally recognized association of Human Resources professionals). Ludvig's wife is educated in the Montessori teaching methods and they have a pre-school age son who has benefited a great deal from Montessori. In addition, Ludvig has traveled extensively internationally and is fluent in both Norwegian and Spanish.

**Nicole Vernon, M.A., RPA**

Nicole Vernon is a GIS Analyst and archaeologist with extensive experience in project management, planning, and reporting. Ms. Vernon holds a BA from University of Illinois at Urbana-Champaign and a MA from University of Florida in Anthropology. As a cultural resource management specialist she has supervised multi-year federal contracts throughout the Pacific, as well as small-scale projects for individual homeowners here in Hawai`i and on Guam that require State Historic Preservation Division consultation. Prior to moving to the Pacific in 2008, Ms. Vernon conducted research in the Bahamas and Dominican Republic. Her expertise includes grant writing, budgeting, personnel management, and multicultural competence. Ms. Vernon is the mother of two small children and is a long time believer in the Montessori pedagogy. She is committed to bringing the experience to more schoolchildren on O`ahu.

**Joseph Dane, M.S., J.D.**

Since 2009, Joseph Dane has been an attorney in the Honolulu business law firm of Gelber, Gelber & Ingersoll, where he practices mainly in the areas of real property and corporate taxation. Before attending law school, Mr. Dane was employed as a software developer, creating, maintaining, and debugging web-based software and distance-learning tools for the University of Hawai`i, as well as a variety of programs and tools as a contractor for the National Oceanographic and Atmospheric Administration, among other clients. Mr. Dane's introduction to Montessori education came when his daughter began attending kindergarten, and he soon became convinced of the value of the methods used by trained Montessori teachers. Mr. Dane has lived in Honolulu since 1996 and believes strongly in the importance of healthy and energized public schools. He hopes to be a part of the effort to expand the reach of Montessori education in the public sphere.

**Minnie Wales, M.Ed, AMI Primary Diploma & AMI Elementary Diploma**

Minnie began her Montessori education at age three in San Francisco, CA. However, it wasn't until her reintroduction to Montessori philosophy as an adult that its impact was truly felt. Now that Minnie has a young family of her own, her appreciation for this "education for life" increases daily. Minnie holds a BA degree in Cultural Anthropology from the University of California at Santa Barbara and a MA degree in Education from Loyola College in Baltimore. She holds Montessori certification for both Primary and Elementary education from the Association Montessori Internationale (AMI). Currently Director of Education and Elementary Guide at Hoaloha o ke Kai Montessori School, she lives in Hawaii Kai with her husband, Victor, who coaches the University of Hawaii Swimming Team, and their three children.

**Molly Jenkins, M.A., AMI Primary Diploma**

Molly attended primary, lower elementary, and upper elementary classes at two Montessori Schools while growing up in the Chicago area. After completing her undergraduate work at University of Denver in Colorado, she spent four years working towards a doctoral degree in Sociology at the University of Washington in Seattle. Upon teaching her first course, she discovered her interest in helping students personalize their curriculum to fit their interests. After revisiting a Montessori classroom, she quickly transitioned out of research-driven academia and back into Montessori education. Molly holds a BA and MA in Sociology, a graduate degree in Global Health, and an Association Montessori Internationale (AMI) certification in Primary Teaching. She is currently a Primary Guide at Hoaloha o ke Kai Montessori School and is conducting a longitudinal research study on changing trends in Primary student populations. She enjoys riding her bicycle about town, traveling, discovering new music, and being in the water.

**Mamie Lawrence Gallagher, M.Ed candidate & AMI Elementary Diploma candidate 2015**

Mamie grew up on Maui and attended Montessori of Maui, Inc. She holds a B.A. in Ethnomusicology and Native American Studies from Dartmouth College and is a M.Ed in Elementary Education with a Montessori Concentration candidate at the University of Hartford. She is currently training to be an AMI-certified Elementary Guide at the Montessori Training Center of New England. She is the current Director of Operations and Elementary Assistant at Hoaloha o ke kai Montessori School. Prior to pursuing Montessori she served as legislative assistant to State Representative Angus McKelvey, where she researched and drafted legislation and worked with state and county officials, community organizations and constituents. Prior to that she was President of the Hula Preservation Society, worked as Education Consultant for College Connections Hawaii, and consulted with Haleama'uma'u which she founded to provide native Hawaiians access to institutional advancement services. She lives in Honolulu with her husband and their two daughters.

**Cori Simonsen, AMS Elementary Training**

Cori Simonsen was born and raised in the culturally diverse East Bay Area of California. Having been educated in traditional public and private schools, she sought a better alternative for her own children. When she discovered the local Montessori preschool for her oldest child fifteen years ago, she was amazed at the quality of the curriculum as well as the misconception among the general public about what the Montessori Method entails. While completing her college studies, Cori realized that the "traditional" school system was not a place in which she would thrive as a teacher. Watching her children in their Montessori classes and contrasting the enthusiasm and inquisitiveness of their classmates with that of the children in the traditional class where she completed her student teaching, Cori observed daily that the prevailing system is not designed to encourage every student to reach their full potential. As a result, Cori has been committed to promoting and participating in high-quality public Montessori programs ever since. Cori is an AMS-trained Elementary teacher with experience teaching in a public Montessori charter school in California. Her other professional experience is in volunteer management. It is her firm belief that every human being can benefit from providing service to their community. To that end, Cori has been active in programs that promote volunteerism, including AmeriCorps, Senior Corps (Retired and Senior Volunteer Program), Boy Scouts of America, and the Network of Volunteer Leaders, Hawai'i.

*Table 7 Mo`O PCS Governing Board Biographies*

6. This application is being submitted by the Montessori of O`ahu Foundation, a non-profit organization pending IRS determination of 501(c)3 status, which was incorporated as a result of this parent-driven desire to found a publicly accessible Montessori school on O`ahu. The Mo`O Foundation Board of Directors will not directly govern Mo`O PCS. The Mo`O PCS Governing Board will be a distinct legal entity.

7. All Directors of the Board of the Montessori of O`ahu Foundation currently populate the proposed Governing Board of Mo`O PCS with the addition of AMI Montessori educators and another from the Work Group. This group was not selected but was organically formed from a group of interested parents and educators. In the short term, this is the best group to build and execute the proposed school, but we do view it as a transitional founders' Board whose composition will necessarily change as the school moves towards operation. The Governing Board will address this transition and the vacancies it will yield per the proposed Bylaws. New members will be selected based on the qualifications criteria, they will be required to attend a Montessori education workshop in person or online, observe a classroom if possible, and they will attend a new member orientation.

There shall be a standing Facilities Committee which will serve as an advisory board to the Governing Board. The Montessori of O`ahu Foundation Board will also serve as an advisory board to Mo`O PCS. The Parent Faculty Association represents the third advisory board and will elect one ex-officio member from among its ranks to serve on the Governing Board. All advisory boards shall report to the Governing Board as per Mo`O PCS's Bylaws. Last, the

Student Body will elect a non-voting member of the Governing Board to participate in Board discussions and provide the student's perspective directly where appropriate.

**8. Attachment U** proposes a Code of Ethics policy and a Conflict of Interest policy. At this time, because the creation of the proposed school is parent driven in collaboration with Montessori teachers, the initial composition of the Governing Board contradicts many of our proposed policies. However, the Governing Board and the Working Members are the people who will build the Mo`O PCS and as such are the most appropriate current members. Prior to the opening of the charter school, as hiring decisions are made and a student body is assembled, the make-up of the Governing Board will likely change, as referenced earlier, to conform to the Code of Ethics and Conflict of Interest policies.

**9.** In time, it is the intention of the current proposed Mo`O PCS Governing Board, that the Board of the Mo`O Foundation and that of the Mo`O PCS will be distinct entities with separate but complementary and collaborative scopes of work. In the long view, the Mo`O Foundation Board will be an advisory board of the Mo`O PCS to preserve the natural connection as the affiliated non-profit of the charter, offering programmatic and fundraising support. It should be noted that although the Mo`O Foundation is submitting this application, it plans to remain its own autonomous organization if the proposed charter is approved.

## **B. Advisory Bodies**

The following Advisory Bodies will report to the Mo`O PCS Governing Board:

- Mo`O Foundation Board of Directors
- Facilities Standing Committee
- Parent Faculty Association

### **Mo`O Foundation Board of Directors**

There will exist a reciprocal relationship between our affiliated non-profit the Mo`O Foundation and the Mo`O PCS Governing Board. As discussed throughout this application there are numerous coordinated efforts that will be ongoing between the two organizations. The primary purpose of the Mo`O PCS Governing Board will remain at all times to carry out the work of educating the children enrolled at Mo`O PCS; however, by leveraging the capacity of the Mo`O Foundation Board of Directors, several related projects can best be carried out including: Parent Education, AMI Teacher and Teaching Assistant Training, and fundraising. For details on the competency of the initial Mo`O Foundation Board see **Part II, Section L.** and for biographical information see **Part III, Section A.** While there is significant overlap between the Mo`O Foundation Board and the proposed initial Mo`O PCS Governing Board, we do intend to recruit additional resources to both groups.

### **Facilities Standing Committee**

Throughout our research into the charter school movement in the United States, the acquisition and maintenance of physical facilities was repeatedly identified as one of the largest hurdles in achieving sustainability and being able to deliver on the educational mission of a given school. In order to address this concern in an ongoing way, we will maintain a Facilities

Standing Committee of the Governing Board, made up of Mo`O PCS Board members and others from the community tasked with both identifying short term facility options for our operational scale-up period and long term solutions to our need for a physical plant. We will seek the expertise of professionals who may or may not have a connection to the school but who show a willingness and interest in contributing their time and knowledge (e.g. architects, realtors, contractors). The Facilities Standing Committee will be appointed by the Board and will be tasked with periodically carrying out Board directives with regard to ongoing and future facility and maintenance needs. In the immediate term, the identification of a suitable facility to house our initial operation will be the main priority for this group. In the future, this Committee will be given responsibility for forming a capital plan to acquire and/or construct a more permanent physical plant.

For detailed biographical information, including resumes, and initial proposed membership of the Facilities Standing Committee see **Attachment V**. For details on the work to date of the proposed founding members, please see **Part II, Section M**.

### **Parent Faculty Association**

The purpose of the Parent Faculty Association (PFA) shall be to support the educational objectives of the School, foster open and honest communication with the families we serve, and leveraging the talents and expertise of those families by providing a forum for direct parent/guardian input. We anticipate forming this group from eligible parents and guardians soon after we have established our initial cohort of students for Mo`O PCS. This group will be open to any parent, guardian or faculty member of Mo`O PCS and will have as its primary responsibilities:

- Soliciting parent input on school-wide issues where appropriate.
- Fundraising and supporting the efforts of the Board and Mo`O Foundation to fundraise through volunteering and other means.
- Serving to organize volunteering for classroom projects;
- Coordinating staff appreciation and gratitude.

### **C. Complaints Procedures**

We fully expect given the size and scope of the school we propose that no matter how clear our policies, procedures and communications may be, or how effective our pedagogy, grievances will arise out of misunderstandings and miscommunications between parties. Mo`O will strive to minimize conflicts by providing clear and frequent communication between the school administration, staff, and families. When disagreements do occur, all members of the school community will be encouraged to handle the situation respectfully and according to the following communication guidelines which are meant to empower the school's Teachers and Administration to address conflicts first through constructive communication with the aggrieved party and preserve the role of the school's Governing Board as an impartial arbiter of disputes:

Type of Concern or Conflict	First Point of Contact (Capacity)	Alternate Point of Contact During Scale-up
Student performance or classroom behavior	Teacher	
Parent Education	Teacher	Principal
Student Safety	Teacher	
Pedagogy	Education Director	Principal
General Inquiries	Admin Support Staff	Principal
School Licensing	Admin Support Staff	Principal
School/Employment Records	Admin Support Staff	Principal
Admissions Inquiries	Admin Support Staff	Principal
HR Matters	Assistant Principal	Principal
Tuition/Financial Aid	Assistant Principal	Principal
Student Affairs and Records	Admin Support Staff	Principal
Special Events/Fundraisers	Assistant Principal	Principal
Academic Policies	Principal	
School or Governing Board Policies	Principal	
Legal Matters	Principal	

*Table 8 Complaint First Point of Contact*

Please see **Attachment W** for a copy of our proposed initial Complaint Procedure for additional details. This procedure will evolve over time as Mo`O's staffing structure changes. A description of the complaints procedure will be included in the Family and Student Handbook distributed to all families and available on the web.

#### **D. Staff Structure**

**1.** Staff can be divided by function into three groups: Teaching Staff, School Leadership and Administrative Support. Please see **Attachment S** for details on the proposed school's organization chart and **Attachment X** for the required Staffing Chart.

#### **2 & 3. Teaching Staff**

Each Mo`O classroom will have an AMI trained teacher and at least one paraprofessional teaching assistant. In Primary Classrooms, given the younger age of the children, if the total number of students exceeds 24, then a second teaching assistant will be added. Generally, teaching assistants do not have extensive training, although experience, the proper disposition toward the work, and AMI Assistant training are very beneficial. The presence of teaching assistants in the classroom environment allows the Teachers to devote the necessary time to observations, planning and direct instruction and ensures that the classroom environment has adequate supervision and oversight. Projections for teaching staff including teaching assistants are based on our projections for growth and future numbers of classrooms. The following chart outlines student ratios vs. teaching staff:



<b>Ratio</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Capacity</b>
Students per Teacher	25:1	26:1	29:1	30:1
Students per Teaching Staff Member	11:1	13:1	12:1	13:1
Students per Employee	8:1	7:1	8:1	9:1

*Table 9 Student Ratios*

Student Support Positions for SPED and/or ELL would be dependent upon demand for these services and would be determined in collaboration with the DOE/DES by the Governing Board.

Aftercare staffing would be determined based on projected demand for afterschool care and we would attempt to operate this program on a breakeven basis, hiring staff to meet demand.

### **School Leadership**

During the first several years of operation, school leadership will primarily be provided by a Principal assisted by a Business Manager. The Principal will be present beginning in the first year of operation and, as the chief executive of the school, will be responsible for ensuring the school is run according to the directions and policies established by the Governing Board.

During the first year, the Principal will have primary responsibility for financial operations, academic and personnel matters. The Business Manager, whom we have projected hiring in the second year of operation, will oversee the day-to-day financial aspects of the school and will be responsible for soundness of the school’s financial management, procedures and reporting. The hiring of the Business Manager will free the Principal from day-to-day financial management tasks.

Curricular leadership will initially be provided by a collaborative group of Lead Teachers, one for each active program (Primary, Lower Elementary and Upper Elementary) who would oversee teacher professional development, improvement and evaluation.

Eventually, we would anticipate hiring an Assistant Principal sometime after the fifth year of operations. This position would provide support and coverage for the Principal. We would also add a Director of Education position in or around the fifth year to coordinate ongoing curricular management of teaching staff along with the Lead Teachers of each program.

### **Administrative Support**

Initially, administrative support will be provided by a part-time Operations Support Staff position and a contract bookkeeper. The Operations Support Staff position will assist the principal and provide other services during the morning from 8am-1pm each day. The contract bookkeeper position will assist the Principal by taking on the more tedious aspects of tracking financial transactions and day-to-day financial management.

Administrative support FTE count will increase over time with enrollment, acknowledging the fact that, once the school reaches operating scale there is not a linear relationship between the need for additional support staff and total enrollment as there is for teaching staff. We anticipate a total of 5 Operational Support Staff being needed at capacity.

**4.** The proposed school will not have a virtual or hybrid online component.

## **E. Staffing Plans, Hiring, Management, and Evaluation**

**1.** We have not yet developed personnel policies or an employee manual.

**2 & 3.** In order to attract qualified teachers and teaching assistants, Mo`O will offer competitive wages and benefits in accordance with the current contract in force with the Hawaii State Teacher's Association (HSTA) and/or the Hawaii Government Employees Association (HGEA). Our primary strategy for initially identifying and attracting qualified teachers will be to leverage the AMI/USA network and their affiliated training centers to help identify candidates who are completing their Montessori teacher training or hold existing credentials. We will publicize openings for our teaching positions through the existing AMI/USA professional publications and networks which are consumed by AMI credential holders and candidates. Given that most AMI teacher training programs require a Bachelor's degree for admission, we anticipate that the only potential additional requirement most new hires will need to meet to become licensed and earn classification as "highly-qualified" under the Elementary and Secondary Education Act will be passing the appropriate Praxis exam (Praxis II 014 for the Upper Elementary Level or Praxis II 021 for the Primary and Lower Elementary Level). We would provide appropriate support, including flexible work hours to support teachers preparing for these exams. It is our intention that all Mo`O teachers should be either highly-qualified, or on track to obtaining highly-qualified status.

Teaching staff would generally be hired in the spring each year for positions in the following fall. Hiring of both teachers and paraprofessional assistants would be based on Governing Board determination of overall enrollment based on community demand determined from application volume.

For other non-teaching and supervisory positions, local candidates will be sources on an on-going basis so that an effective database of interested candidates can be kept in the works to help fill positions as needs arise.

**4.** Criminal background checks will be conducted post-offer on all employees via a third-party vendor which will be retained by the school once the charter is approved. All positions will be offered contingent on passing of background checks. All aspects of the criminal background check will be in compliance with the Fair Credit Reporting Act (FCRA) as required by federal laws; outsourcing criminal background checks is both cost-effective and prudent because such firms are able to gather accurate information on hires based on their vast network of resources. All hiring will be conducted in full compliance with federal and state laws, including but not limited to Equal Employment Opportunity (EEO), Americans with Disabilities Act as Amended (ADAA), etc. A standardized application form will be required from interested candidates which will be used as a means to screen, interview, and hire qualified candidates.

Disciplinary action and dismissals will be conducted in strict compliance with any collective bargaining agreement(s) in place, federal/state laws & guidelines, and in alignment with established policies and procedures set forth in the Employee Handbook established by the school.

**5.** Any evaluation tools used by Mo`O will be in full compliance and alignment with BOE Policy 2055 and relevant portions of collective bargaining agreements in place with the school's staff.

The school's Principal will be carefully selected in the hiring process to ensure that he/she not only possesses the appropriate qualifications, but that he/she embraces the core Montessori approach consistent with the mission of the school. This position will receive an annual evaluation from the school's Governing Board as well as a comprehensive process which involves gathering feedback from members of the team that have a direct reporting/working relationship with the Principal. Such evaluation forms and procedures will be designed and implemented in partnership by the school's Governing Board and the Principal.

6. Mo`O will require that all supervisory employees provide annual reviews of those employees that report to them directly. These reviews will be based on direct observation and authentic evaluation of the employee's work by both the supervisor and other employees with whom they interact. All annual reviews will be formalized in a written appraisal form discussed and signed by the employee which will include an employee self-evaluation which will provide the employee an opportunity to reflect on their own past accomplishments, forward looking goals, areas of excellence and areas where they need improvement.

7. Unsatisfactory leadership or performance issues will be handled in compliance with the collective bargaining agreement(s) in place, the Employee Handbook, the school's established policies and procedures, and in compliance with federal and state laws. In general, the disciplinary process will follow the progressive discipline model whereby areas of substandard performance are clearly identified, and the staff member is given time frames to improve his/her performance before additional disciplinary action is taken. However, it should be noted that part of the school's policies and procedures will include a Standard of Conduct, making certain offenses eligible for more severe action, up to and including termination of employment. The Employee Handbook (inclusive of the Standard of Conduct) will be carefully designed and implemented by the Governing Board to ensure that expectations for employee performance and conduct are clearly articulated.

8. A supplemental agreement to the HSTA Agreement may need to be implemented with regard to the school's daily schedule (i.e. hours worked by a staff member on school days) and the annual school calendar. As outlined in the Part II, the Montessori approach calls for specific work periods each morning and afternoon which are to be uninterrupted periods of self-chosen activity for the children. We are calling for an 8 hour teacher work day which deviates from the 7 hour day proscribed in the HSTA Master Collective Bargaining Agreement. To accommodate this we have planned on fewer duty days (172 vs. 185) and have increased proposed teacher salaries in our financial projections by 5% over and above the contractual rates otherwise projected. If we are unable to negotiate an amendment to the HSTA contract we would presumably need to modify our instructional strategy or teacher duty hours to further limit the number of on-duty hours.

## **F. Professional Development**

1. Training for staff will be conducted during a series of inservice days throughout the school year and during select Wednesday afternoon sessions, to include attendance and record-keeping procedures, training on school-sanctioned organizational technology systems and software, state and federally required employee training and any other training needs identified by the Principal or the Governing Board.

<b>Training Session</b>	<b>Dates</b>	<b>Focus</b>
Initial Orientation	August 21 and 24	School Policies and Procedures; State and Federal Compliance
Additional Orientation	October 2	Record-keeping and Reporting Procedures
Topics of Interest	January 4	AMI In-Service with AMI USA Trainer

*Table 10 Year 1 Teacher Inservice Schedule*

Additional shorter training sessions may also be scheduled for classroom teachers on Wednesday afternoons when classrooms will be supervised by paraprofessional teaching aides. All Lead Teachers will be required to possess or be in the process of obtaining AMI certification at the appropriate level. AMI teacher training is comprehensive and intensive, providing the Lead Teacher with a broad understanding of the Montessori educational philosophy and approach and obviating the need to provide additional core curricular training at the school level. Because the curriculum and culture of Mo`O will be dependent on the AMI approach, this training will adequately prepare the teachers for implementation of the curriculum.

Teachers will be expected to maintain membership with one or more of the professional Montessori organizations and pursue and achieve training to become an AMI diploma holder at the appropriate teaching level to assure consistent quality. Annual membership will be the responsibility of the teacher and must be maintained as a condition of employment.

**2.** Professional development needs will be identified by each staff member’s supervisor and communicated to the staff member during the performance review process. The supervisor will use observations, self-evaluations, and parent and staff feedback, as well as DOE mandates, to determine the professional development needs of each staff member. Every effort will be made to support the staff member’s ability to obtain the needed training and skills, including reasonable financial support and time outside of the classroom if necessary.

**3.** Teaching Assistants in good standing who demonstrate an interest and capacity for advancement to a Teaching role will be encouraged to enroll in an AMI training program and seek credentials required to become highly-qualified teachers and will be given preference in hiring over new applicants. Professional development needs of the Principal will be identified by the Mo`O School Board of Directors. All professional development activities will incorporate the Montessori philosophy and support the approach. We are interested to learn more about Title II and other funds that might be available to support our goals of having more highly-qualified Montessori educators available.

The affiliated Mo`O Foundation will support professional development and build local capacity in support of the chosen Montessori pedagogy through their AMI Teacher Training Initiative which will employ proven AMI teacher training best practices. The Foundation will develop a teacher training center which employs qualified AMI-certified teacher trainers with the goal of providing a pool of qualified applicants to Mo`O PCS as well as allowing existing teachers to obtain further desired training without leaving Hawai`i. The Mo`O Foundation will use trainee

tuition, grant funds and private donations to finance the AMI Teacher Training Initiative and we anticipate this program achieving financial breakeven early on based on the experience of similar training programs throughout the US. Staff who are offered AMI training at the Foundation's expense, either within the Foundation's Program or at an alternate AMI training center, will make a contractual commitment to remain employed by Mo`O PCS for three years or reimburse the cost of their training.

**4.** Professional development of teaching staff will be the responsibility of the Principal initially and the Director of Education eventually. Oversight of professional development implementation shall include regular reports of related developments and accomplishments to the Mo`O School Governing Board. The Principal or Director of Education will be responsible for scheduling and planning of professional development. Specific duties may be assigned to other staff members at the discretion of the Principal or Director of Education.

In addition to employee-specific professional development, the school and its entire classroom teaching staff must participate in an AMI Consultation every three years to first establish and then maintain recognition as an AMI/USA Association/Public Schools. This consultation will provide valuable feedback to the school's administration, teaching staff and Governing Board regarding adherence to the AMI quality standards and areas for improvement. Feedback obtained through this consultation will be used to help continuously improve the Montessori implementation at Mo`O.

**5.** Professional development can be delivered during one of the 4 dedicated teacher in-service days or for teachers during Wednesday afternoons, when teachers will not have classroom duties. These collaborative days fit within the standard Mo`O school day and would not themselves require any amendments to the Master Collective Bargaining Agreement for teachers beyond those discussed in **Part III, Section E.** above.

**6.** All teachers will be encouraged to attend the national AMI/USA Refresher Course at least once within each three year period. The Mo`O Foundation may offer financial support for teachers who wish to attend these refresher trainings on a funds available basis.

## **G. Performance Management**

**1.** The Montessori approach and curriculum integrates a comprehensive, effective plan and system for collecting and analyzing student academic achievement through continual monitoring, evaluation, and assessment of each student's daily work activities. Many of the materials are designed to be self-correcting, which means students are able to assess and evaluate their own progress without assistance from the teacher before any formal assessment takes place; there are built-in controls for error. Children demonstrate their own successes each day as they choose and perform work in the classroom. Montessori teachers are trained to collect, analyze, manage, and interpret each child's individual learning needs, progress, and proficiency (based on the Learning Outcomes and Standards stated in **Attachment D**).

**2 & 3.** Mo`O teachers will have the primary responsibility for collecting and analyzing data obtained from formative, summative, and standardized assessments. They recognize, through observation and authentic evaluation, the point at which the child has successfully completed work with a particular activity and when the child is ready to be introduced to the next. Thus, the process as well as the product put forth each day by the child is the fundamental method by which student achievement is measured in the Montessori classroom. As a student progresses through the curriculum the teacher records, via one of the available Montessori record keeping software packages, which lessons that child has been offered, which he/she has mastered and which he/she is actively engaged in mastering so that a child's current level of working mastery is known at all times.

A key aspect of the Montessori approach to evaluation is the empowerment of children to become skilled at self-assessment and evaluation. Each child will carry a daily record book in which the child records the lessons he/she attends and the work he/she chooses to do. The teacher will review the record books with each child every day to help the child in the process of learning to plan his/her time wisely and to ensure the child visits work in many areas during the week. The teacher will conduct weekly meetings with each child to review his/her record book and the work completed or in progress from that week. During these meetings, the teacher will check to make sure that the child is following up on lessons as needed. The teacher will also informally evaluate the child's retention and understanding of new information during these sessions. Subsequent lessons will then be adjusted and modified to accommodate the child's learning needs and progress whereby achievement gaps are closed and academic success is obtained.

The teachers of Mo`O will use a process of reporting student progress that is compatible with Montessori pedagogy. Grades and scores will not be assigned. The child's progress will be shared with parents during conferences which will be scheduled twice during the school year. During these conferences, parents will hear about what subject matter their child is working with, the child's strengths or challenges that the teacher has observed, and the strengths or challenges that the child perceives about himself/herself. This allows the child, teacher, and parents to find strategies together that will offer the opportunity for the greatest success to each individual child. Additional meetings between teacher and parents (and sometimes child) may be scheduled as needed.

**4.** Training and support for student evaluation and the identification of student performance gaps is an integral part of the AMI Montessori teacher training which all Mo`O teachers will have been expected to complete. The keeping of accurate student records, the analysis and observation of student capabilities and the remediation of identified issues are all topics which AMI Montessori-credentialed teachers receive extensive training in.

Minimal standardized testing will be conducted as required to comply with any State mandates for Strive HI or other initiatives. Children will participate in testing in their final year of the Lower Elementary program (equivalent to 3<sup>rd</sup> grade in a non-Montessori school) and every year thereafter as required. From a pedagogical standpoint, tests will be offered to give the children

experience with taking tests. They will also be used as evaluation criteria that help teachers identify test-taking and other academic difficulties. Tests will not, however, be the primary evaluation tool used by Mo`O teachers. Montessori teachers recognize that testing is a skill that is necessary for the pursuit of certain interests. For this reason, they start preparing students for test taking as soon as they enter the Lower Elementary Program. Because the Montessori pedagogy allows for children to develop skills at their own pace, moving away from the materials only when they have achieved a true understanding of the subject matter, offering an abstract test to children before the end of their stay in the Lower Elementary class does not adequately measure their achievement. For this reason, teachers will offer practice test taking to first and second year students, then the full test to those who have reached the end of the third year and thereafter.

5. We believe that achievement is best measured at the individual student level and that if a student is falling short of their potential it is the responsibility of the student and their teacher to correct that fact through the collaborative development of a remediation plan that involves additional work at appropriate lessons.

## **H. Facilities**

1. The core Montessori approach has met with success in a variety of classroom environments across a wide range of operating facilities throughout the world. AMI, AMI/USA, other Montessori affiliated groups and Montessori schools have a wealth of resources available, from guidelines to sample floor plans, that can be leveraged in our search for the right facility to support our academic program.

The core aspects of an ideal Montessori facility are:

- Promote a beautiful, welcoming environment that has been ideally prepared with the needs of the children coming first
- Provide sufficient space for the enrolled children, Montessori educational materials and necessary shelving, furniture, tables etc. to support the core Montessori work periods. AMI/USA recommends a minimum of 40 sq ft per child.
- Have uncluttered, large and open classroom spaces that can be tastefully arranged with classroom furniture and materials.
- At the Lower Elementary and Upper Elementary level Include a kitchen or food prep area to accommodate food prep activities in practical life and certain scientific experimentation.
- Provide access to the environment outside of the classroom either through nearby park facilities or on site green spaces. For onsite green spaces preferably have them be enclosed so that children can safely access them throughout the day.
- Have multiple windows that provide natural light during the school day and are at a height that allows them to be accessible to children from age 3 and up.
- Comply with applicable local, state and federal regulations to ensure safety and soundness of the physical plant

**2 & 3.** While we do not have a lease or MOU in place, we have already begun exploring options for a physical plant during our scale-up phase. Please see **Part II, Section M** for a listing of facilities options we are actively exploring or have explored.

We intend to formalize the working committee that has been exploring our facilities options in a Facilities Standing Committee at the Governing Board level. The initial responsibility of this group will be to continue evaluating facility options, including the need for any remediation or improvements to bring each facility up to applicable codes and standards. We have several committee members with experience in commercial facilities acquisition and rehab who have the requisite qualifications to make an accurate assessment of potential cost and timeline for remediation. Alexis Inso is a small business woman who runs two local yoga studios and is well connected to the commercial real estate market as a result. Mo`O Foundation Board Member Rod Rivo has experience in commercial and residential construction. We have also been receiving support from Robert Pilato, a local contractor and husband of Carla Pilato, a founding Board Member of the Mo`O Foundation. We intend to retain the services of a commercial real estate agent or broker to aid in our search when appropriate.

Our plan will be to continue to evaluate potential commercial spaces to accommodate our initial identified space requirement of 3,200-3,600 square feet. Ideally we would find a facility with multiple suitable classroom spaces which could be rented a la carte to accommodate both our initial needs and future projected growth. If not, our projected budget can accommodate rental of a 5,000 square foot space initially with a single move to a 10,000 square foot space in Year 3 which should accommodate the first 5 to 6 years of operation at our projected growth rate.

The following table lists our identified facility needs consistent with our budget assumptions through the first four years of operation and at capacity:

	Year 1	Year 2	Year 3	Year 4	Capacity
Minimum Sq. Ft.	3400	5000	10000	10000	20000
Sq. Ft. Per Student	45	48	69	54	55

*Table 11 Facilities Growth Projections*

We have not created a detailed description of our ideal facility at this point because we would stress the flexibility of the Montessori approach to succeed in multiple styles of physical plant while remaining true to our Essential Terms. We believe this type of flexibility will be a key driver of our initial success in delivering on our educational program given the current realities of funding for charter facilities in Hawai`i. For our application, **Attachment CC** consists of a listing of online resources for the evaluation of Montessori facilities.

**4.** We do not currently hold the right to use a facility or have an MOU.

**I. Start-Up Period**

For details on activities and timelines for the start-up period commencing with an affirmative decision on our application for a charter until the commencement of school operations, please see **Attachment EE**. Key activities and foci will be:



- Establishing a firm foundation of policies and procedures to govern school operations
- Procurement of necessary technology, classroom materials and other needed assets
- Continuing the search for and preparation of a facility
- Fundraising

We expect our Governing Board to provide the necessary labor to complete most of this work on a volunteer basis until school administrators and teachers are hired. As such we have minimal expenses budgeted for the startup period. The largest contingent risk to this assumption will be whether we will incur any cost in rehabilitating a facility during the start-up phase. This is difficult to assess given our current lack of a firm candidate facility, but will be taken into account during our evaluation of potential sites.

## **J. Ongoing Operations**

1. We do not plan on offering transportation service to our students.

2. With regards to student safety and security of our facility, personnel and assets, we will defer specific decisions regarding a school-wide safety and security plan until a facility has been identified. As part of our start-up period the Governing Board will author a comprehensive Safety and Security Plan to address these concerns and ensure the safety of people and things within Mo`O PCS's care. At a minimum, this policy will address:

- A nearby Safe Haven to which the school can evacuate
- Fire, Armed Intruder, Terrorism and other response procedures
- Response procedures, including Lock Down and Evacuation

We will base this procedure on the relevant section of the American Montessori Society's Sample School Handbook available at: <http://amshq.org/School-Resources/~media/BBF0375C043E45F586EC7EA1C70DC29E.ashx>

3. We plan to provide foodservice through a third-party contractual relationship with a foodservice vendor. Several of our Governing Board members have worked in the private school sector with a service called Keiki Lunchbox which provides meals to students prepared in accordance with applicable regulations. We used figures consistent with known Keiki Lunchbox pricing in our financial projections and would solicit bids from this and competing services when implementing our food service program.

## **K. Operations Capacity**

1. As mentioned previously, the Mo`O PCS Governing Board will be charged with successfully implementing the Organizational Plan. As such, we have assembled a specific team to ensure sufficient operational capacity. Not only is the proposed Governing Board deep in qualifications and experience, but more importantly, all members are passionate about Montessori from a very personal perspective, and that passion is active.

As an example, 8 weeks ago, we submitted an Intent to Apply for a charter as "Parents for Montessori in Hawai'i." Since then, 20 individuals (and at least as many children) have met

weekly en masse, and in smaller committees, to pursue making our dream a reality. In 8 weeks of peaceful and constructive collaboration, we have accomplished the following:

- Organized a Hawai`i not-for-profit as the charter’s supportive affiliate, the Montessori of O`ahu Foundation;
- Filed Articles of Incorporation and Bylaws with the State of Hawai`i and the I.R.S.; Disclosed our Non-Discrimination Policy in local papers;
- Assembled a Board of Directors and began holding official meetings;
- Launched a Facilities Search; visited many prospective sites; solicited and received quotes for and sourced modular units as a space option;
- Designed a logo and website;
- Began to recruit via word-of-mouth; assembled a Parent Interest List representing over 50 children; conducted an online survey to assess prospective families’ needs, desires, and expectations;
- Designed a financial plan;
- Authored an academic plan;
- Created an organizational plan; and
- Worked individually and cooperatively to think through every aspect of the proposed Mo`O PCS and assemble this application.

This has been a group effort in an incredibly short time frame and the exercise has tested our team’s willingness to work, ability to produce, and compatibility to envision, create and execute. We are bullish about our capacity over the next 8 months and 8 subsequent years.

**2, 3 & 4.** The key members who will implement Mo`O PCS’s organizational plan are the Governing Board members. The following members bring specific capacity in the following areas:

Operation	Key Member Capacity
Staffing	Minnie Wales & Molly Jenkins – AMI Teacher recruitment Ludvig Simonsen, PHR – Human Resources policies & procedures Michael Lawrence Gallagher & Laura Masui – Finances
Professional Development	Minnie Wales & Molly Jenkins – Montessori education workshops for staff Carla Pilato & Cori Simonsen – Process to achieve designation as highly qualified teachers Ludvig Simonsen, PHR – Other staff trainings
Performance Management	Minnie Wales, Molly Jenkins & Mamie Lawrence Gallagher – Student performance observations and record-keeping Justin Lolofie & Joseph Dane – Data-driven assessments Rebecca Pike & Nicole Vernon – Collateral, marketing and reporting

General Operations	<p>Mamie Lawrence Gallagher &amp; Minnie Wales– School governance, leadership, and day-to-day management</p> <p>Carla Pilato &amp; Cori Simonsen – HSTA &amp; HGEA</p> <p>Ludvig Simonsen – Human Resources</p> <p>Michael Lawrence Gallagher, Laura Masui &amp; Roderick Rivo – Financial Management</p> <p>Joseph Dane – Interpreting rules &amp; regulations; compliance; negotiating contracts</p> <p>Patrick O`Day &amp; Nicole Vernon – State and Federal compliance and reporting</p> <p>Justin Lolofie, Joseph Dane &amp; Michael Lawrence Gallagher – Website and data management systems</p> <p>Rebecca Pike &amp; Justin Lolofie – Editorials, Marketing, Print &amp; Online Media</p> <p>Minnie Wales, Molly Jenkins &amp; Mamie Lawrence Gallagher – Engaging families and community</p> <p>Cori Simonsen &amp; Laura Masui – Volunteerism &amp; community service</p>
Facilities Development, Acquisition & Management	<p>Facilities Standing Committee (see <b>Attachment V.</b>)</p> <p>Roderick Rivo – Build-Out</p> <p>Nicole Vernon &amp; Molly Jenkins – Green Space</p> <p>Michael Lawrence Gallagher &amp; Laura Masui – Financing</p>

*Table 12 Operational Capacities of the Mo`O PCS Governing Board*

5. Ideally the Principal, with the support and guidance of the Mo`O PCS Governing Board, would lead development of the proposed organization plan. Since that Principal is yet to be hired, the Governing Board will assume the responsibility. Currently, we do not anticipate needing any formal outside partners or organizations to implement a successful organizational plan. That said, Mo`O PCS’s Governing Board will work actively to leverage the wisdom and best-practices of Montessori professional organizations like AMI and AMS, and other community resources, both human and corporate, to benefit the proposed school.

## IV. Financial Plan & Capacity

### A. Financial Plan

**1 & 2.** We initially attached a Financial Management Policy separately as Attachment LL, but were requested to incorporate it into the narrative section. It is included as **Part IV, Section C** below. It describes the systems, policies and processes Mo`O proposes to use for financial planning, accounting, purchasing and payroll and our high-level plan for internal controls. This policy also outlines the roles for the school’s Governing Board and Administration in carrying out these policies and procedures.

**3.** An annual outside audit will be conducted by an independent, local accounting firm with a strong reputation. We will follow our normal procurement procedures in selecting the vendor to provide this service. We have budgeted approximately \$12,500 for this service as this is the current going rate based on our preliminary research.

**4.** We anticipate contracting with an outside bookkeeper during the first year of operation. This contractor would assist the Principal in management of the day-to-day finances, accounting for transactions and interaction with the DOE payroll system. Along with the Principal, they would be responsible for producing periodic financial statements of account for presentation to the Governing Board and the school community. We would be looking for a reputable individual or firm with a strong accounting background who had experience in either the non-profit or for-profit worlds with enterprises of our size and scope. Anticipated cost for this service is \$500/month based on a conversation with Mo`O Foundation Board Member Laura Masui who provides similar services to her clients. Following the first year of Operation, we have budgeted for the addition of a Business Manager position to take over these duties on a more full time basis. We would make the decision to add this position and the requisite overhead contingent on our enrollment and ability to pay for this position.

**5.** Please see **Attachment FF** for our Financial Plan Workbook.

**6.** See **Attachment GG** for our Budget Narrative and further information on our process and the assumptions that underlay our budget projections.

### B. Financial Management Capacity

**1 & 2.** Key members of the financial team include the following proposed Governing Board Members (for additional details on their relevant experience, see their attached resumes in **Attachment T** and biographies in **Part II, Section L**):

Governing Board Members	Relevant Experience/ Competencies
Michael Lawrence Gallagher	Passed Chartered Financial Analyst, Level I exam; provided leadership in the planning and execution of large capital projects at First Hawaiian Bank; strong financial analysis background; background in software procurement and implementation; worked in Hawai'i non-profit sector and public education
Laura Masui	Work as an accounting professional; designed and implemented financial controls; contract bookkeeper for an independent

	school
Patrick O'Day, M.A., Ph.D. (ABD)	Experience applying for and administering complex federal grants; strong contract negotiation experience; experience ensuring compliance with donor, federal and other grant requirements.
Rod Rivo	Management of unit with significant operating budget; familiar with local/state building codes, permitting requirements, and facilities
Nicole Vernon, M.A., RPA	Strong grant writing, budgeting and project management experience
Ludvig Simonsen, PHR	Management of complex, large workforces; knowledge of human resources compliance and legal requirements.
Mamie Lawrence Gallagher, M.Ed candidate & AMI Elementary Diploma candidate 2015	Served as Director of Operations for an independent Montessori school; extensive experience applying for federal, state and private grant funding for Hawai'i non-profit organizations

*Table 13 Financial Management Capacities of the Mo`O PCS Governing Board*

**3.** We believe that while some level of outsourcing for functions like book keeping or audit may be sensible or necessary, it should be a key function of the Board in consultation with school administration and staff to understand and develop the school's Financial Plan to promote adherence and ownership. Ongoing development of our forward-looking financial plan will be a responsibility of the Governing Board in consultation with the Principal and other school staff. When constituting our Board in the future, we will ensure that strong financial management remains a core competency of the Board.

**4.** Development of the initial Financial Plan was spearheaded by Michael Lawrence Gallagher and Laura Masui. Mr. Lawrence Gallagher brings experience in capital planning for large projects, budgeting and financial tracking within large corporate environments. Ms. Masui has extensive experience in day-to-day accounting, financial management and internal control at small and medium sized businesses including independent schools.

### **C. Financial Management Policy**

Mo`O Public Charter School is a public trust.

The school's primary responsibility is to the children who have been entrusted to its care by their families. These children depend on the school's continued existence as a going concern to provide them with a safe place to learn which is dependable and available to them on an ongoing basis. In turn the school depends on the State of Hawai'i to continue to provide it with the resources to provide for these children's education. The school also depends on the kindness of private funders to provide support to expand and improve our operations and the scope of our curriculum and methods.

We believe that the foundation of the school rests on our ability to create and accrue the trust of our community in the soundness and effectiveness of our operations and our approach to educating their children. The State and private donors who fund our operations demand that

we be accountable for our use of their resources; parents demand that we maximize those resources in the education of their children. Every one of our stakeholders must be able to place their trust in our organization, just as we must place our trust in them and others. This trust must be earned over time but can be lost in an instant. We believe that a sound foundation of well-enforced financial and accounting policies lies at the core of earning and maintaining the public trust.

The following principles form the foundation of this policy:

1. **Openness** – We will provide regular, timely updates, at least quarterly, on the state of our financial condition which are publicly accessible to any interested stakeholders. We will also strive to make these financial statements accessible to those without finance backgrounds whenever possible through clearly written explanations in plain language. We will also make this policy, and its successors, publicly available to any interested party.
2. **Active Compliance** – We will enact policies which enable and streamline compliance with all Federal, State and Local laws as well as any contractual obligations and covenants that we agree to be bound by including reporting requirements for private donors. These policies will require procedures which limit the school’s risk exposure to financial fraud or misdealing.
3. **Accountability** – We will use a budgetary process which codifies our spending expectations on a 1 year horizon and tracks actual spending vs. budget. We will produce and disclose regular, quarterly financial statements which are true and accurate to the best of our knowledge. We will be subject to an annual audit by a reputable, independent accounting firm to assess our compliance both with this policy and industry best practices to ensure that we are meeting the expectations of our stakeholders. We will implement recommendations made by our auditors in a timely fashion provided that we are able to do so within reason.
4. **Empowerment** – While the Governing Board seeks to enact strong Financial Management practices at the school, we realize that ultimately the day-to-day execution of these policies will be the responsibility of the Administration. As such, the Administration of the school shall be empowered to develop procedures for implementing these polices and fostering compliance, which procedures shall be updated as needed and provided to the Board periodically for examination.

We see the key stakeholders who this policy serves as the following groups:

- **Students** who depend on us to educate them in a consistent, stable environment.
- **Parents** who have entrusted us with the care and education of their children.
- **Faculty, Staff and Administrators** - that are employed by the school and share the burden for strong financial management.
- **The State of Hawai`i** and the **Charter School Commission** who provide funds for our operation and at whose discretion we have been chartered to operate.
- **Federal, State and Local agencies** who administer grant funding which provides financial support to the school.

- **Private Donors and Grant-Makers** who support our operations through donations to our affiliated non-profit organization the Montessori of O`ahu Foundation.
- Our affiliated non-profit, the **Montessori of O`ahu Foundation**, which assists our operation by soliciting grants and funds from private and other donors.

## Policies

### A. General

#### 1. Fiscal Year

The school's fiscal year will be considered to end on June 30 and begin on July 1 unless this conflicts with State of Hawai'i charter school regulations.

#### 2. Currency

All transactions will be conducted and recorded in US dollars.

#### 3. GAAP

The school will use Generally Accepted Accounting Principles as recognized in the United States (US GAAP) as its primary accounting standards.

#### 4. Historical Cost and Useful Life of Assets

Physical assets will be carried at their historical cost of acquisition rather than fair market value and depreciated over their useful lives. The useful life of Montessori Classroom Materials will be considered 7 years.

#### 5. Accrual Accounting

The school will use the accrual method of accounting for transactions. Generally, revenue will be recognized when earned and expenses will be recognized when incurred. If it becomes likely that revenue previously recognized might not be paid as expected, then appropriate impairment entries will be made consistent with GAAP and allowances for bad debt will be created as contra accounts. It is expected that the school's administration will establish an objective procedure for identifying bad debts.

## **B. Custody and Safekeeping**

### **1. Cash Funds**

All cash funds of the school, with the exception of petty cash, cash in transit and funds held as long-term investments, shall be held in account at one or more reputable, FDIC-insured, Hawai'i based banks. Management will ensure that the funds balance at any given institution does not exceed the limit for deposit insurance as set by the FDIC from time to time. Such banks will provide monthly statements of account to the school Principal, the bookkeeper (if the Principal and the bookkeeper are not the same individual) and the Treasurer of the Governing Board.

### **2. Long-term Investments**

Long-term investments shall be held in account at a reputable custodian who will provide monthly statements of account listing the quantity, price and market value of securities held to the school Principal, the bookkeeper (if the Principal and the bookkeeper are not the same individual) and the Treasurer of the Governing Board. At such time as the Governing Board intends to invest assets over periods greater than 1 year, the Board will develop a policy governing such "long-term" investments.

### **3. Petty Cash and Cash Collections**

Generally, the administration will minimize cash, checks and other liquid assets held at the school at any given time. A petty cash reserve up to \$250 will be allowable to fund incidental expenses and will be disbursed, with appropriate entries in the Cash Ledger, by the administration. Cash or checks collected by classroom teachers or other staff shall be accompanied by a receipt to the submitting party and shall be provided to the administration as soon as practical. Cash will be stored in a secure, locked cabinet at all times until it can be deposited.

## **C. Bookkeeping**

### **1. Keeping of a General Ledger**

All transactions (receipts and disbursements of cash or other assets) will be recorded via journal entry into an electronic General Ledger system and paper documentation of such transactions, if available, will be retained indefinitely. For expediency, individual de minimis real-world transactions may be grouped together at the discretion of management. An example would be a bake sale where cookies are sold for \$2 each. There would not be an expectation that each cookie sale be entered individually, but there would be an expectation that the sum of cash receipts would be entered.

### **2. Keeping of a Cash Ledger**

A Cash Ledger will be kept and an entry immediately created upon receipt of any cash or check funds by the administration with a receipt provided to the submitting party. Entries in this ledger will be transferred to the General Ledger in a timely fashion. For



purposes of inspection this ledger will be considered part of the General Ledger. Any petty cash disbursements will also be recorded in the Cash Ledger.

**3. Segregation of Duties with Regard to the General Ledger**

The employee, or outside contractor, responsible for creating journal entries in the General Ledger system should not perform the reconciliation of the General Ledger.<sup>6</sup> Reconciliation should be performed by an employee or Board member of the school.

**4. Inspection of the General Ledger**

The President and Treasurer of the Governing Board shall have the right to examine the contents of the General Ledger from time to time without prior notice. If feasible, direct, remote, read-only access to the General Ledger will be provided to these individuals on a continuous basis.

**5. Use of an Outside Bookkeeping Firm**

This policy does not preclude the administration from employing a qualified outside firm or individual capable of complying with this policy to handle the day-to-day bookkeeping needs of the school with the prior approval of the Board. In the event such an outsourcing arrangement is approved by the Board, it does NOT absolve the administration from their duty to implement procedures designed to foster compliance with this policy which incorporate the particulars of maintaining oversight and control while using an outsourced arrangement.

**6. Revenue and Cost Matching**

Revenue directly attributable to particular programs (Primary, Lower Elementary, Upper Elementary) will be tracked in the General Ledger separately. Expenses directly incurred for particular programs, or those which can be reasonably allocated, i.e. instructional salaries, depreciation of the value of classroom materials or material upkeep, will be charged against those programs as well. This will allow for evaluation of gross profitability on a per-program basis.

**7. Counterparties**

The employee, or outside contractor, responsible for creating journal entries in the General Ledger system should not be able to create new Counterparty (payee/payor) records in that system.<sup>6</sup>

**8. Payment of Invoices**

Payment for services to third parties will require the outside party to provide a hardcopy invoice requesting payment. All counterparty claims for payment for goods or services will be signed and dated by an individual other than the person who creates journal entries prior to payment. Such signatures will constitute acknowledgment of receipt of

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<sup>6</sup> It is understood that this requirement may be difficult to meet with projected staffing levels in the first 3 years of operation. As such, management can request a waiver of this policy at the Board's discretion provided that this waiver is of limited duration. It is expected that the Board will implement other policy controls in this interim period to ensure the spirit of this policy is carried out.

the goods or services paid for unless the invoice explicitly states it is a prepayment. The school will seek to minimize the prepayment for goods or services whenever possible to limit risk of non-completion or non-delivery. If such prepayment is required it should be noted on the invoice itself.

**9. Unbudgeted Expenses**

If an invoice requests payment for a unbudgeted item, then the expectation will be that the item was approved via the unbudgeted expense approval process and signed off on by the Principal and if necessary, the Board.

**10. Reconciliation of the General Ledger**

Trial balances in the General Ledger will be reconciled to independent statements of account no less frequently than monthly. The amount of cash and undeposited checks in the Cash Ledger will be reconciled against the actual petty cash on hand. The expectation is that such reconciliation will be completed no more than 2 weeks following the end of a given month.

**11. Disbursement of Funds**

All checks written against accounts held in the school's name for more than \$500 shall require two signatures of unrelated persons. Checks in payment for invoices shall require that an invoice be presented and be signed by the party who is in a position to verify receipt. It is the expectation of the Board that authorized signers will not sign checks without proper documentation. Checks for less than \$500 will require one signature; however, a monthly report of all such transactions will be presented to the Treasurer of the Board to prevent abuse of this limit and structuring of these transactions.

**D. Procurement**

**1. Competitive Bidding**

Unless impractical, the administration will solicit at least 3 bids for contract services wherever the anticipated value of the contract exceeds \$1,000. Vendor contracts where the total value over the life of the contract is greater than \$1,000 or the term is greater than 1 year will require Board approval. All contracts for services will require the signature of the Principal and at least one duly authorized Board Member.

**2. Additional Restrictions on Procurements**

If funds are provided by the US Federal Government or another donor who imposes additional restrictions above and beyond those above for procurement, the more restrictive guidelines will govern.

**3. Conflicts of Interest**

In the event that a Board Member, employee or the relative of a Board member or employee has a financial interest in an entity providing a bid for a goods or services contract, such Board Member or employee will immediately recuse themselves from further discussions regarding this procurement bidding process. Board Members shall

not directly contract to provide services to the school within six months of serving on the Governing Board.

**4. Vendor Review and Best Price**

At least annually, the administration will evaluate all existing relationships with outside goods and services vendors where the expiration of the contract term is less than 18 months away in order to receive updated bids from competing vendors and the existing vendor to ensure the school can continue to obtain the goods or services at a fair price and that the vendor will be able to continue to meet the terms of the arrangement. The Board also acknowledges that the “best” price is not always the lowest cash outlay and that quality of service and working relationship can reduce total cost of ownership when using vendors.

**E. Budgeting and Forward Looking Projection**

**1. Annual Budgeting Process**

Each spring, concurrently with the Governing Board’s determination of enrollment targets, the administration will create and submit for discussion a proposed annual budget. The proposed budget should represent the administration’s best estimate of the revenue and expense associated with operating the school over the course of the following fiscal year. The Board will review the proposed budget, and in consultation with the administration approve a budget which the Board believes is realistic and will position the school to operate into the foreseeable future. In most cases this will demand net positive operating revenue for the year in question.

**2. Comprehensiveness**

The administration shall strive within the budget process to account for all anticipated expenditures. It is important for the Governing Board to challenge the completeness of the budget projection to attempt to limit unbudgeted expenses.

**3. Estimating Per Pupil Reimbursement**

Unless they have knowledge to the contrary, the administration shall use the actual per pupil reimbursement paid by the State of Hawai`i during the most current fiscal year as a conservative per pupil revenue estimate for future periods.

**4. Estimating Non-program Revenue**

The administration shall, for purposes of the budget process, not assume any revenue from non-program sources, except when there is a contractual commitment from an outside funder or sufficient past experience to indicate the magnitude of estimates for individual fundraising are reasonable and conservative.

**5. Estimating Expense**

The primary expense drivers for the school’s operations are salaries for human resources and the lease or debt service for a facility. For human resources, if the employee is part of a collective bargaining unit and their future pay is well-defined by a current contract, then this number will be used. If there is uncertainty related to future

compensation, a figure consistent with long-term inflation of the previous year’s salary may be used. For lease or debt service, if the anticipated expense is well defined by a payment schedule, then that will be used. If it is not well-defined due to uncertainty in the cost, then an estimate based on then prevailing rents for commercial real estate shall be used. For other expenses, inflationary adjustments shall be made to prior year values to obtain a reasonable starting point for budgeting.

**6. Operating Contingency and Unbudgeted Expenditures**

An operating contingency of 5% of the total annual budget will be allowed to acknowledge the need for administrative flexibility in operating the school. This contingency fund is meant to absorb smaller expenses that are unbudgeted but necessary to operate the school. Regardless of the presence of this fund, the approval limits below will continue to apply for any unbudgeted expenses.

Unbudgeted expenses will require prior approval based on the following chart:

<b>Amount</b>	<b>Approver</b>
Up to \$500	Principal
More than \$500 less than \$2,000	Treasurer + Principal
More than \$2,000	Governing Board

*Table 14 Mo`O PCS Unbudgeted Expense Approval Thresholds*

**F. Monitoring**

**1. Regular Quarterly Reporting**

The administration will provide regular quarterly reporting from the General Ledger System to the Board designed to demonstrate compliance with these policies as stated. Such reports will include those listed below as well as any additional reports the Board may request at its sole discretion.

**a) Reconciliation Report**

This report will note the trial balance in each General Ledger account and any discrepancies with statements of account which were corrected with adjusting journal entries as well as the reasons for such discrepancies.

**b) Large Transaction Report**

Report to list any transaction over \$500 exclusive of payroll and/or the payment of rent or utilities.

**c) Petty Cash Report**

Report of all petty cash transactions and current cash balance held at the school.

**d) *Bad Debts/Collections Report***

Report listing any bad debts which are owed to the school that the administration believes have a likelihood of not being paid in full.

**e) *Budget Variance Report***

Detailed listing of all General Ledger accounts where the budgeted expense amount either cumulatively or for the month in question exceeds 100% of the budgeted amount. This report will also list ALL unbudgeted expenses incurred, regardless of the existence of an operating contingency.

**G. Financial Reporting and Audit**

**1. Monthly and Quarterly Financial Statements to the Board**

The Administration will produce verifiable reporting from the General Ledger System to the Board at least monthly which demonstrates the current financial state and past performance of the school's operation. These reports will be produced no more than 10 business days after the end of each month. It is expected that the Administration will be available at regularly scheduled Board meetings and prepared to discuss the contents of the financial statements. For calendar quarter ends, the financial reports will be made public following their presentation to the Board.

**2. Balance Sheet**

This report will show assets, liabilities and net equity of the school as of the end of the month in question. It will also show MoM, QoQ and YoY change in each Balance Sheet line item if applicable. It will distinguish current assets and liabilities (those with a time horizon of less than 1 year) in order to facilitate short-term planning.

**3. Income Statement**

The income statement will present income and expense on an accrual basis for the current period. For comparison purposes, the same period one year ago and the average for the last 12 months will be presented. Actual vs. budget will be presented as well.

**4. Cashflow Projection**

While the Balance Sheet and Income statement are backward looking instruments to assess past performance and form the basis of future projections, the cashflow projection serves as a forward-looking projection tool to allow the school to assess its ongoing ability to remain a going concern and plan for any anticipated cash "crunches". The Cashflow Projection will present at least 12 months of anticipated receipts and disbursements on a cash basis consistent with the Administration's current best estimates irrespective of the budget or previous projections. This is in contrast to other financial reporting which will generally be on accrual basis.

## 5. Audit

The school will be subject to an annual financial audit to be conducted by a reputable, qualified, independent auditor. The results of that audit will be made publicly available along with both Management Letter and the Administration's perspective in a Management's Discussion and Analysis document. The Administration and Board will be expected to comply with any requests that the auditor may make for financial or other information and records.

## H. Finance Procedures Table of Contents

While we would like to be able to author a set of desk procedures outlining in detail our expectations for day-to-day financial management practices, the reality is that such procedures will depend in part on the available Information Technology systems employed by the school, the physical plant it occupies and other particulars of the school that are unknowable to us at this time. Instead, we present below a list of procedures that the Governing Board will expect the Administration to author consistent with these policies and present to the Board for approval prior to the commencement of school operations. Additionally, the Board will expect the Administration to enact or alter policies as needed over time to comply with any additional changes in the law or donor requirements. Each procedure should identify the parties expected to follow the procedure and the steps to be followed. In addition, to promote a culture of strong financial management, relevant procedures or portions of procedures should be incorporated into the appropriate employee handbooks and reviewed at employee trainings and orientations once finalized.

- Making General Ledger Journal Entries
- Creation of New General Ledger Accounts
- Depreciation of Existing General Ledger Accounts
- Addition and Removal of Payees/Payers
- Reconciling the General Ledger Trial Balances and Statements of Account
- Maintaining the Cash Ledger
- Accounting for Asset Values and Depreciation
- Receipt and Safekeeping of Cash and Checks
- Receipt and Paying of Invoices
- Requesting Proposals and Evaluating Candidate Vendors
- Assembling and Finalizing the Annual Budget
- Approval and Tracking of Unbudgeted Expenses
- Preparing Monthly Financial Reporting: Balance Sheet and Income Statement
- Preparing Monthly Cashflow Projections

## **V. Conversion Addendum**

The proposed school is not a current DOE public school; as such this section is Not Applicable.

## **Attachment A. Enrollment Summary Justification**

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We did not make use of any formal data gathering surveys or analysis beyond our parent interest list. We are not in a position to disclose the names on this list, as we did not request the permission of the parents on the list at the time that they provided their names.



## Attachment B. Curriculum Details and Instructional Materials Chart

To avoid redundancy the following chart is representative of the entire Montessori Curriculum, which is integrative and runs from Pre-K through grade 6. It was developed in its entirety by Dr. Maria Montessori, and is officially curated by AMI, with its content being updated periodically to account for advances in human knowledge since its creation.

<b>Content Area</b>	<b>Developer/Publisher</b>	<b>Rationale for Selection or Development</b>
<b>Grade Level: K-6</b>		
<b>ELA</b>	Dr. Maria Montessori/AMI	Observation of Human Development and Tendencies
<b>Math</b>	Dr. Maria Montessori/AMI	Observation of Human Development and Tendencies
<b>Science</b>	Dr. Maria Montessori/AMI	Observation of Human Development and Tendencies
<b>Social Studies</b>	Dr. Maria Montessori/AMI	Observation of Human Development and Tendencies
<b>Other (Practical Life)</b>	Dr. Maria Montessori/AMI	Observation of Human Development and Tendencies
<b>Other (Music)</b>	Dr. Maria Montessori/AMI	Observation of Human Development and Tendencies
<b>Other (Art)</b>	Dr. Maria Montessori/AMI	Observation of Human Development and Tendencies

*Table 15 Instructional Materials Chart*

## Attachment C. Curriculum Development Plan

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The Montessori Curriculum is fully developed and has been in continuous use for over 100 years. Please see **Attachment B** for details on the curriculum.

## Attachment D. Learning Outcomes and Standards

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### Primary Level Outcomes – 3-6 year old program

#### **Social**

- Works independently
- Works cooperatively with others
- Copes with transitions and challenges
- Chooses a variety of appropriate materials
- Completes tasks efficiently
- Manages time well
- Follows multi-step directions
- Cares for materials and environment
- Shows respect for self and others
- Communicates needs orally
- Demonstrates appropriate group behavior
- Manifests self-control and self-calming
- Displays self-confidence

#### **Reading**

- Uses 25+ phonograms
- Knows 80% of puzzle/sight words at independent reading level
- Demonstrates comprehension skills by:
  - Retelling story events in sequence (beginning, middle, end)
  - Identifies main idea
  - Identifies relevant details
  - Makes logical predictions
  - Draws appropriate conclusions

#### **Writing**

- Writes three related sentences
- Demonstrates awareness of basic capitalization and punctuation rules
- Distinguishes function of words in a phrase using Montessori symbols (e.g. naming, describing, action words, etc.)

#### **Handwriting**

- Uses proper pencil grip
- Demonstrates legible handwriting by
  - Proper letter formation

- Correct directionality (top to bottom, left to right)
- Appropriate spacing (between letters, words of sentences)

**Oral Language**

- Tells a story with a beginning, middle, and end including details

**Math**

- Understands sequence and quantity to 1,000
- Understands place value to 9,999
- Conceptualizes and performs the operation of +, -, x, and division with regrouping up to four digits (using the golden beads and stamp game materials)

**General Knowledge**

- Writes first and last name
- Orally sequences days of the week and months of the year
- Identifies seven continents within the world concept
- Names two and three-dimensional geometric figures

## **Lower Elementary Level Outcomes – 6-9 year old program**

### **Social**

- Shows respect for others
- Respects materials and environment
- Uses good manners and shows courtesy
- Participates and works appropriately in a group
- Displays leadership

### **Personal**

- Expresses needs and feelings appropriately
- Copes with transitions and challenges
- Exhibits self-control
- Shows responsibility for own actions
- Displays self-confidence

### **Work Habits**

- Chooses appropriate and challenging work
- Works independently
- Listens to and follows directions
- Organizes work and materials
- Works with concentration
- Completes tasks efficiently
- Completes work with care and pride
- Demonstrates persistence
- Displays a strong interest in working and learning
- Demonstrates responsibility for own learning

### **Writing**

#### *Writing Process*

- Gathers and organizes ideas/information
- Composes sequential drafts
- Confers with others to revise/edit
- Revises and edits
- Produces selected writing in final form

#### *Traits of Effective Writing (Craft)*

- Focuses on one topic
- Organizes and sequences writing
- Elaborates with specific details
- Writes with varied sentences

- Uses correct conventions (e.g. spelling, basic mechanics of punctuation and capitalization)
- Writes in a variety of forms (narrative, expository, poetry)

### *Handwriting*

- Writes legibly and neatly

### *Word Study*

- Identifies and classifies parts of speech
- Conducts word and sentence analysis
- Builds vocabulary
- Applies spelling knowledge to written work

### **Reading**

- Demonstrates comprehension in appropriate level books:
  - Uses comprehension strategies before, during, and after reading (e.g. predicts, recognizes story parts, determines important information - main ideas/details, infers, draws conclusions)
  - Answers literal and inferential questions
  - Retells stories
  - Summarizes important information from fiction and non-fiction
  - Makes interpretations
  - Synthesizes and uses relevant information to a book
- Uses reference resources (e.g. an encyclopedia, almanac, dictionary, internet sources) to aid in comprehension

### **Mathematics**

#### *Number Sense*

- Reads, composes, decomposes, and writes positional numbers through millions
- Understands concept of fractions

#### *Operations*

- Knows addition, subtraction, multiplication, and division facts
- Adds and subtracts up to four-digit numbers with and without regrouping
- Multiplies using a single digit multiplier
- Divides using a single digit divisor
- Writes and solves word problems using the four operations (single and multi-step)
- Estimates reasonable answers using rounding strategies

#### *Measurement*

- Solves problems involving time, elapsed time and calendars

- Uses a variety of measuring tools
- Identifies units of measurement

#### *Spatial Relationship and Geometry*

- Identifies and names geometric shapes and their component parts
- Uses tools to construct plane and solid shapes

#### *Probability and Statistics*

- Identifies correct information and draws reasonable conclusions from tables, graphs, and charts
- Creates bar graphs and pictographs from data
- Makes and tests predictions related to probability (roll dice, flip coins)

#### *Patterns*

- Extends patterns in a variety of contexts orally and in writing

#### *Algebra and Functions*

- Uses strategies to solve simple to more complex algebraic equations

#### *Classification and Logical Reasoning*

- Sort objects by common attributes

#### *Mathematical Applications*

- Solves extended numerical and statistical problems

## **Upper Elementary Level Outcomes – 9-12 year old program**

### **Social**

- Shows respect for others
- Respects materials and environment
- Uses good manners and shows courtesy
- Participates and works appropriately in a group
- Displays leadership

### **Personal**

- Expresses needs and feelings appropriately
- Copes with transitions and challenges
- Exhibits self-control
- Shows responsibility for own actions
- Displays self-confidence

### **Work Habits**

- Chooses appropriate and challenging work
- Works independently
- Listens to and follows directions
- Organizes work and materials
- Works with concentration
- Completes tasks efficiently
- Completes work with care and pride
- Demonstrates persistence
- Displays a strong interest in working and learning
- Demonstrates responsibility for own learning

### **Writing**

#### *Writing Process*

- Gathers and organizes ideas/information
- Composes sequential drafts
- Confers with others to revise/edit
- Revises and edits
- Produces selected writing in final form

#### *Traits of Effective Writing (Craft)*

- Focuses on one topic
- Organizes and sequences writing
- Elaborates with specific details
- Writes with varied sentences



- Uses correct conventions (e.g. spelling, basic mechanics of punctuation and capitalization)
- Writes in a variety of forms (narrative, expository, poetry)

#### *Handwriting*

- Writes legibly and neatly

#### *Word Study*

- Identifies and classifies parts of speech
- Conducts word, sentence, and clause analysis
- Builds vocabulary
- Applies spelling knowledge to written work

#### **Reading**

- Reads books appropriate for middle school - ending upper elementary level with accuracy, fluency, and comprehension
  - Applies knowledge of decoding and structure of words
  - Monitors comprehension and self-corrects errors
  - Reads longer and more complex books silently
  - Demonstrates comprehension in appropriate level books:
  - Uses comprehension strategies before, during, and after reading (e.g. predicts, recognizes story parts, determines important information - main ideas/details, infers, draws conclusions)
  - Answers literal and inferential questions
  - Retells stories
  - Summarizes important information from fiction and non-fiction
  - Makes interpretations, distinguishes cause and effect, as well as fact vs. opinion
- Synthesizes and uses relevant information to (e.g. an encyclopedia, almanac, dictionary, internet sources) to aid in comprehension

#### **Mathematics**

##### *Number Sense*

- Reads, composes, decomposes, and writes positional numbers through millions
- Understands concept of fractions, decimals, and percentages

##### *Operations*

- Adds and subtracts up to four-digit whole and decimal numbers
- Multiplies and divides using 2- and 3- digit numbers (with whole numbers and decimals)
- Adds, subtracts, multiplies and divides fractions/mixed numbers
- Writes and solves word problems involving whole numbers, fractions, decimals, and percentages
- Estimates reasonable answers using rounding strategies

### *Measurement*

- Solves problems involving time, elapsed time and calendars
- Uses a number of tools for measurement
- Identifies units of measurement

### *Spatial Relationship and Geometry*

- Describes and classifies geometric shapes
- Identifies symmetry and geometric transformations
- Identifies and measures perimeter, area, and volume

### *Ratios, Proportions, and Percentages*

- Solves problems involving ratios, proportions, and percentages

### *Probability and Statistics*

- Identifies correct information and draws reasonable conclusions from tables, graphs, and charts
- Creates bar graphs and pictographs from data
- Solves problems involving elementary notions of probability and fairness

### *Patterns*

- Extends or completes patterns

### *Algebra and Functions*

- Uses formulas and algebraic equations to solve problems

### *Classification and Logical Reasoning*

- Sort objects by common attributes

### *Mathematical Applications*

- Solves extended numerical and statistical problems

## Attachment E. Exit Standards

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As a Montessori School, we recognize that a child who has completed the six years of her elementary education is ready to move into a new environment because she is moving into adolescence. She is becoming a different person, with different mental and physical characteristics. At that time, when a child is no longer an elementary child, the elementary classroom is no longer the right place for her.

For this reason, every effort is made to ensure that each child will be ready academically, socially, and emotionally for graduation from the Upper Elementary Program. Academic preparedness is measured using the Upper Elementary Outcomes listed in **Attachment D**. If a child is having difficulty achieving these outcomes when they are due for promotion out of our elementary program due to age, teachers will meet with parents and specialists to determine the best course of action to support the needs of the child moving forward.

## Attachment F. School Calendar

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### Mo`O School Calendar for 2015 - 2016

Key Date	Description
August 21 <sup>st</sup>	First Day for Staff
August 25 <sup>th</sup>	First Day for Students
Sept 7 <sup>th</sup>	Labor Day (No School)
Oct 2 <sup>nd</sup>	In-Service Day (No School, Teachers Only)
Oct 12 <sup>th</sup>	Discoverers Day (No School)
Oct 16 <sup>th</sup>	Parent-Teacher Conferences (No School, Teachers Only)
Nov 11 <sup>th</sup>	Veteran's Day (No School)
Nov 25 <sup>th</sup>	Half Day (11:30 Dismissal)
Nov 26 <sup>th</sup> -27 <sup>th</sup>	Thanksgiving Break (No School)
Dec 18 <sup>th</sup>	Half Day (11:30 Dismissal)
Dec 21 <sup>st</sup> - Jan 1 <sup>st</sup>	Winter Break (No School)
Jan 4 <sup>th</sup>	In-Service Day (No School, Teachers Only)
Jan 5 <sup>th</sup>	Class Resumes
Jan 18 <sup>th</sup>	Martin Luther King, Jr. Day (No School)
Feb 15 <sup>th</sup>	Presidents Day (No School)
Mar 4 <sup>th</sup>	In-Service Day (No School)
Mar 18 <sup>th</sup>	Parent-Teacher Conferences (No School)
Mar 21 <sup>st</sup> -Apr 1 <sup>st</sup>	Spring Break (No School)
Apr 4 <sup>th</sup>	Class resumes
May 6 <sup>th</sup>	Half Day (11:30 Dismissal)
May 27 <sup>th</sup>	Last Day for Students (11:30 Dismissal)
May 30 <sup>th</sup>	Memorial Day (No School)
May 31 <sup>st</sup>	Last Day for Staff

*Table 16 Mo`O PCS Proposed School Calendar*

#### Key Metrics

- 165 days of Instruction
- 815 hours (roughly) of core instructional time (Montessori Work Periods)
- 172 days on duty for Teachers

## Attachment G. Daily and Weekly Schedule

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The weekly schedule runs Monday through Friday, with exceptions listed in Attachment F. Ideally each day students in all classes follow the same daily schedule, listed below for each respective age group. Each Wednesday, Teachers will not be required to directly supervise the Afternoon Work Cycle; the Teaching Assistants will provide oversight of independent student work. This will allow Teachers to have preparatory time from 12:45 on each Wednesday. Staff/faculty meetings will be scheduled during this time period.

Time	Primary	Lower Elementary	Upper Elementary
7:30 - 8:00am	Students arrive and instructional day begins, attendance taken	Students arrive and instructional day begins, attendance taken	Students arrive and instructional day begins, attendance taken
10:45 - 11am	Morning group time	Morning work continues	Morning work continues
11 - 11:45am	Lunch set up and outside play time	Lunch set up and lunch	Lunch set up and lunch
12 - 12:30pm	Lunch	Playtime	Playtime
12:30 - 12:45pm	Lunch cleanup and afternoon group time	Silent Reading	Silent Reading
12:45 - 2:45pm	Afternoon Work Cycle	Afternoon Work Cycle including additional Silent Reading Time, Read Aloud, and Afternoon Group Time	Afternoon Work Cycle including additional Silent Reading Time, Read Aloud, and Afternoon Group Time
2:45 - 3pm	Dismissal, after school program begins	Dismissal, after school program begins	Dismissal, after school program begins
6pm	After school program ends	After school program ends	After school program ends

*Table 17 Daily Schedule Details*

## Attachment H. Student's Typical School Day

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The first thing we do when we arrive in the Elementary is to shake the teacher's hand. Then we come to the circle and learn about what is going to happen throughout the day. After the circle, you choose what you would like to do first. After your first choice you can work on anything until 11:00. We record all of our work in record books. An example of what you might work on in one morning is: Percent Word Problems, Writing Limericks, an experiment about how Liquids can be Fluid or Viscous, and a Universe Study. At eleven you clean up and come to the circle. If you're a table monitor you set your table. Then the table monitors pick people who are sitting beautifully to eat lunch with them. When you're done eating lunch, you get excused by your table monitor and stand in line for playtime. When everyone is in line, we go to play.

After playtime is over, we come in for silent reading for 30 minutes. Then we go to read aloud. After read aloud, we go to afternoon work until 2:30. At 2:30, we come to the circle and sing songs until we go home.

## Attachment I. Teacher's Typical School Day

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Children begin to arrive at 7:30. As they arrive, they shake the teacher's hand, greet her, discuss their plans for the day, then get their record books out and begin working. All of the children have arrived and connected with their work by 8:00. As the morning progresses, the teacher invites small groups of children to join her for lessons. She also spends time each day observing the children to determine what work each individual needs help with or new lessons that the children are ready for.

The morning work period ends at 11:00 with the ringing of a bell. The children clean and organize their work, and prepare the classroom for lunch. The teacher then checks each child's record book to ensure that the children have recorded accurately and thoroughly, and that they are choosing to work in all of the subject areas that they need to. It is during this time that the teacher might give recommendations for work in a subject area that has not been visited for a while or that needs to be completed. The class then enjoys lunch and playtime between 11:30 and 12:30.

When the children return to the classroom, they go straight to Silent Reading. During this time the teacher listens to individuals read, and assists with choosing level-appropriate reading books. This time is also used periodically for writing lessons with groups of children. These lessons might cover cursive handwriting, dictation with phonograms or puzzle words, spelling rules, or word study. After 30 minutes of Silent Reading, the class gathers for Read Aloud during which time the teacher reads a book aloud to the children, and the class discusses the reading selection.

After Read Aloud, the class returns to work. The children choose the work that they will do individually or in small groups, and the teacher invites individuals or small groups to join her for lessons. At 2:15, the class cleans up their work, and each child does his or her assigned job in the classroom to prepare the environment for the next school day. We end the day by forming a circular council, during which we discuss issues that have come up in the class, we sing, and we pass out completed work.

## Attachment J. Enrollment and Admissions Policy

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### Montessori of O`ahu Public Charter School (Mo`O PCS) Admissions Policy

The Goals of this Admissions Policy are to:

- Positively contribute to the MO`O School's mission by ensuring that the school culture and environment are consistent from year-to-year and observe Montessori best practices.
- Provide a framework for admission that ensures that our existing students can continue to be successful while expanding access to our Montessori environment to additional students in a fair and thoughtful way.
- Ensure that families are cognizant and supportive of the Montessori approach to education prior to the enrollment of their child.
- Comply with all applicable laws and provide a fair opportunity to access our school for all families who are interested and whose children will benefit.

#### Definitions

- "Charter School" means the Montessori of O`ahu Public Charter School.
- "First Funded Year" means kindergarten, until such time as the State of Hawai`i provides funding to charter holding schools on a per pupil basis for children younger than 5. At such time, the First Funded Year will become the age at which such funding is made available, or 3, whichever is greater.
- "Governing Board" refers to the Governing Board of the Charter School.
- "DOE" refers to the Hawai`i State Department of Education.
- "Primary" means the primary classroom environment, which is generally for 3 to 6 year old students. For purposes of the Charter School admissions 5 and 6 year olds will be the relevant population.
- "Lower Elementary" means the lower elementary environment, which is generally for 6 to 9 year olds.
- "Upper Elementary" means the upper elementary environment, which is generally for 6 to 12 year olds.
- "Program" means generically the set of all classes which are of the same set of ages (i.e. Primary, Lower Elementary or Upper Elementary).

#### General Process and Eligibility

- Our admission process will consist of a structured lottery held once per year which will populate an admissions list stratified by age. Prior to our first year of operation the lottery will be held at a time and place set by the Governing Board. In subsequent years the lottery will be held during the first week of May.



- The list will carry over from year-to-year; however, once a student is offered admission for a given year, they will be removed from the list. If they do not choose to enroll, they may re-enter the lottery by filling out a new application.
- Any student who is, or will be, 3 years of age or older on, or before, the cutoff date set by the DOE for kindergarten enrollment in the next school year may enter the lottery by submitting a completed application. For example, if a student must be 5 years old by September 1, 2014 in order to enroll in kindergarten for the 2014-2015 school year, then any child who is 3 on, or before, September 1, 2014 may enter the lottery.
- The lottery will be conducted in a public place and open to the public, but attendance will not be required to obtain a spot on the list.
- When conducting the lottery spaces will be filled as follows:
  - As we desire a balance of ages in a classroom we will first separate the eligible students by “age”. The Governing Board will establish admissions targets for each age group. [Note: Students who would be eligible to enter kindergarten at the same time based on current DOE policy will be considered the same “age” for purposes of this policy.]
  - Initially offers of admission will be made as follows:
    - All returning students will be offered admission consistent with HRS Section 302-D-C (5).
    - Siblings of any returning students will be offered admission or, if currently 3 or 4 years old, added to the list for their current age consistent with HRS Section 302-D-C (5).
    - Children of any staff members or founding families will be offered admission or added to the list for their current age. If the number of students offered admission would exceed any limit for such set asides indicated in current law, then a lottery will be used to determine which staff member of founding family children will be offered admission, up to such a limit. Any children not added at this time will be returned to the lottery pool.
  - Subsequently, a lottery will be held. For each age group beginning with the 3 year olds, names will be drawn:
    - Three year old prospective students will be placed in a random order on a list for their age group.
    - Students 4 and older who have attended a Montessori program for at least one full calendar year in the past 3 years will be grouped together, randomly ordered and added to the end of any existing list for their age group. This preference for students with Montessori experience is due to both the sequential nature of the Montessori lessons and the

requirement that students be acclimated to independently motivated work.

- All other students will be randomly ordered and added to the end of the existing list for their age group.
- Students from the lists will be offered admission with replies due by June 30 as follows:
  - For the First Funded Year admission will be offered up to the target set by the Governing Board.
  - In years when there is a change in the First Funded Year this will apply both to the new age and the old age which define the First Funded Year.
  - For other ages, admission will be offered within a Program in round robin fashion from the youngest age group to the oldest until one of the following criteria is met:
    - The addition of an additional student would cause new enrollments in the program to exceed 20% of the resultant total enrollment for the program (with the obvious exception of the first year).
    - Average class size within the Program would exceed 32 students with the number of classes determined by targets set by the Governing Board.
  - If an offer of admission is not used by then the next eligible student from that age group will be offered admission. If there are no other eligible students in that age group, then a student from the youngest age group with a non-empty list within that Program will be offered admission.
  - If a spot becomes available due to the departure of a student during the school year, that spot will be filled by making offers to the next available child on the list of the same age.

### **Other Requirements**

Prior to the initial lottery, we will require at least one parent or legal guardian to attend a parent information session in order for children to be eligible for admission. We may provide a waiver of this requirement if it represents a true hardship for a parent or family.

After the first year of operation, we will require parents of children seeking admission into the school to attend at least one classroom observation and one parent education presentation provided by the school in order to be eligible for the lottery. Such observations and parent education will be provided on a regular basis and we may provide a waiver of this requirement if it represents a true hardship for a parent or family.

## Attachment K. Student Discipline Policy

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### Montessori of O`ahu Public Charter School (Mo`O PCS) Conduct Policy

Our expectation for all members of the Montessori of O`ahu community is that you will treat with respect, and avoid bringing harm to: a) yourself, b) others, including children, teachers and staff, and c) to the materials or environment.

#### Grace and Courtesy Lessons and Positive Discipline

We honor and promote our expectations for behavior through lessons on “grace and courtesy,” a proactive Montessori approach to discipline. Grace and courtesy lessons are either given formally or informally depending on the age level of the child, and they provide the students information regarding ways to speak and act that promote respect and social awareness (e.g. how to greet someone, what to do if you are angry).

We seek to adopt a Positive Discipline approach which encourages adults to maintain respect for the child while focusing on changing undesirable behaviors.

#### Incident Reports

When a student has brought physical harm to himself, another, or a material, an incident report will be filed and sent home that day which lists the date, time, and summary of the occurrence. Educators use discretion to determine whether follow-up communication with parents is warranted. If incidences are ongoing and are not mitigated by the teachers’ redirection or restriction of the student’s liberties in class, teachers will contact parents either via email, by phone, or in person to formulate a plan to best address the undesirable behavior.

If the undesirable behavior persists, parents, the teacher, and the Principal will meet determine a further plan of action. In the unlikely event a student’s undesirable behavior persists to the extent he/she is unable to meet the standards that keep him/herself or classmates safe, the Principal will determine if suspension or expulsion is necessary.

#### Suspension and Expulsion

The following actions on the part of a student may qualify them for either suspension or expulsion, by the discretion of the Teacher and Principal (or other identified authority); definitions for each offense are derived from Hawaii’s Chapter 19:

- Fighting. Instigating or provoking physical contact involving anger or hostility.
- Bullying. 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).
- Theft. Obtaining, or exerting control over, the property of another and depriving that person of the property;

- Sexual Offense or Assault. 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.
- Possession of a Real, Look-a-like or Pretend Weapon or Firearm. 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;
- Possession or Sale of Drugs. The possession, distribution, ingestion, manufacture, use, sale, or delivery, of which are prohibited under chapter 329, Hawaii Revised Statutes and chapter 712, part IV, Hawaii Revised Statutes.
- Intoxicating Substance Use. The use of any substance, which causes disturbance of the normal physical or mental functioning including but is not limited to alcohol.
- Leaving Campus Without Consent. Leaving the premises of a school, department of education facility, or department of education program without first obtaining permission from school officials.
- Excessive or Repeated Class Disturbances. As documented by classroom teacher

All offenses will be accorded due process as follows:

- *Suspensions of ten days or less*: School administrators must provide the student written or oral notice of the charges against him or her. Additionally, if the student denies the charges, he or she must receive an explanation of the evidence the authorities have and must be presented an opportunity to refute such evidence.
- *Suspension of more than ten days or expulsion*: The student is entitled to same due process as stated above but also must be afforded a formal hearing before an impartial body (A Mo`O Disciplinary Committee comprised of Faculty/Staff/Students). The student may have a lawyer present and may cross-examine witnesses.

### **Special Needs Students**

In the event that behaviors exhibited by a student with special needs lead to his/her expulsion for a period greater than one week, the school will call upon a multidisciplinary team to determine whether the suspension was a result of his/her special needs and whether a) the child is receiving appropriate education and b) whether medication is needed or current medication is appropriate.

If the review uncovers no relationship between the child's special needs and his/her disciplinary action, the school may resume its regular disciplinary procedures; however, if there is a relationship determined, the school must suspend the disciplinary procedures, and the findings from the evaluation will be used to determine an appropriate course of action.

## **Attachment L. Community Partner Evidence of Support**

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We have not identified any specific Community Partnerships at this time.

## **Attachment M. School Director's Qualifications, Resume and Biography**

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We have not identified a specific individual who would fill the role of Principal for our school at this time. For a Job Description detailing the qualifications and job duties of this individual, please see **Attachment N**.

## Attachment N. Principal Job Description, Timeline, Criteria, Recruiting and Selection

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We have not identified a specific school leader at this time. We intend to advertise the position detailed below to Montessori professional networks (AMI/USA, NAMTA, etc.) and within the State of Hawai`i in an attempt to locate our ideal school leader. We envision posting for this position beginning in the fall of 2014 and identifying and hiring our candidate by the spring or summer of 2015.

We acknowledge that the Principal is a key position to have filled early – in fact, it would be ideal to have a Principal on hand at least 9 months before the opening of the charter school to be the face of the school, address community groups, and be a main part of hiring teachers and setting up procedures. However, the proposed school's success will equally rely on the prudence of its financial management. For this reason, the proposed Mo`O PCS Governing Board is prepared to take on the interim duties of a Principal in the scale-up phase, if necessary.

What follows is a draft Job Description for the position of Principal at Mo`O PCS.

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### Principal Job Description

**Immediate Supervisor:** Montessori of O`ahu Public Charter School (Mo`O PCS) Governing Board

#### Qualifications:

- Strong advocate for public Montessori education.
- Montessori Elementary certification through an accredited institution strongly desired.
- Previous experience working in a Montessori school required including some leadership responsibilities/experience.
- Montessori Administrator/Principal certification and/or experience strongly recommended.
- Robust leadership skills and ability to supervise and manage a diverse team.
- Strong budgetary, financial management and operational management background.
- Ability to present and interpret financial statements.
- Experience implementing strong operational procedures and internal controls.
- Ability/willingness to lead in fund development, including identification, cultivation and stewardship of donors.
- Highly self-motivated.
- Strong written and verbal communication skills.
- Appreciation for students with learning differences as well as for students from diverse family and socio-economic situations.

#### Essential Duties and Responsibilities:

##### *Leadership*

- Along with Lead Teachers provide educational leadership for Mo`O PCS.
- Advocate for the Montessori pedagogy.
- Articulate and advocate the mission of Mo`O PCS for students, families, staff, and the community.
- Be inspirational, visible, and accessible to members of school community and beyond.
- Possess knowledge of Strive HI and the Common Core Curriculum Standards.
- Attend all Mo`O PCS Governing Board meetings and prepare and present reports as requested by the Board.
- Manage relationships with students, faculty, parents in a way consist with Montessori philosophy.
- Establish and disseminate a plan to oversee and redirect student behaviors.
- Demonstrate sufficient security and judgment to handle a crisis and to use feedback constructively.
- Have the ability to collaborate and continue to educate teaching staff for the purposes of deepening understanding of the Montessori method and provide support for full implementation of the Montessori philosophy.
- Promote a culture of global citizenship and awareness at the School.
- Lead by example the creation of a culture at the School that reflects the values associated with the Montessori method, including grace and courtesy.

### *Management*

- Develop specific operations, goals and objectives to implement the strategic goals that have been mutually established with the Board.
- Hire, supervise, mentor, and evaluate teaching and support staff as needed.
- Manage substitutes for classrooms and act as a substitute in classrooms as needed.
- Oversee admission of students, including lottery procedures.
- In consultation with the Governing Board, informed by the Mo`O PCS Policy Manual, make final decisions regarding disciplinary action or dismissal of staff.
- Ensure that all state reporting requirements are met.
- Be responsible for the delivery of Special Education services in collaboration with sending school districts.
- Lead and facilitate staff meetings to guide and support staff.
- Oversee all aspects of facility management.

### *Communication*

- Maintain regular, ongoing, and open dialogue with the Governing Board.
- Serve as chief communicator between the Board and the staff.
- Promote highly effective and open communication between staff, parents and Board.
- Be the spokesperson for the interests of the Mo`O PCS.



- Foster a positive relationship with the State of Hawai`i including the Department of Education.

#### *Finance and Fund Development*

- Prepare and present annual operating budget to Board in conjunction with Board Treasurer and Business Manager.
- Administer the operating budget and be accountable to Board for effective business management.
- Prepare annual budget recommendations including personnel, committees, facilities and programs.
- Prepare reports for annual audits – financial and academic.
- In conjunction with the Montessori of O`ahu Foundation, apply for grants that support the economic viability of the school.
- Be familiar with and understand best practices in fund development.
- Assist the Mo`O Foundation in identifying and cultivating prospective donors.
- Serve as philanthropic ambassador within the organization and community.

#### *Professional Staff Development*

- Support teaching staff regarding the Montessori philosophy and full implementation of the school's mission.
- Develop and implement enrollment plan and assure proper student-teacher ratios.
- Provide opportunities for ongoing professional development for all staff.
- Encourage staff to propose, plan, and develop programs in accordance with the mission of the school.

#### *Compliance and Accountability for School Operations*

- Conduct written evaluations of staff.
- Oversee student evaluation and implement student assessment.
- Oversee ongoing program evaluation, including curriculum standards and curriculum development.
- Ensure that the school is in compliance with all applicable government laws and regulations.
- Periodically evaluate school operations and suggest improvements.

## Attachment O. School Management Team Qualifications, Bios and Resumes

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We have not yet identified specific individuals who will be part of the school’s academic and organizational leadership team at this time. Academic and organizational leadership will be provided by the Governing Board until these individuals are hired. Please refer to biographies provided for these Governing Board members under **Part III, Section A** for descriptions of qualifications for Miniver “Minnie” Wales, Martha “Molly” Jenkins, and Mary “Mamie” Lawrence Gallagher. Resumes and biographies for these individuals were also provided as attachments to their Board Information Forms in **Attachment T**.

## **Attachment P. Educational Service Provider Management Agreement**

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We will not be using an Educational Service Provider so this is not applicable.

**BYLAWS OF**  
**The Montessori of O`ahu Public Charter School**

**Article I. INTRODUCTION; MISSION; LEGAL STATUS**

**Section I.01 Name, Location and Address.**

The name of the charter school is The Montessori of O`ahu Public Charter School (hereinafter referred to as the "School" or "Mo`O"). The School is located on the island of O`ahu at [purposely left blank until the school has a location].

**Section I.02 Mission.**

Montessori of O`ahu Public Charter School is committed to creating a high-quality school publicly accessible to families of O`ahu which is consistent with the standards set forth by the Association Montessori Internationale (AMI). Our school will be a structured, nurturing environment grounded in the cultures of Hawai`i where children can grow into happy, healthy and productive citizens of their communities.

**Section I.03 Legal Status.**

The School is a charter school pursuant to Hawai`i Revised Statutes sponsored by the State Public Charter School Commission (SPCSC). The Governing Board of the School is an independent body under the authorization of the SPCSC. The Board plans and directs all aspects of the school's operations.

**Section I.04 Statutes.**

The School shall operate in accordance with the relevant portions of the Hawai`i Revised Statutes (HRS) as amended from time-to-time. It shall specifically conform to HRS Chapter 302D relating to Public Charter Schools and Chapter 84 relating to Standards of Conduct, or their equivalents.

**Article II. PURPOSE AND MISSION**

**Section II.01 Purpose and Mission.**

The purpose of the School is to provide non-sectarian Montessori education to children from age 3 to age 12 and shall be operated exclusively for educational objectives and purposes. The School exists at the pleasure of the government of the State of Hawai`i per the terms of the charter contract entered into between the School and the State of Hawai`i through the SPCSC or any successor entity.

**Section II.02 Non-Discrimination.**

The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students on O`ahu on a space available basis and shall not

discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Hawai'i.

### **Article III. GOVERNING BODY**

#### **Section III.01 Powers and Duties.**

The business, affairs, and property of the School shall be managed by a Governing Board. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies including but not limited to an Admissions Policy, Staffing Policy and Financial Management Policy;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School (the "Principal");
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (i) To engage an independent, qualified, certified public accountant to conduct an annual audit of the accounts of the School, as well as any other audits required by law, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (j) To ensure ongoing evaluation of the School and provide public accountability;
- (k) To uphold and enforce all laws related to charter school operations;
- (l) To improve and further develop the School;
- (m) To strive for a diverse student population, reflective of the community;
- (n) To ensure adequate funding for operation;
- (o) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (p) Carry out such other duties as required or described in the School's Charter contract.

### **Section III.02 Formation.**

The first Board formed after the approval of a charter contract entered into with the SPCSC shall consist of the members of the Governing Board as indicated in the charter application submitted by the School. Board members prohibited from membership on the Board by applicable statute or regulation shall resign from the Board at its first meeting. Any other Board Members wishing to resign at that time may do so as well either in person or via written communication. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting.

### **Section III.03 Qualifications; Election; Tenure.**

The Board shall be composed of no fewer than 9 Directors and no more than 17 Directors, with one non-voting member.

- (a) The Board's membership shall adhere to the statutory requirements of Hawai'i Revised Statutes wherein no more than one-third of the members shall be employees or relatives of employees of the school.
- (b) Qualified Board members shall be those persons who:
  - (1) Are committed to providing access to Association Montessori International (AMI) Montessori to O`ahu keiki;
  - (2) Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of the charter school students and the surrounding community;
  - (2) Demonstrate an understanding of best practices of non-profit governance; and
  - (3) Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience.
- (c) One Board member shall be selected by the Parent Faculty Association (PFA) for the School for up to three consecutive one-year terms. This member's seat may remain vacant until the school has admitted students and the PFA has formulated itself. If this seat is vacated voluntarily, the PFA may elect a replacement to fulfill the remainder of the unexpired term. The PFA may recall this member from office at their discretion consistent with their Bylaws or accepted practice and substitute a replacement at any time.
- (d) A majority of Board Members shall reside on the island of O`ahu.
- (e) All Board members shall be devoted to the purpose and mission of the School and its grounding in Montessori educational philosophy as articulated by the Association Montessori International (AMI) and shall represent the interests of the community.
- (f) The Board Members shall serve no more than 2 consecutive 3 year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy (or vacancies) needs to be filled. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. Terms for the first Board will be staggered with volunteers who do not choose to initially resign solicited to take one-, two-, and three-year terms. The goal will be to have 3 one-year terms, 4 two-year terms and 4 three-year terms. If there are more volunteers for a given term length than the target, a lottery will be held to determine who receives that particular term with those not receiving that term able to reenter the process of volunteering.
- (g) New Board members shall be fingerprinted according to the procedure for employees of the school.

(h) The non-voting member shall be elected by a vote among all enrolled students once per year from among their ranks who are age 10 or older. This non-voting student member will be elected to a one year term. If this member must resign for any reason, a replacement member may be elected to fulfill the remaining unexpired term.

**Section III.04 Annual Meeting.**

The annual meeting of the Board shall be held at the School in September of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting.

Written notice stating the place, day, and hour of the meeting shall be given personally, via suitable electronic communication or mailed to each member of the Board at least six (6) calendar days prior to the date fixed for the annual meeting. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

**Section III.05 Regular and Special Meetings.**

The Board shall establish a day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held on the island of O`ahu near to the school's location. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail or electronic communication at least six (6) calendar days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and made publicly available at the school and online within thirty (30) calendar days of the meeting.

**Section III.06 Agenda.**

The Chair, in consultation with the Principal, sets the meeting agenda. An agenda must be produced by for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be posted publicly to the School's website at least six (6) calendar days prior to the scheduled meeting.

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the Principal the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 5 business days prior to the normally scheduled date for posting the meeting agenda.

**Section III.07 Quorum.**

A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

**Section III.08 Vacancies.**

Any vacancy occurring in the Board, with the exception of the student and PFA seats, may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

**Section III.09 Committees.**

The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time.

**Section III.10 Removal.**

Any member of the Board, with the exception of the Parent or student members, may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

**Section III.11 Resignation.**

A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

**Section III.12 Participation by Telephone.**

To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

**Section III.13 Proxy Voting.**

Proxy voting is not permitted.

**Section III.14 Compensation.**

No member of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

**Section III.15 Closed Sessions.**

Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel, students or other matters requiring confidentiality. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

**Section III.16 Orientation/Training.**



New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet including a copy of these Bylaws.

**Section III.17 Protocol.**

The Board shall use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson or Principal prior to the meeting.

**Section III.18 Advisory Boards.**

Time shall be set aside on the Agenda, as necessary, at each Board and Committee meeting for comment from the Advisory Boards.

**Section III.19 Public Comment.**

Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited to five minutes in duration and shall be stated as such on the Agenda.

**Article IV. OFFICERS**

**Section IV.01 Number.**

The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

**Section IV.02 Election and Term of Office.**

The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

**Section IV.03 Removal of Officers.**

Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

**Section IV.04 Chair.**

The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

**Section IV.05 Vice-Chair.**

In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

**Section IV.06 Secretary.**

The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

**Section IV.07 Treasurer.**

The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained through delegation to the Principal adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. Financial Statements including a Balance Sheet and Income Statement shall be made publicly available at least once per year following the close of the school’s fiscal year. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

**Section IV.08 Vacancies.**

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

**Article V. STAFF**

The Board may appoint one employee to function as the Principal (the “Principal”). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted Montessori educational practice.

**Article VI. PARENT FACULTY ASSOCIATION**

There shall be a Parent Faculty Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

## **Article VII. CONTRACTS, LOANS, AND DEPOSITS**

### **Section VII.01 Contracts.**

The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

### **Section VII.02 Loans.**

No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

### **Section VII.03 Checks, Drafts, and Notes.**

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Head of School are authorized and required to sign all checks over the amount of \$1,000.

### **Section VII.04 Deposits.**

All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Hawai'i as the Board may select.

### **Section VII.05 Gifts.**

The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

### **Section VII.06 Fiscal Year.**

The fiscal year of the School shall begin on July 1 and end on June 30.

## **Article VIII. PROPERTY**

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair and the Head of School in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

## **Article IX. INDEMNIFICATION**

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in

good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

**Article X. AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) business days prior to the meeting.

**Article XI. DISSOLUTION**

**Section XI.01 Revocation of Charter or Dissolution.**

If, at any time and for any reason, the School’s charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Hawai`i or the SPCSC to dispose of as they see fit.

**Article XII. PURPOSE OF THE BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

**- CERTIFICATION**

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Governing Board.

DATED this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_, Secretary

## 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;

- MLG*  will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers and other records;
- MLG*  will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- MLG*  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;
- MLG*  will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- MLG*  will maintain its accounts and records in accordance with generally accepted accounting principles;
- MLG*  will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- MLG*  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.

<b>Certification</b>
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Montessori of O`ahu Public Charter School

Name of School: \_\_\_\_\_  
 Name of Authorized Representative: Michael Lawrence Gallagher

I, the undersigned, do hereby agree to the assurances contained above.

*Michael Lawrence Gallagher*      1/4/13  
 Signature of Charter School Sponsor Authorized Representative      Date

**Attachment S. School Governance, Management and Staffing Organizational Charts**

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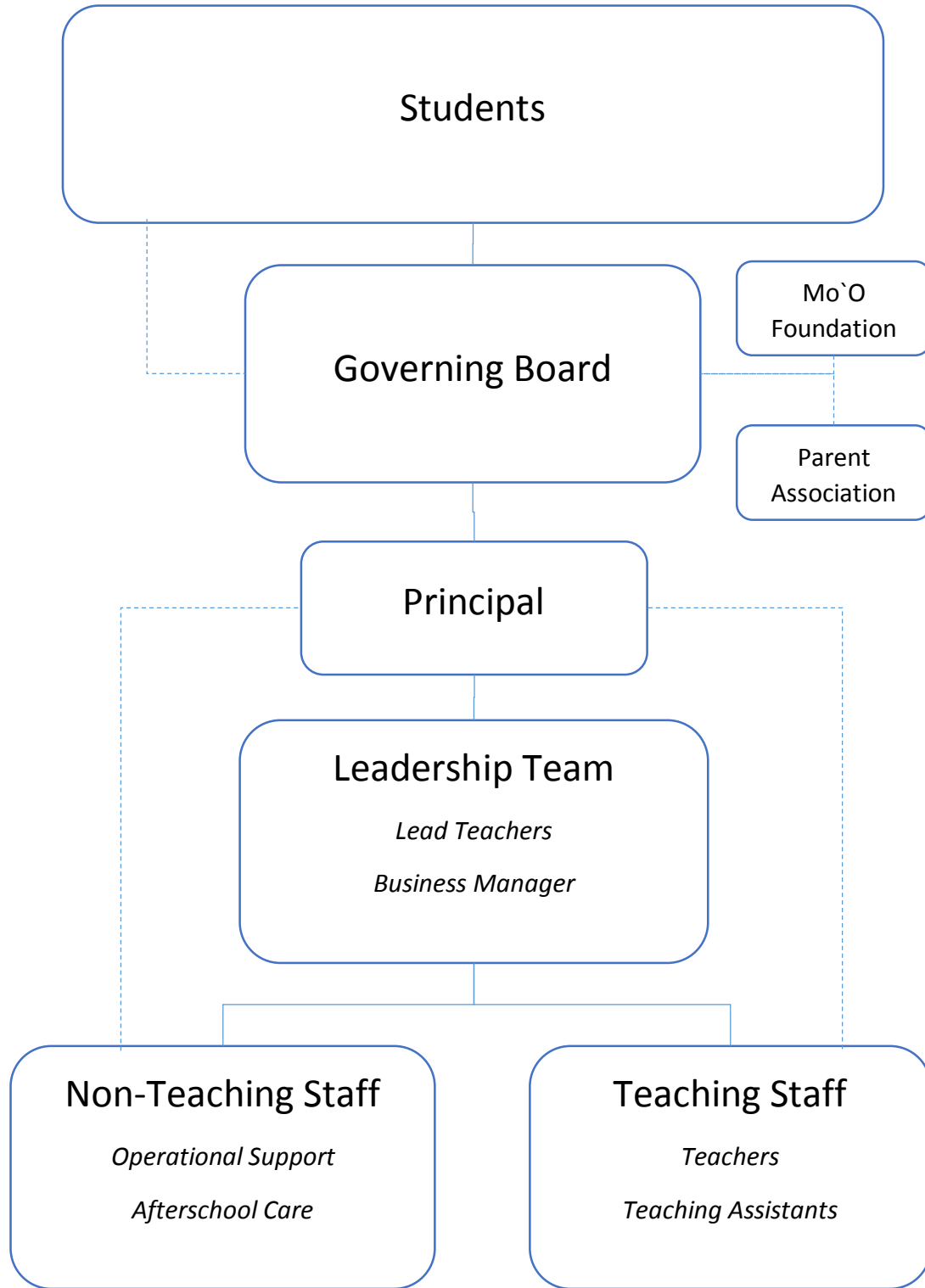


Figure 1 Initial Organizational Chart

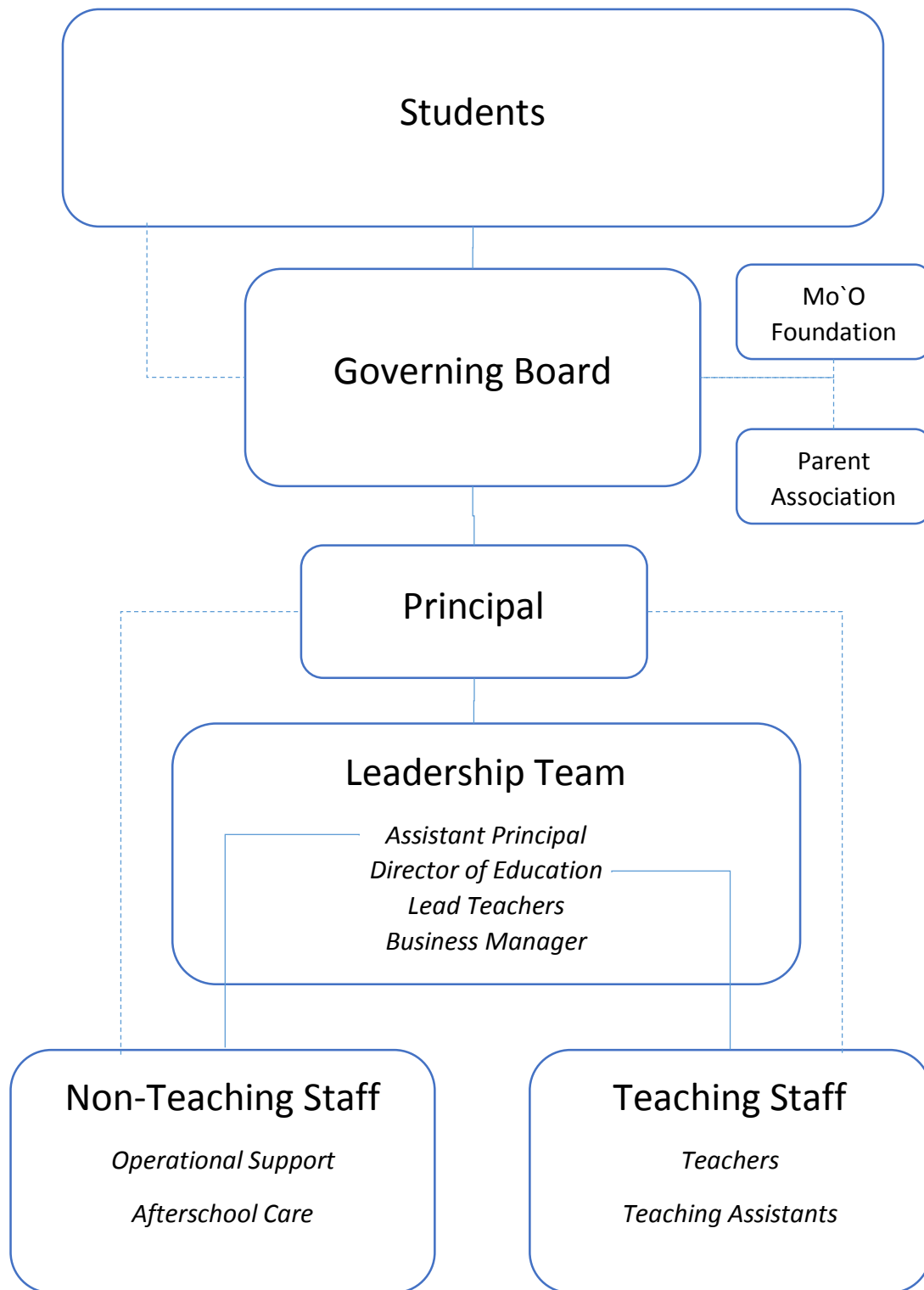


Figure 2 Capacity Organizational Chart



Martha Jenkins – Governing Board Member

## 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: **Montessori of O'ahu Public Charter School**
2. Contact information:  
Name: **Martha Jenkins**  
Phone: **(847)910-3806**  
E-mail: **mjenkin1@gmail.com**
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
**I believe the Montessori education method is the most effective form of education to promote an innovative, peaceful, sustainable community, and I believe the children of O'ahu deserve access to this education, regardless of socioeconomic background or geographic location.**
6. What is your understanding of the appropriate role of a public charter school board member?  
**The board members of a public charter school must act as liaisons between the community the school serves and the state education system. A member must work to uphold state**

standards of education while ensuring the support of employees and families of the school who work to provide the best learning experience possible for students.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have worked effectively in a wide variety of contexts with teams comprised of individuals with diverse abilities and backgrounds (see attached resume).
8. Describe the specific knowledge and experience that you would bring to the board.  
My certification and experience as an Association Montessori Internationale (AMI) educator allows me to see that the standards set forth by AMI are continually upheld. In addition my experience in social science analytics could prove useful in evaluating the success of the school, by qualitative and quantitative measurements.

### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
It will be the mission of the school to respect the natural development of each child and to provide that child the optimal environment and support so that they may work to educate themselves to become independent, lifelong learners and conscious global citizens.
2. What is your understanding of the school's proposed academic plan?  
The school will uphold a culture, curriculum, and environment that is as authentic to the Montessori pedagogy, as specified by AMI, as possible.
3. What do you believe to be the characteristics of a successful school?  
A successful school fosters a strong sense of community and social responsibility; it is a place where students are happy to come to each day because they understand they are respected by that community and because they have learned to love learning.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
By informally and formally evaluating quality of life indexes of all members of the school community.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
The board will negotiate the charter contract and provide oversight to ensure it is upheld. Additionally, the board will hire the school's director and will work with that director to provide support, particularly regarding financial management and human resource management.
2. How will you know if the school is successful at the end of the first year of operation?

Parents and students will report their levels of happiness, in addition to tracking attendance and reenrollment.

3. How will you know at the end of five years if the school is successful?  
Parents and students report high levels of happiness; high attendance; reenrollment levels are high and enrollment grows steadily.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Promoting a thorough employment application process to ensure low turnover rates.
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?  
Depending on the circumstance I would either first consult other board members or legal counsel, as to the best procedure to follow.

#### **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 every prospective member of the proposed school from either having taught their children at some point in time or through the working group preparing this charter application.

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

This school does not yet exist.

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 look forward to applying for a teaching position at this school and will resign from any position on the board I may hold prior to accepting a possible offer of employment.

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

Please see #3 response

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, Martha Jenkins, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

  
\_\_\_\_\_  
Signature

12/30/13  
\_\_\_\_\_  
Date

**Martha (Molly) A. Jenkins**  
Resume

Cell: 847.910.3806  
1050 9th Ave  
Honolulu, HI 96816

[mjenkin1@gmail.com](mailto:mjenkin1@gmail.com)

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*Education*

AMI Primary Diploma  
June 2011

Montessori Northwest

Graduate Certificate  
June 2010

Global Health

University of Washington

MA  
Washington  
June 2008

Sociology

University of

BA, *magna cum laude*  
March 2006

Sociology

University of Denver

*Criminology concentration, Statistics minor*

Montessori School of Long Grove; Long Grove, IL; upper elementary (AMI), August 1993 – June 1996

Montessori Country Day School; Mundelein, IL; primary and lower elementary student, August 1988 – June 1993

*Experience in the Classroom*

Lead Primary Guide, Hoaloha o ke Kai Montessori School  
1339 Hunakai St., Honolulu, HI 96816

08/11 - Present

- Planned and delivered lessons to 27 - 52 children, ages 2.5 to 6 years of age
- Set up and maintained AMI certified Primary environment
- Led a 3- to 6-person teaching team of assistants and aides in daily classroom operations
- Maintained regular communications with families of students
- Planned and implemented parent educational programs on varying topics

Instructor, University of Washington  
211 Savery Hall, Box 353340, Seattle, WA, 98195

02/10 – 06/10

*Sociology course 212 – Evolution and Revolution: Comparative Social Change*

- Created syllabus and daily lesson plan to match student interest

- Lectured and led discussions for 60-student class
- Evaluated student coursework and maintained student records using Excel and student information system
- Provided mentorship for undergraduate students

Teaching Assistant, University of Washington

08/06 – 12/09

211 Savery Hall, Box 353340, Seattle, WA, 98195

*Sociology course topics including comparative social change, the family, research methods, and social stratification*

- Facilitated weekly discussions
- Evaluated student coursework and maintained student records using Excel and Blackboard student information system
- Provided technical assistance to instructors

### **Additional Relevant Work Experience**

Research Assistant, University of Pennsylvania

06/08 – 08/10

Families in the New Millennium: a quantitative and qualitative study of middle-income families, their daily lives, and finances in Canada and the United States.

- Managed west coast field work: recruited and interviewed parents; recorded and tracked participant information using Excel.
- Organized and hosted research team symposium
- Reported to and collaborated with three research supervisors in the U.S. and Canada

Research Coordinator, Georgetown, Guyana

February 2010

Guyana HIV/AIDS Reduction and Prevention Project (GHARPII): a Five-year technical assistance project to implement sustainable governmental and non-governmental HIV/AIDS programs.

- Trained diverse research team; supervised field research
- Created interview and focus group discussion guides, which included a series of questions on sensitive topics
- Produced a written report of research findings for international audience

Social Science Analyst, U.S. Bureau of the Census

Summer 2008

Age and Special Populations Branch, Population Division: Analyze census and national survey data involving ages and populations residing within group quarters

- Checked the reasonableness of age and sex data from the 2007 American Community Survey using SAS output and Excel
- Led an interdisciplinary group of summer interns to produce a report and presentation on “Media Portrayal of the Politics of the Census”
- Supported senior branch analysts in the development of 2010 Census questions

**Martha “Molly” Jenkins** attended primary, lower elementary, and upper elementary classes at two Montessori Schools while growing up in the Chicago area. After completing her undergraduate work at University of Denver in Colorado, she spent four years working towards a doctoral degree in Sociology at the University of Washington in Seattle. Upon teaching her first course, she discovered her interest in helping students personalize their curriculum to fit their interests. After revisiting a Montessori classroom, she quickly transitioned out of research-driven academia and back into Montessori education. Molly holds a BA and MA in Sociology, a graduate degree in Global Health, and an Association Montessori Internationale (AMI) certification in Primary Teaching. She is currently a Primary Guide at Hoaloha o ke Kai Montessori School and is conducting a longitudinal research study on changing trends in Primary student populations. She enjoys riding her bicycle about town, traveling, discovering new music, and being in the water.

## 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:  
**Montessori of O'ahu Public Charter School**

2. Contact information:

Name: **Justin Lolofie**

Phone: **808 232 9871**

E-mail: **jlolofie@hawaii.edu**

3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

Resume and professional bio are attached to this form.

Resume and professional bio are attached elsewhere in the application:

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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.

not apply to me  Yes

Does



5. Why do you wish to serve on the board of the proposed charter school?

I am interested in helping build a public school that provides Montessori education to the children of Oahu.

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

Board members must evaluate the schools plans and ensure that the school operates within the terms of the charter contract as well as making good use of public funds.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not previously served on a board. I believe I can be an effective board member because I have extensive experience working on problems that require a mix of analytical, social, and technical skills.

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

I have many years of experience doing analysis, articulating results, and working with groups of people to find the best solutions to our mutual problems. I believe this experience combined with my passion to start a public Montessori school will make me an effective board member.

### **School Mission and Plan**

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

The school's mission is to make Montessori education available to the public. The guiding principles include focusing on the children's independence, natural creativity and desire to discover.

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

The school will follow existing Montessori curriculum and seek affiliation with Association Montessori International(AMI).

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

A successful school builds an ecosystem among teachers, students, parents, and the community. It promotes open communication between all those involved and makes decisions according to what is best for the children.

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

I will measure the success of the school based on the effect the school has on the community, the level of satisfaction from parents and

teachers, and from the kinds of citizens its students grow up to become.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
The board will hire the head of school, offer support regarding human resources, finances, budget planning, and other aspects as requested by the head of school.
2. How will you know if the school is successful at the end of the first year of operation?  
At the end of the year we will carry out a survey to measure the level of satisfaction with various aspects of the school among students, parents, and staff.
3. How will you know at the end of five years if the school is successful?  
Along with the annual survey mentioned above, after five years we will be able to look at enrollment rate growth and student retention.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
The most important steps the board can take is hire the right people, ensure the school is operating within the policies and budgets, and provide any support requested by the head of 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?  
Our board will write a set of guiding policies including a code of ethics which will help avoid some preventable incidences and describe how to report incidences of misconduct.

### **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 the other members through my daughter's current school or as members of the group working to start 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.  
 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, Justin Lolofie, 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.

*Justin Lopez*

Signature

Date

01/03/2014

## Justin Lolofie

4836 Kilauea Ave #3  
Honolulu, HI 96816  
jlolofie@hawaii.edu

## Employment

### IT Developer (Nov 2012 - present)

The Office of Research Services - University of Hawaii, Manoa

I work in a team of developers who maintain and extend the enterprise website myGRANT which is used to manage the university's grant proposals and awards granted by various sponsors. My job is to understand the requirements of the faculty and staff and fulfill those requirements through new features in the software.

### Programmer Analyst (May 2007 - Nov 2012)

The Genome Institute - Washington University School of Medicine, Saint Louis, MO

On the Laboratory Information Management Systems (LIMS) team I worked on a system to track a high volume of events associated with work in the wet lab and created tools to manage work flow. Later I moved to the analysis group to help build an automated analysis pipeline. This required us to work closely with researchers to translate their algorithms into reliable and scalable software. I also developed tools to help organize and visualize results.

### Software Developer (March 2005 - May 2007)

Zappos.com, Las Vegas, NV

In the Las Vegas office I worked on internal tools for accounting, merchandising, marketing, and customer loyalty departments. I relocated to Shepherdsville, KY to help open a fulfillment center where I helped develop operational processes and wrote software to connect the business to various warehouse systems.

## Education & Training

Cloudera Developer Training

Cloudera Certified Developer for Apache Hadoop (2012)

University of Nevada, Las Vegas

B.A. Linguistics (2004)

Research Lab: Measures of Emotional Intelligence - Dr. Kim Barchard, UNLV (2004)

Research Lab: Cognition in Aging - Dr. Karen Kemtes, UNLV (2003-2004)

Weber State University, Ogden, Utah

Undergraduate courses in computer architecture, relational databases, java programming

**Justin Lolofie** is a software developer and analyst. He holds a BA in Linguistics from the University of Nevada, Las Vegas. Mr. Lolofie experienced startup culture at online retailer Zappos.com where he witnessed open and honest communication between team members build a strong organization and community. Mr. Lolofie went on to work for The Genome Institute at Washington University School of Medicine. During this work he experienced the rigorous application of science to the study of cancer genomics. He became accustomed to diligent testing methods and data-driven decision making. Currently Mr. Lolofie is employed by the Office of Research Services at The University of Hawaii. He lives in Kaimuki with his wife and daughter.

## 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:  
**Montessori of O'ahu Public Charter School**
2. Contact information:  
Name: **Laura Masui**  
Phone: **808-479-6935**  
E-mail: **lauram@hawaii.rr.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 watched my son flourish in the Montessori environment for the past two and a half years and would like to be involved with making this program accessible to all children in Hawaii.
6. What is your understanding of the appropriate role of a public charter school board member?  
Board members will uphold the contract between the State and the school. Board members also have a responsibility to maintain the bylaws set forth and always protect the integrity of the entity.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have attached a summary of my previous

board experience.

8. Describe the specific knowledge and experience that you would bring to the board.  
Along with my previous board experience, I have been doing contract bookkeeping for an independent school and feel this experience will be very useful.

### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
My understanding of the Montessori philosophy is to guide children toward self motivation, self awareness and independence. Montessori works on the whole person instead of just the academics of society.
2. What is your understanding of the school's proposed academic plan?  
AMI Montessori holds a high standard by which each classroom will maintain in preservation of the core values of the Montessori environment.
3. What do you believe to be the characteristics of a successful school?  
An environment where children flourish in the exploration of their natural tendencies, without restriction.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
In observing the children, it will be clear whether the mission is being upheld.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
The board will hire the principal and provide guidance in all areas of operation.
2. How will you know if the school is successful at the end of the first year of operation?  
In listening to feedback from current families and in seeing the rate of reenrollment.
3. How will you know at the end of five years if the school is successful?  
If we have a steady increase in the rate of reenrollment, in listening to the school community, and in observing the classroom environments.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Work with school management in an effective way.
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 communicate with other board members for their opinion of the situation. If it is agreed that there is negative activity, the board should seek legal guidance before addressing directly and then take action accordingly.

### **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 met all of the other board members as we have gathered to complete this application.
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

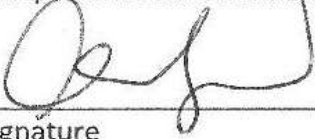
I am a board member of Montessori of O'ahu Foundation which will be supporting Mo'O PCS.

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,  Laura Masui , 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

01/03/14

Date

# Laura Masui

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## Experience

2013-Present                      ConnectWorks Group Hawaii                      Honolulu, HI

### **Contract Bookkeeping**

- Contract bookkeeping duties including bank reconciliation, data entry, GET filing
- Extensive use of Quickbooks for Mac and Dropbox

2013-Present                      Staton Ann LLC                      Honolulu, HI

### **Contract Bookkeeping**

- Contract bookkeeping duties including bank reconciliation, data entry and general guidance in recordkeeping
- Extensive use of Quickbooks for Mac and Dropbox

2012-Present                      Soul de Cuba LLC                      Honolulu, HI

### **Office Manager**

- Multiple-Entity Corporation including two restaurants, one dry goods line, one franchise company and parent company
- Responsible for accounts payable, daily sales maintenance, bank reconciliation, cash flow management, accounts receivable, payroll tally, human resource management.
- Extensive use of Quickbooks, Dropbox and Microsoft Office.
- Responsible for creating, training and implementing procedures pertaining to recordkeeping, human resources and office practices.
- Responsible for general office and machine maintenance.
- Responsible for GET filings, period end and year end journal entries, and working with outside accounting firm and CFO to produce timely financial statements.
- Produces budgets, forecasts, and reports as requested for strategic planning.

2010-2012                      Union Mak Corporation                      Honolulu, HI

### **Bookkeeper**

- Multi-unit restaurant chain (5 units plus corporate office)
- Responsible for accounts payable, daily sales maintenance, bank reconciliation, cash flow management, accounts receivable, payroll tally.
- Extensive use of Quickbooks, Microsoft Office, and Delaget (POS Reporting Program).
- Frequent correspondence with owners, unit managers, staff, other management staff and vendors.
- Responsible for general office and machine maintenance for corporate office.
- Responsible for GET filings, period end and year end journal entries, and allocation entries between corporate and unit accounts.

2010-2012 FiberDuct Licensing Honolulu, HI

**Bookkeeper**

- Contract position hired to bring books up to date and consult on bookkeeping procedures and practices. Included international and domestic bank accounts, international entities, bank reconciliations with currency conversion, financial statements.

2003-Present Lasting Expressions LLC Honolulu, HI

**Owner**

- All aspects of sales, marketing, and bookkeeping involved with the operation of company.

2004-2004 Waikiki Resort Hotel Honolulu, HI

**Accounting Clerk**

- Contract position hired to create procedures for reconciling and maintaining accounting records for the food and beverage department.
- Reconciled daily front desk sales packets.
- Accounts Receivable
- Contract included training of permanent hire. Contract was completed within six months.

2002-2004 Sergio's Italian Restaurant Honolulu, HI

**Office Manager**

- Extensive use of Quickbooks accounting program as well as a variety of Microsoft applications.
- Responsible for daily sales maintenance, payroll tally, inventory maintenance, accounts receivable, accounts payable.
- Responsible for human resources records and general office practices.
- Extensive work with owner regarding budgets and cash flow.
- Frequent correspondence with floor staff, other management, owners of company, as well as vendors on a regular basis.

2001-2002 South Point Designs, Inc Honolulu, HI

**Office Clerk**

- Daily invoicing using specific apparel software, answering phones, customer service, file maintenance, light accounts receivable.
- Outside sales-serviced multi-location store: Duties included visiting each location to check stock, take orders, and arrange goods in presentable manner. Light PR involved.

2000-2001 All Star Hawaii Honolulu, HI

**Office Manager**

- Extensive use of QuickBooks accounting program as well as a variety of Microsoft applications.
- Responsible for payroll tally, inventory spreadsheet, daily sales packets, accounts receivable, and accounts payable.
- Trained staff in certain aspects of position as well as other aspects of location.
- Frequent correspondence with floor staff, other management, owners of company, as well as vendors on a regular basis.

2000-2001                      CDR Services                      Honolulu, HI

**Data Recorder**

- Conversion of medical records to media format via customized database program and scanners.

1994-2000                      Flowers and Sunshine                      Honolulu, HI

**Supervisor/Sales**

- Supervised staff, ordered stock, light bookkeeping, accounts receivable, and collections.
- Sales and customer service including fielding incoming calls and walk-in customers for ordering, troubleshooting and complaints, and information.
- Data entry and retrieval of specific ordering program, maintained files, and light flower design experience.

1990-1995                      University of Hawaii Bookstore                      Honolulu, HI

**Supervisor-Textbook Department**

- Duties included supervising other student assistants, correspondence with publishing companies, and recording and tracking orders on state-wide networked IBM compatible and DOS-based programs.
- File maintenance, handling of order discrepancies, and customer service via phone and walk-in customers.

**Office Skills**

Type 52 wpm, 10-key by touch, knowledge and experience in Microsoft Office, WordPerfect, Claris Works, Quickbooks Desktop, Quickbooks Online Plus, Quickbooks for Mac, Delaget, Adobe Illustrator 10, Adobe Photoshop CS, PageMaker, MICROS (food and beverage register system), IMIGIT (complex database for CDR Services), Mercury (exclusive program for FTD and floral wire services), PC Text and BVAX (University of Hawaii comprehensive database).

**Laura Masui** has worked for community support organizations in Hawai`i for over 10 years. She founded her own company in 2003 where she honed her skills in business building and networking. Her contacts with a diverse range of business professionals inspired her to become involved in creating relationships between the local community organizations and businesses. Laura is very active in community giving and fundraising, including six years with the Waikiki Community Center. She co-founded Hawaii Society of Volunteers, which brought together individuals interested in volunteering and connected them with local non-profit organizations that support local causes. She has been a member of several business groups and served on boards that include the American Business Women's Association, Imua Chapter, the Plaza Club's Young Professionals, and the Plaza Club's Board of Governors. As a mother, Laura has watched her son flourish in a Montessori environment for the past three years and her current passion is to utilize her skills as a community activist to perpetuate the values of Montessori to benefit all children in Hawai`i.

## 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:  
Montessori f O`ahu Public Charter School
2. Contact information:  
Name: Patrick O`Day  
Phone: 808-312-7543  
E-mail: oday.patrickm@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?  
As the result of the experience of my daughter flourishing in a Montessori program, I believe this education method should be available to the public and I would like to help make this possible through the Montessori f O`ahu Public Charter School.
6. What is your understanding of the appropriate role of a public charter school board member?  
A board member's role is to support the mission of the charter school, ensure the State approved charter contract is followed, and establish a strong operational foundation that will continue beyond his or her tenure 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.

My capabilities to serve as an effective board member stem from serving on committees in academia for hiring new professors, and through my current position as a project manager that requires managing materials and personnel for complex long-term projects.

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

I have two decades of experience conducting consultations with public interest groups, tribal organizations, and government entities with diverse interests and goals regarding sensitive cultural resource management (CRM) issues; writing and establishing guidelines for CRM projects; and routinely preparing project and grant proposals that require in-depth research and public education.

### **School Mission and Plan**

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

The school's mission is to provide public AMI education. The guiding beliefs of the school are that children can be self-motivated learners and should be valued and respected as members of the community.

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

The school will adhere to the methods developed by Maria Montessori and advanced by the Association Montessori Internationale (AMI).

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

A successful school fulfills a need in the community and allows children to learn and grow in a peaceful and enriching environment.

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

Success will be demonstrated in the joy of the children shown in their learning environment and the interest their parents take in their child's education.

### **Governance**

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

The Board's role is to negotiate the Charter contract, hire the school Principal, provide oversight and support to the school's operations, and ensure adherence to the mission of the school.

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

Increasing enrollment, financial health, and community support.

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

Continued growth, financial health, and community support along with expanded AMI opportunities for the community.

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



Provide the proper oversight for the school to maintain financial health and adhere to the school's mission.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
The individual's behavior would be brought to the attention of other board members and investigated. Further actions would follow legal consultation to ensure best actions are carried out.

### 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 the other board members that are in the Working Group preparing this application and that are involved in my daughter's 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.

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 do know individuals through my daughter's current school and as member of the Working Group preparing this application that may become employees of the school.

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, my spouse and I are board members of the Montessori of O`ahu Foundation, a supporting entity for the operation of the charter school. My spouse is also a board member of the Montessori of O`ahu Public Charter 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, Patrick O`Day, 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.



1-1-14

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Signature

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Date

## Patrick M. O'Day, M.A. (ABD, University of Florida)

3323 Hayden Street  
Honolulu, Hawai'i 96815  
Oday.patrickm@gmail.com  
808.312.7543

Patrick O'Day has developed a broad spectrum of archaeological knowledge through over 16 years of experience in various interdisciplinary projects incorporating the fields of fisheries science and island biogeography. He is experienced in multiple aspects of cultural resources management including organizing and implementing survey, testing, burial recovery, and monitoring projects. As a Project Manager for the Hawai'i office of GANDA, Mr. O'Day provides oversight for all aspects of archaeological survey, data recovery, and monitoring projects including the development of research designs, project budgets, initial background research, fieldwork, final report preparation, and agency review following U.S. federal, territorial, and international standards. Mr. O'Day's regional research experience includes Fiji, Hawai'i, the Commonwealth of the Northern Mariana Islands, Guam, the Southeastern United States, various Caribbean islands, and South America. He has conducted cultural resource management projects throughout the Hawaiian Islands, Guam, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Republic of the Marshall Islands, and Okinawa, Japan.

### Education

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Ph.D. Candidate (ABD), Anthropology, University of Florida, Gainesville, Florida  
M.A. Anthropology, University of Florida, Gainesville, Florida, 2002  
B.A. Anthropology, Fort Lewis College, Durango, Colorado, 1993

### Employment History

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#### *Garcia and Associates, Natural and Cultural Resources Consultants*

*Project Manager*, Guam and Hawai'i, October 2007 to present

Mr. O'Day organizes and manages various archaeological survey and testing projects from the initial background research through fieldwork and final report preparation following Federal, international, state, and local standards and guidelines in Hawai'i, Guam, the Northern Mariana Islands, Okinawa, and the Republic of Palau. He manages project materials and personnel for multiple archaeological and Hawaiian cultural monitoring teams to meet project goals and budgets. He regularly assesses the eligibility of historic and cultural resources for inclusion on the National Register of Historic Places using U.S. National Park Service criteria. Mr. O'Day has conducted Visual Resource Assessments of cultural and coastal resources on Guam and Saipan, specialized analyses of faunal materials recovered from archaeological sites using SAS statistical software, and has managed numerous human burial recovery projects that involved preparation of burial treatment plans and excavation, recovery and analysis of skeletal remains. He regularly conducts archaeological survey utilizing Trimble Global Positioning Systems (GPS) and utilizes ESRI ArcGIS 10 software to analyze spatial data gathered from archaeological and environmental surveys and subsurface testing projects.

#### *International Archaeological Research Institute, Inc.*

*Supervisory Archaeologist*, Hawai'i, 1997–1998 and 2004–2006

Mr. O'Day served as supervisory archaeologist for various archaeological survey, data recovery, burial recovery, GIS mapping, and archaeological monitoring projects. He was responsible for preparing final reports for projects on Kaua'i, Maui, O'ahu, Hawai'i, Guam, Saipan, the Republic of Palau, and Okinawa. Mr. O'Day conducted pottery and artifact analysis for various sites in the Republic of Palau and conducted archival research for World War II sites on Guam and the Republic of Palau. He was responsible for authoring several reports on pottery analysis.

### Representative Projects

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*Project:* Archaeological and Cultural Monitoring for Construction of the Battle Area Complex for the Stryker Brigade Combat Team, Schofield Barracks Military Reservation, Wai'anae Uka Ahupua'a, Wahiawā District, Island of O'ahu, Hawai'i.

*Client/Contract:* U.S. Army Environmental Command; Contract No. W91247-10-D-0024, Delivery Order No. 0002

*Contract Period:* April 2012–Present

*Description:* Mr. O'Day serves as Project Manager for this long-term multi-phase archaeological and cultural monitoring project. Responsibilities include drafting scopes of work; managing project materials and personnel, including archaeological Montessori of O'ahu Public Charter School

and cultural monitors; collecting and analyzing GIS based spatial data related to cultural resources; coordinating archaeological and cultural monitoring activities with unexploded ordnance safety and construction personnel; and draft and final report production.

*Project:* Intensive Archaeological Survey of 164 Hectares (405 Acres) of the Carolinas Heights Region, Tinian, Commonwealth of the Northern Mariana Islands.

*Client/Contract:* Commonwealth of the Northern Mariana Islands Historic Preservation Office; Contract No. 514839-OC

*Contract Period:* March 2010–July 2011

*Description:* Mr. O’Day served as Principal Investigator for this Intensive Archaeological Survey. Responsibilities included collecting historic resource data on previously unsurveyed land; analyzing multi-spectral satellite imagery and digital elevation models to identify patterns between existing environmental conditions and past land use practices; maintaining a GIS database of new sites and artifacts; and preparation of a technical report which included preliminary assessment of site significance for National Register of Historic Places inclusion and recommendations for further work.

*Project:* Field Survey for Cultural Resources at Kadena Air Base, Okinawa Prefecture, Japan.

*Client/Contract:* Scientific Applications International Corporation; Contract No. FA8903-08-D-8779, Delivery Order No. 0084; Subcontract No. P010034559

*Contract Period:* February 2010–June 2010

*Description:* Mr. O’Day served as Principal Investigator for this Archaeological Survey. Responsibilities included managing materials and field personnel; coordinating archaeological survey with nine concurrent biological survey; recording (i.e., mapping, GPS, and photography) cultural resource sites; evaluating sites for significance according to the Japan Environmental Governing Standards; and draft and final report production.

*Project:* MCON P-530 Fitness Center Archaeological Monitoring Project, U.S. Naval Base, Guam.

*Client/Contract:* DCK Pacific Guam LLC

*Contract Period:* May 2009–October 2010

*Description:* Mr. O’Day served as Principal Investigator for this long-term monitoring and burial recovery project. Responsibilities included preparing project budgets; preparing scopes of work; coordinating archaeological work with construction crews and timetables; conducting multiple consultations with the Guam Historic Preservation Division (GHPD) and the Naval Facilities Engineering Command Marianas Archaeologist; managing field and laboratory personnel; conducting excavations for the recovery of World War II era Japanese human remains inadvertently discovered during construction; and providing oversight and quality assurance for draft and final report production.

*VProject:* Historic Structure Survey and Nomination for the Malesso Japanese Rice Mill, Municipality of Merizo, Guam.

*Client:* Guam Historic Resources Division

*Contract Period:* December 2009–November 2010

*Description:* Mr. O’Day served as Principal Investigator for this Historic Structure Survey. Responsibilities included collecting archival background research; performing a preliminary evaluation and structural condition assessment survey and evaluating the historic resource for National Register of Historic Places eligibility; interviewing local informants to elicit cultural and traditional information; preparing measured drawings of the structure and associated features; photographing all aspects of the structure; conducting subsurface testing; and providing oversight and quality assurance for preparation of Guam Register and National Register of Historic Places nomination forms, and draft and final historic structure survey report preparation.

*Project:* Cultural and Natural Resource Survey of Five Parcels, Kadena Air Base, Okinawa Prefecture, Japan.

*Client/Contract:* Scientific Applications International Corporation; Task Order No. F41624-03-D-8614/0195; Subcontract No. 4400129175

*Contract Period:* April 2006–May 2006

*Description:* Mr. O’Day served as Field Director for this archaeological and biological survey. Responsibilities included collecting background archival data; managing and scheduling archaeological and biological teams; supervising the survey of the parcels; creating high quality survey maps using digital contour topographic and aerial imagery; documenting cultural resource sites; evaluating sites for significance according to the Japan Environmental Governing Standards; and technical report production.

## **Technical Reports**

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O’Day, P.M.

- 2010 *Field Survey Report for Cultural Resources at Kadena Air Base, Okinawa Prefecture, Japan*. Prepared for Scientific International Corporation, Shalimar, Florida. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- 2008 *Report of Phase I Archaeological Inventory Survey at Fadian Point, Mangilao, Guam*. Prepared for Hawaiian Rock Products, Mangilao, Guam. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- O'Day, P.M., K.C. Linde, and M.T. Hawkins  
 2013 *Draft—Archaeological and Cultural Monitoring for Construction of the Battle Area Complex for Stryker Brigade Combat Team Training, Schofield Barracks Military Reservation, Wai'anae Uka Ahupua'a, Wahiawā District, Island of O'ahu, Hawai'i, Volume VII: September 2011–November 2012 Monitoring Results, TMK (1) 7-7-01*. Prepared for Department of the Army, U.S. Army Environmental Command, Fort Sam Houston, TX 78234-2686. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI and Historical Research Associates, Inc., Portland.
- O'Day, P.M. and N.I. Vernon  
 2011 *Historic Resources of the Carolinas Heights Region, Island of Tinian, Commonwealth of the Northern Marianas*. Prepared for Commonwealth of the Northern Mariana Islands Historic Preservation Office, Saipan. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- 2009 *Archaeological Monitoring Report for the MILCON P-494 Project, COMNAV Marianas, Apra Harbor, Santa Rita, Guam*. Prepared for Helix Electric, Inc., Santa Rita, Guam. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- O'Day, P.M. and T.R. Rieth  
 2007 *Phase II and III Monitoring of Lualai Subdivision, Waimea, Hawai'i*. Prepared for DR Horton. International Archaeological Research Institute, Inc., Honolulu.
- O'Day, P.M., L.E. Bulgrin, and N.I. Vernon  
 2008 *Archaeological Monitoring and Testing for Directional Drilling for the Sewage Outflow Project at Tanguissan Beach Park, Municipality of Dededo, Guam*. Prepared for Winzler and Kelly Consulting Engineers, Hagåtña, Guam and Michels Directional Crossings representing Guam Waterworks Authority. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- O'Day, P.M. with contributions by J. Allen  
 2006 *Archaeological Survey and Testing in Support of a Proposed Railgun Facility, Pacific Missile Range Facility, Barking Sands, Kaua'i, Hawai'i*. Prepared for the Department of the Navy, Naval Facilities Engineering Command, Pacific, Pearl Harbor, Hawai'i. International Archaeological Research Institute, Inc., Honolulu.
- 2006 *Archaeological Survey and Testing for the Pali Kilo II Historic Preservation Project, U.S. Marine Corps Base Hawai'i, Kaneohe Bay (MCBH-KB), O'ahu Island, Hawai'i, TMK 4-4-08, DACA83-02-D-0005, Task Order 0003*. Prepared for Social Research Pacific, Inc. International Archaeological Research Institute, Inc., Honolulu.
- Smith, R., N.I. Vernon, M. Willis, P.M. O'Day, and M. Desilets  
 2011 *Visual Resource Analysis for Rescue 21 Remote Fixed Facilities, Mount Alutom and Merizo Tower Sites, Guam*. Prepared for MWH Americas, Inc., Portland, Oregon. Garcia and Associates, Kailua, Hawai'i.
- 2011 *Visual Resource Analysis for Rescue 21 Remote Fixed Facilities, Mount Takpochao Tower Sites, Saipan, Commonwealth of the Northern Mariana Islands*. Prepared for MWH Americas, Inc., Portland, Oregon. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- Vernon, N.I. and P.M. O'Day  
 2012 *Archaeological Survey Report for Lot 5009-2-R16, Municipality of Dededo, Guam*. Prepared for DCK Pacific, LLC, Barrigada, Guam. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- 2011 *Report for Archaeological Survey of Lot 2436-7, Municipality of Mangilao, Guam*. Prepared for GPPC, Inc., Tamuning, Guam. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- 2010 *Archaeological Monitoring Report for the FY08 MCON P-530 Fitness Center N62742-08-R-1308 Project, Naval Base Guam, Santa Rita Municipality, Territory of Guam*. Prepared for DCK Pacific, LLC, Barrigada, Guam. Garcia and Associates, Kailua, Hawai'i.
- 2010 *Report for Archaeological Survey of Lots 154-6-3, 154-6-4, and 154-6-R4 Municipality of Yona, Guam*. Prepared for Rosario and Associates, Inc., Hagatna, Guam. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.

- 2009 *Archaeological Report for Phase I of the North Tipalao Housing Project, Tipalao, Municipality of Santa Rita, Territory of Guam.* Prepared for Watts Constructors, Dededo, Guam. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- 2009 *Archaeological Report for Phase II of the North Tipalao Housing Project, Tipalao, Municipality of Santa Rita, Territory of Guam.* Prepared for Watts Constructors, Dededo, Guam. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.
- 2009 *Report for Subsurface Testing and Archaeological Monitoring of Old Piti Mobile Station, Municipality of Piti, Guam.* South Pacific Petroleum Corporation, Tamuning, Guam. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.

Vernon N.I., P.M. O'Day and L.E. Bulgrin

- 2009 *Archaeological Data Recovery of Lot 3329-1-R4-R/W, Municipality of Chalan Pago and Ordot, Guam.* Prepared for Ellen's Realty, Tamuning, Guam. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.

Vernon, N., P.M. O'Day, C. Craft, and J. Gunnels

- 2012 *DRAFT-Archaeological Services at Lot 10113-3 Municipality of Tamuning, Guam.* Prepared for Baldyga International Group, LLC. Garcia and Associates, Natural and Cultural Resource Consultants, Kailua, HI.

### **Academic Publications**

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Clark, G., F. Petchey, O. Winter, M. Carson, and P. O'Day

- 2010 New Radiocarbon Dates from the Bapot-1 Site in Saipan and Neolithic Dispersal by Stratified Diffusion. *Journal of Pacific Archaeology* 1(1):21-35.

Jones, S., D.W. Steadman, and P.M. O'Day

- 2007 Small Island Archaeology: Overview of Archaeological Research on Aiwa Levu and Aiwa Lailai, Lau Group, Fiji. *The Journal of Island and Coastal Archaeology* 2(1):72-98.

Jones, S., P.M O'Day, and S. Connaughton

- 2006 New Archaeological Insights from the Central Lau Group, Fiji. *Domodomo*.

Murie, D.J., J. Debicella, P.M. O'Day, W.J. Lindberg, D. Marcinek, M. Butler, and D. Mason

- 2004 Comparison of Gross Energy Consumption of Gag Grouper Between Patch Reefs of Contrasting Size in the Gulf of Mexico. A poster presented to the Fourth World Fisheries Congress, Vancouver, B.C., Canada.

O'Day, P.M. and N.I. Vernon

- in review The Archaeology of Landscape Transformation in Colonization and Conflict: Historic Japanese Cultural Resources of the Carolinas Heights Region of Tinian Island, Commonwealth of the Northern Marianas Islands. Submitted January 2012 for "The Japanese in Micronesia: Archaeological Perspectives on the Pacific Diaspora," A special issue of *Pan-Japan: The International Journal of the Japanese Diaspora*. Edited by D. Tuggle and B. Dixon.

O'Day, S.J., P.M. O'Day, and D.W. Steadman

- 2004 Defining the Lau Context: Recent Findings on Nayau, Lau Islands, Fiji. *New Zealand Journal of Archaeology* 25:31-56.

### **Papers Presented**

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- 2012 Remote Sensing, Geographic Information System (GIS) Analysis of Historic Resources of the Carolinas Heights Region, Island of Tinian, Commonwealth of the Northern Marianas. Paper presented at the 1st Marianas History Conference: One Archipelago, Many Stories, Saipan, Commonwealth of the Northern Marianas.

- 2009 Pre-Contact Marine Fisheries in the Marianas. Paper presented at the Pacific Island Archaeology in the 21<sup>st</sup> Century: Relevance and Engagement Conference, Koror, Republic of Palau.

### **Topical and Geographical Specializations**

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Zooarchaeology; prehistoric fisheries; marine resource exploitation and their importance in the development of social complexity; Micronesia; Polynesia; Caribbean; Southeastern United States.

### **Specialized Training**

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2012 Hazardous Waste Operations and Emergency Response 8-hour refresher course  
Montessori of O'ahu Public Charter School

- 2012 General Radiation Worker Training
- 2011 Hazardous Waste Operations and Emergency Response 40-hour initial course

**Professional Memberships and Positions**

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Society for American Archaeology

**Patrick O'Day** first moved to Hawaii in 1993 to pursue a graduate degree in anthropology at the University of Hawaii at Mānoa. Since then, he has worked throughout the Pacific conducting academic and professional research in archaeology, which has included employment with non-profit cultural resource management organizations. Mr. O'Day brings strong management and relational skills to the table and he has extensive experience building partnerships with local interest groups and communities in the Pacific Islands. He routinely negotiates contracts with public, private, and government entities and ensures compliance with laws, regulations, and standards at the local, state, and federal levels. Currently, Mr. O'Day serves as a Senior Project Manager for Garcia and Associates Cultural and Natural Resource Consultants on O`ahu, and he is a PhD candidate at the University of Florida at Gainesville. He is also experienced in grant writing and is currently preparing a National Parks Service grant application for a non-profit archaeological organization. His interest in Montessori education began with the birth of his first child, who currently attends a Montessori program in Honolulu, and he is committed to helping open access to Montessori education to the public through the Mo`O Charter School.



## 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:  
Montessori of O`ahu Public Charter School.
2. Contact information:  
Name: Rebecca Pike  
Phone: (808) 754-3030  
E-mail: rebeccapike@mac.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 committed to serving the cause to the utmost of my ability.
6. What is your understanding of the appropriate role of a public charter school board member?  
I think it is the role of a board member to support and represent the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I consider a board to be a team, and I have experience working in teams and as a team leader professionally.

8. Describe the specific knowledge and experience that you would bring to the board.  
I am experienced in researching and producing tight, thorough documents as well as doing writing and design work for marketing and outreach materials.

#### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
The school's mission is to educate children by the methods created by Dr. Maria Montessori, and to help grow the Montessori community here on O'ahu.
2. What is your understanding of the school's proposed academic plan?  
The guidelines are to follow the Montessori method at each stage of learning.
3. What do you believe to be the characteristics of a successful school?  
I believe the keys to a successful school are a happy staff, engaged students and committed families.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
When the school is succeeding, the children will thrive and the school will grow.

#### **Governance**

1. Describe the role that the board will play in the school's operation.  
The board will facilitate meeting the diverse needs of a growing school, providing constant guidance and support.
2. How will you know if the school is successful at the end of the first year of operation?  
I think a small increase in enrollment would be an obvious sign of success.
3. How will you know at the end of five years if the school is successful?  
In five years I would hope for a significant increase in enrollment as a cumulative result of small increases each semester.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Vigilantly assess progress and meet frequently, not allowing any issues to be neglected.
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 speak openly about my concerns with the board as a whole.

### 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 X Yes  
I have known them for the few months our children have attended the same 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  No
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  No
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.  
 Does not apply to me, my spouse or family X Yes  
As a board member of the Montessori of O`ahu Foundation I will support the charter school as indicated in this application.

**Certification**

I, Rebecca Pike, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

Signature  \_\_\_\_\_ Date 1-10-2014

# Rebecca Pike

2590 Lā-ī Rd., Honolulu, HI 96816  
808-754-3030, rebeccapike@mac.com

## Experience

### Editorial/Managerial

Feb. 2008-Present

- Managing Editor, Morris Visitor Publications, Honolulu, HI (published statewide)

In the local office of a corporation with 65 markets worldwide, I oversee and contribute to the production of over 40 publications annually. They range from large glossy “coffee table” books to free, coupon-stuffed pocket guides. All but one of the publications are geared towards visitors to the Hawaiian Islands.

- Write, assign, edit stories
- Plan and develop stories in a number of categories
- Manage deadline schedules for over 40 publications annually
- Collaborate with publisher to create pagination charts
- Work in layouts to finalize stories and ensure appropriate placement of type and photos
- Act as liaison for seven hotel and retail shopping center clients for whom the company produces custom publications
- Manage a team of four to keep the constant flow of work smooth and productive

### Film/Television Production

Aug. 2000-July 2007

- Production Manager, Various, New York, NY

On a freelance basis, for periods of time ranging from two week to eight weeks, I facilitated the production of short films, music videos and TV commercials.

- Analyzed budgets and made pre-production arrangements for equipment, location, talent and crew (both union and non-union)
- Produced custom booklet/manual to be used as a reference by entire production community throughout prepping, shooting and wrapping the production
- Ran office operations during filming, managing a team of four to a dozen production assistants
- Compiled, cross-checked and submitted timecards and payroll log
- “Wrapped” production: tying up all loose ends, submitting a bound, finalized budget for production company recordkeeping and leaving no other traces behind

## Other Interests, Skills, Qualifications

- Motherhood and my daughter’s education, particularly my involvement with Montessori of O’ahu
- Well-experienced with Adobe InDesign, FileMaker Pro and Microsoft Office Suite
- CPR and First Aid certified
- Stand-up Paddle

**Rebecca Pike** moved to O`ahu from New York in 2007 and has worked since 2008 as an editor (now Managing Editor) at Morris Visitor Publications. She manages a team of four and oversees the production of editorial content for over 30 publications annually, nearly 100% of it geared toward Hawai`i's visitors. She has extensive experience writing and editing in both commercial and non-commercial capacities. Rebecca was immediately drawn to the Montessori approach and researched it before enrolling her toddler at a Montessori school in 2013. Having witnessed the profound and positive effect of the method (especially in contrast to the traditional pre-school that her daughter attended prior to Montessori), she is committed to raising awareness and helping to provide it for her child and the children of others.

## 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:  
**Mo'o (Montessori of O'ahu)**
2. Contact information:  
Name: Ludvig M. Simonsen  
Phone: (808) 772-3049  
E-mail: EZR2BALOHA@aol.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
I am eager to use my professional expertise to create a more enriching and rewarding environment for my toddler-age son as well as the other children who can benefit from the proposed school.
6. What is your understanding of the appropriate role of a public charter school board member?  
Our overall role as a Board is to ensure 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
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have served on the non-profit Board of SHRM Hawaii, a state-wide professional

organization which serves and advances the Human Resources profession—I will use the knowledge and skills learned from my service to the SHRM Hawaii Board to help the proposed public charter school board.

8. Describe the specific knowledge and experience that you would bring to the board.  
I have nearly 20 years of experience in the Human Resources and hospitality fields of discipline. My knowledge of Human Resources is where I plan to lend a hand to the board in order to further the strategic objectives of the planned school.

#### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
They are understood and embraced—we use the school's methods to further the enrichment we provide to our own children at home.
2. What is your understanding of the school's proposed academic plan?  
They are understood and embraced—we use the school's methods to further the enrichment we provide to our own children at home.
3. What do you believe to be the characteristics of a successful school?  
A school that supports the overall enrichment of children is paramount—in other words, a school that focuses not only on academics but on the practical side of development. In a Montessori environment, for example, children are learning academics but are learning valuable skills to aid in their overall growth and development.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
Success will show in the progress of the students—seeing children develop and grow not only academically, but in other pertinent facets of their development will be a key factor in demonstrating the success of the school.

#### **Governance**

1. Describe the role that the board will play in the school's operation.  
The Board will support the school and its strategic / tactical objectives from all fronts.
2. How will you know if the school is successful at the end of the first year of operation?  
We will look at our strategic plans from the time we opened and compare them to our results. In addition, looking at which families are willing to return to the school in the next academic term will be a good indicator of how we are perceived by our client base.
3. How will you know at the end of five years if the school is successful?  
Our success will show in the children—seeing children learn and apply their knowledge over the years during this formative time in their lives will be a clear indicator. In a Montessori environment, there are processes in place that will ensure this happens.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The Board needs to be a viable partner to the school and ensure that it is a "unified front" when helping the school achieve its goals.
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? Depending on the severity of the situation, it may be as simple as addressing this during a board meeting, escalating the situation to the board chairperson, or even taking it to the proper government authorities. Again,



the nature/severity of the situation must be carefully weighed to determine the best course of action.

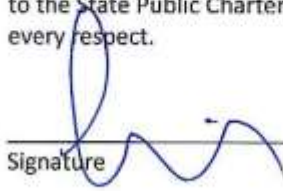
#### Disclosures

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  
We are not related to anyone on the board, but have acquaintance with one another due to our children attending school together at Hoaloha O Ke Kai Montessori.
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 (school is not yet formed)  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, Ludvig Simonsen, 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 03, 2014  
Date

## Ludvig M. Simonsen, PHR

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### Objective

Dynamic self-directed individual with over fifteen years of progressive experience in Human Resources Management. Major strengths include team member relations, strategic project management / implementation, and training. Possess excellent Human Resources skills enabling the effective balance of needs and requirements between all levels of an organizational structure while maintaining a creative, enthusiastic, and personalized approach. Seeking a progressive and entrepreneurial organization that embraces the strategic function of Human Resources as a key component of the overall business structure.

### Summary of Qualifications

- Excellent command of HR knowledge, inclusive of Federal, Hawaii, Guam and California employment laws and regulations
- Superior ability to create a culture of enthusiasm, creativity, and alignment to organizational objectives for all levels of team members
- Frequent media appearances citing expertise in Human Resources disciplines
- Fluent in Spanish and Norwegian
- Widespread international travel and understanding of workplace diversity
- Extensive familiarity in pro-active labor relations, establishing HR practices, training key leaders, and implementation of HR processes
- Applied knowledge in the implementation of HR technology
- Licensed pilot by the Federal Aviation Administration

### Professional Affiliations

Member, *Society for Human Resources Management* (SHRM National)

Member, *Society for Human Resources Management- Hawaii* (SHRM Hawaii)

SHRM Hawaii- Board of Directors

President Emeritus, *Los Angeles Hotel Human Resources Association*

Member, *Aircraft Owners & Pilots Association* (AOPA)

Member, *Norwegians Abroad*

**Professional  
Employment  
History**

September, 2009 – Present  
Honolulu, Hawaii

**Mandara Spa (Steiner Management)**

*Mandara Spa is a division of Steiner Management Services, operating spas in key resorts and on most cruise lines. In addition, the company operates educational institutes and manufactures beauty products such as Elemis® and Bliss®. In Hawaii and Guam, the spas provide customers with various spa treatments and services reflecting the beauty, spirit, and traditions of Polynesia both in resorts and on the Norwegian Cruise Line® ships sailing in the Hawaiian Islands.*

**Regional Director of Human Resources- Pacific Region**

- Responsible for all aspects of Human Resources for eleven spas located in key resort markets within the Hawaiian Islands and Guam
- Function as a key business partner to both the corporate offices located on the mainland and our leaders within each spa
- Effectively implement hands-on, cost-effective HR products & services which positively impact business objectives of each spa

January, 2007 – August, 2009  
Honolulu, Hawaii

**Hilton Grand Vacations**

*Hilton Grand Vacations is a simple, yet elegant program for families to enjoy the best destinations in the world in luxurious style with the benefit of Hilton ownership. Each purchase is customized to the needs of the individual buyer to create a grand vacation experience that will last a lifetime.*

**Human Resources Manager (Director of Human Resources level)**

- Strategic planning of HR products and services in a rapidly growing and evolving vacation ownership company under the structure of Hilton Hotels Corporation, reporting to the Regional Director of Human Resources.
- Responsible for oversight of the Human Resources Department on Oahu, which houses almost 500 team members working at various work sites

January, 2005 – December, 2006

**CaseStack, Inc. / Atomic Box Logistics**

Santa Monica, CA (Corporate Headquarters)

*CaseStack is a technology-enabled logistic outsourcing company based in Santa Monica, CA providing warehousing, transportation, and related software to mid-sized companies. CaseStack acquired Atomic Box Logistics in 2006, which provided warehouse services such as pick & pack fulfillment and high value-added warehousing services across the mainland - the combination of companies provided customers with a full-service solution. (www.casestack.com)*

**Corporate Director of Human Resources**

- Tactical planning and execution of all HR programs, policies, and practices during start-up and acquisitions phases, including building the HR team
- Supervised a team of seven HR professionals in four geographic regions
- Persistent use of a dynamic HR management style to generate widespread cultural changes during growth and acquisitions of other companies

September 2000 – October 2004

**Shutters On The Beach / Hotel Casa Del Mar**

Santa Monica, CA

*Members of the Leading Hotels of the World®*

[www.shuttersonthebeach.com](http://www.shuttersonthebeach.com) / [www.hotelcasadelmar.com](http://www.hotelcasadelmar.com)

**Assistant Director of Human Resources**

- Functioned as the key HR liaison with two separate management teams and 600 staff
- Main areas of responsibility included labor relations, risk management, and recruitment
- Extensively utilized bilingual skills to foster positive cultural organizational changes

**Ludvig Simonsen** is a senior-level Human Resources professional with over 20 years of experience in the hospitality and travel industry. Currently the Regional Director of Human Resources for the Hawaii/Pacific Region of Mandara Spa (the company is known on O`ahu as The Spa at the Hilton Hawaiian Village), he is responsible for all aspects of the HR operation at seven different locations with over 500 employees. Ludvig has served as a long-time member of the SHRM Hawaii Board of Directors (SHRM Hawaii is the state-run chapter of a nationally recognized association of Human Resources professionals). Ludvig's wife is educated in the Montessori teaching methods and they have a pre-school age son who has benefited a great deal from Montessori. In addition, Ludvig has traveled extensively internationally and is fluent in both Norwegian and Spanish.

## Board Member Information

**To be completed individually by each proposed school governing board member.**

**All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract.

As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

### Background

3. Name of charter school on whose Board of Directors you intend to serve:  
Montessori f O`ahu Public Charter School
  
4. Contact information:  
Name: Nicole Vernon  
  
Phone: 808-312-9276  
  
E-mail: nicole.vernon@gmail.com
  
10. 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: \_\_\_\_\_
  
11. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
  
12. Why do you wish to serve on the board of the proposed charter school?  
The Montessori education method allows a child to develop to his or her full potential both academically and socially. I believe that this option should be available to all children on O`ahu through a public charter school. As a board member, I have the passion for Montessori education and requisite skills to help carry out the mission of the school.
  
13. What is your understanding of the appropriate role of a public charter school board member?  
A board member's primary responsibility is ensuring that the State approved mission is the guiding focus of the school. This requires overseeing that students meet the academic performance criteria set by the charter, promoting the school's vision and mission, creating sound policy, overseeing finances and evaluation, and building relationships. More generally, a board member should strive to build a strong foundation that will support the school before the school opens and as it grows.

14. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Without previous board service, my capabilities to be an effective board member are an understanding of governance and board member responsibility, along with my passion for the Montessori of O'ahu Public Charter School vision.

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

Knowledge and expertise that I bring to the board includes grant writing, budgeting, statutory and regulatory compliance, personnel management, and multicultural competence. As a cultural resource management specialist I have supervised multi-year federal contracts throughout the Pacific, as well as small-scale projects for individual homeowners here in Hawai'i and on Guam. My experience in academia and as a professional has required me to build relationships and understanding between government and community entities, as well as perform as a productive team member.

### **School Mission and Plan**

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

The school mission is to create a peaceful, multi-age learning environment that fosters the academic, physical, social, and emotional growth and development of students. It is a guiding belief that children should be respected as capable individuals, and in turn they are expected to respect their environment, themselves, and others, both in the classroom and the world outside.

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

The Montessori education method creates life-long learners using the materials and philosophy developed by Maria Montessori and furthered by the Association Montessori Internationale (AMI).

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

A successful school allows each child to develop to his or her full potential.

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

A school's success can be measured by the happiness of the children. Happiness in the educational method will promote continued learning and successful happy adults.

### **Governance**

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

The Board's responsibilities include negotiating the Charter contract and any other arrangements with HSTA or HGEA, hiring the school Principal, and providing oversight and support to the school's operations through writing and adopting policies.

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

Success will be demonstrated by high reenrollment and satisfied families.

8. How will you know at the end of five years if the school is successful?  
In addition to high reenrollment and satisfied families, year after year success will be demonstrated by healthy growth and increasing support from the community.
9. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
The charter school board must maintain membership of individuals that are both committed to the school's mission and capable of proper oversight and guidance through policy, as well as hire staff that are a good fit to the school's vision.
10. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
The issue would be brought to the attention of other board members for further investigation and the suspected behavior would need to be substantiated. Legal counsel would be sought to determine the best course of action for confronting the board member and any follow-through actions required.

### Disclosures

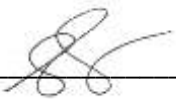
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes, I know the other board members through the private Montessori school that my daughter attends and as members of the Working Group preparing this application.
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 do know individuals that have potential as employees of the charter school. These individuals are known to me through my daughter's current school and as member of the Working Group preparing this application.
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, I and my spouse are board members of the Montessori of O`ahu Foundation, which will be supporting the operation of the charter school. My spouse is also a board member of the Montessori of O`ahu Public Charter School.
16. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.  
 None    Yes

**Certification**

I, Nicole Vernon, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

\_\_\_\_\_  
  
 Signature

\_\_\_\_\_  
 12/13/2014  
 Date

# CURRICULUM VITAE

Nicole Isabella Vernon, M.A., RPA.

Home: 3323 Hayden Street  
Honolulu, HI 96815  
nicole.vernon@gmail.com

808-312-9276

Ms. Vernon most recently served as a Supervisory Archaeologist at Garcia and Associates' (GANDA) Hawai'i office. She has archaeological field and laboratory experience in the Pacific, Midwest, and Caribbean, and has received academic training in remote sensing and the application of GIS. While working with GANDA, she authored numerous technical reports for the Pacific region. Ms. Vernon was instrumental in developing innovative approaches to cultural resource management at GANDA, including the use of spectral analysis to create predictive models for archaeological sites and the documentation of archaeological features using photogrammetry. In the Mariana Islands she worked on both academic and cultural resource management projects at sites dating to the earliest human occupation through the late historic period. Recent work involves Federal projects for the U.S. Corps of Engineers in Hawai'i and the U.S. Navy and Air Force Bases on Guam.

## Education

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M.A., Anthropology, University of Florida, Gainesville, Florida, 2007

B.A., Latin American and Caribbean Studies, University of Illinois, Urbana-Champaign, Illinois, 2001

## Employment History

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### *Garcia and Associates, Natural and Cultural Resources Consultants*

*Supervisory Archaeologist*, Guam and Hawai'i, December 2007 to November 2013

Ms. Vernon served as a Supervisory Archaeologist at Garcia and Associates' Hawai'i office. Recent work in Hawai'i has involved 3D and aerial photogrammetry to document petroglyphs, *heiau*, and other traditional features at Makua Military Reservation and Schofield Barracks Military Reservation for the U.S. Army Corps of Engineers. She has supervised field and laboratory personnel in various survey, data recovery, and monitoring projects on Guam and the Commonwealth of the Northern Mariana Islands. She conducted specialized analyses of traditional pottery, faunal materials, and historic artifacts from Guam, the Mariana Islands, and the Republic of Palau, and she has assisted in osteological analyses of human remains dating to the pre-Contact period in the Mariana Islands. She has conducted historic architectural structure surveys, visual resource assessments (VRA), and prepared National Register of Historic Places nominations. Her work often involved the application of GIS analysis and remote sensing to archaeological projects in Micronesia and Hawai'i. She routinely prepared budgets, proposals, work plans, archaeological assessments, research designs, archaeological monitoring, data recovery, and burial recovery plans, and final reports for Hawai'i, Guam, and the Commonwealth of the Northern Mariana Islands.

### *Illinois Transportation Archaeological Research Laboratory*

*Laboratory and Field Technician*, Illinois, April 2000 to May 2001

Ms. Vernon served as an archaeological technician at Illinois Transportation Archaeological Research Laboratory. She conducted archaeological survey in Central Illinois and performed laboratory analyses of archaeological materials dating to the Mississippian Period. Laboratory work included pottery analysis, vessel reconstruction, lithic analysis, and curation of artifacts.

## Representative Projects

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*Project:* Archaeological Monitoring of Munitions and Explosives of Concern (MEC) Clearance for the P-100/P100A, P101/101A North Ramp Parking, Utilities, and Comm Duct Bank Project, Andersen Air Force Base, Municipality of Yigo, Guam.

*Client/Contract:* Unitek Environmental Guam

*Contract Period:* July 2011–January 2013

*Description:* Ms. Vernon served as Project Manager during unexploded ordnance clearance work for this archaeological monitoring project. Her responsibilities included authoring the archaeological monitoring and testing plan; supervising field and laboratory personnel; conducting archival research; archaeological survey; archaeological monitoring; collecting and managing GIS datasets; preparation of field reports; and preparation of GIS-based maps.

*Project:* Archaeological Services at Lot 10113-3 Municipality of Tamuning, Guam.

*Client/Contract:* Baldyga International Group

*Contract Period:* June 2010–July 2012

*Description:* Ms. Vernon served as Project Manager for archaeological survey, monitoring, and testing at the Gun Beach Site in Tumon, Guam. Her responsibilities included authoring the work plan; conducting archival research; georeferencing historic maps; managing GIS datasets; supervising all field and laboratory personnel; performing specialized analysis of pre-Latte and Latte Period ceramics, artifacts, and faunal remains; and co-authoring the final report, which included National Register of Historic Places-eligibility evaluations.

*Project:* Intensive Archaeological Survey of 164 Hectares (405 Acres) of the Carolinas Heights Region, Tinian.

*Client/Contract:* Commonwealth of the Northern Mariana Islands Historic Preservation Office; Contract No. 514839-OC

*Contract Period:* March 2010–July 2011

*Description:* Ms. Vernon served as Project Manager for this Archaeological Intensive Survey project. Her research focus was to identify patterns between existing environmental conditions and past land use practices in order to predict site types and densities across the project parcel. Ms. Vernon's responsibilities included preparation of a budget and research design; supervising field personnel; field collection of vegetation data; analyzing multi-spectral satellite imagery and digital elevation model data; maintaining a GIS database of sites and artifact finds; and preparation of a report which included preliminary assessment of site significance for National Register of Historic Places inclusion and recommendations for further work.

*Project:* Phase I: Background Research and Historical Documentation for El Camino Real: Guam's Spanish Period Infrastructure.

*Client/Contract:* Guam Historic Resources Division; HPF Grant 66-10-21960

*Contract Period:* March–September 2011

*Description:* Ms. Vernon served as Project Manager for this historical documentation project. Her responsibilities included preparation of a budget and research design; conducting extensive archival research of primary source accounts of the trail and its native vegetation; eliciting cultural and traditional information from land owners; archival photograph and newspaper research; historic map interpretation and georectification; creation of a GIS database of historic properties, previous surveys, modern land parcels, and historic photograph locations; GIS-based analysis of a DEM, archaeological sites locations, results of archaeological surveys, geologic and vegetation data; preparation of final report that synthesized all background research and data analysis with state of the art maps; and presented recommendations for Phase II archaeological survey work.

*Project:* Historic Structure Survey and Nomination for the Malesso Japanese Rice Mill, Municipality of Merizo, Guam.

*Client/Contract:* Guam Historic Resources Division

*Contract Period:* December 2009–November 2010

*Description:* Ms. Vernon served as Project Manager for this historic structure survey for the Guam Historic Resources Division. Responsibilities included preparation of a research design; supervising field personnel; performing a preliminary evaluation and structural condition assessment survey and evaluating the historic resource for National Register of Historic Places eligibility; collecting archival background research; interviewing local informants to elicit cultural and traditional information; archaeological surface survey; preparing measured drawings of the structure and associated features; photographing all aspects of the structure; conducting subsurface testing; completing Guam Register and National Register of Historic Places nomination forms; and preparing an historic structure survey report.

*Project:* Archaeological Monitoring and Burial Recovery for the FY08 MCON P-530 Fitness Center N62742-08-R-1308 Project, Naval Base Guam, Santa Rita Municipality, Territory of Guam.

*Client/Contract:* DCK Pacific, LLC

*Contract Period:* December 2009–November 2010

*Description:* Ms. Vernon served as a Project Manager for archaeological monitoring, burial recovery, and laboratory analysis during this project. Her responsibilities included preparation of a budget; preparation of an archaeological monitoring plan; preparation of a burial recovery plan; archival document and map research; the georectification of historic maps; supervising and conducting archaeological monitoring and laboratory analysis; maintaining a GIS-database of field data; documenting soil stratigraphy; completing a daily log report; and preparation of final report.

## **Research and Field Experience**

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2009-present      Research Assistant, Grotto Site, Ritidian, Guam Micronesia Area Research Center, University of Guam, June 2009 to present. Conducted stratigraphic excavation and specialized analyses of Pre-Latte and Latte Period pottery, artifacts, and faunal materials.

- 2009-present Research Assistant, Unai Bapot Site, Saipan, Commonwealth of the Northern Marianas (CMNI), Australian National University, Collage of Asia and the Pacific in conjunction with the Micronesian Area Research Center, University of Guam. Conducted specialized analyses of marine shell and faunal remains.
- June/July 2006 Research Assistant, The Clifton Project, New Providence Island, The Bahamas, Florida Museum of Natural History, University of Florida, Dr. William F. Keegan (PI), Summer 2006. I conducted survey, stratigraphic excavations, and artifact analysis of the prehistoric Lucayan materials from the Clifton Site.
- July/August 2006 Research Assistant, Houses for the Living, Houses for the Dead, Archaeological Investigations at El Cabo, Dominican Republic, Dr. Menno Hoogland (PI) and Dr. Corrine Hofman (PI), Leiden University, The Netherlands. Work involved stratigraphic excavations and laboratory analyses of Classic Period Taino materials from El Cabo.

## Technical Reports

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Craft, C., and N.I. Vernon

2012 *Archaeological Monitoring Report for Miscellaneous Repairs, Building 779, Naval Base Guam Munitions Site (NBGMS), Guam*. Prepared for Serrano Construction & Development, Corp, Guam. Garcia and Associates, Kailua, Hawai'i.

O'Day, P.M., N.I. Vernon, and M. Desilets

2012 *Archaeological Report of Intensive Archaeological Survey of 164 Hectares (405 Acres) of the Carolinas Heights Region, Island of Tinian, Commonwealth of the Northern Marianas*. Prepared for the Commonwealth of the Northern Mariana Islands Historic Preservation Office, Saipan. Garcia and Associates, Kailua, Hawai'i.

O'Day, P.M. and N.I. Vernon

2009 *Archaeological Monitoring Report for the MILCON P-494 Project, COMNAV Marianas, Apra Harbor, Santa Rita, Guam*. Prepared for Helix Electric, Inc., Santa Rita, Guam. Garcia and Associates, Kailua, Hawai'i.

O'Day, P.M., L.E. Bulgrin, and N.I. Vernon

2008 *Archaeological Monitoring and Testing for Directional Drilling for the Sewage Outflow Project at Tanguissan Beach Park, Municipality of Dededo, Guam*. Prepared for Winzler and Kelly Consulting Engineers, Hagåtña, Guam and Michels Directional Crossings representing Guam Waterworks Authority. Garcia and Associates, Kailua, Hawai'i.

Parr, N.M. and N. Vernon

2011 *Burial Recovery and Osteological Analysis Report for Japanese World War II Remains at MCON P-530 Fitness Center Project, Naval Base Guam, Municipality of Santa Rita, Guam*. Prepared for DCK Pacific, LLC, Barrigada, Guam. Garcia and Associates, Kailua, Hawai'i.

2009 *DRAFT-Osteological Analysis of Burials Recovered from Lots 5143, 5144-3 NEW, and 5144-R3-R4-1, the Former Tokyu Hotel, Tumon Bay, Guam*. Prepared for Access Ypao, Inc., Tamuning, Guam. Garcia and Associates, Kailua, Hawai'i.

Smith, R., N.I. Vernon, M. Willis, P.M. O'Day, and M. Desilets

2011 *Visual Resource Analysis for Rescue 21 Remote Fixed Facilities, Mount Alutom and Merizo Tower Sites, Guam*. Prepared For MWH Americas, Inc., Portland, Oregon. Garcia and Associates, Kailua, Hawai'i.

2011 *Visual Resource Analysis for Rescue 21 Remote Fixed Facilities, Mount Takpochao Tower Sites, Saipan, Commonwealth of the Northern Mariana Islands*. Prepared for MWH Americas, Inc., Portland, Oregon. Garcia and Associates, Kailua, Hawai'i.

Vernon, N.I.

2012 *El Camino Real: Guam's Spanish Period Infrastructure, Phase I: Background Research and Historical Documentation*. Prepared for Guam Historic Resources Division, Guam. Garcia and Associates, Kailua, Hawai'i.

2010 *Report for Archaeological Survey of Lot 7079-1 Municipality of Yigo, Guam*. Prepared For Inland Builders Corporation, Hagatna, Guam. Garcia and Associates, Kailua, Hawai'i.

2010 *Historic Survey and Condition Assessment of the Malessso Japanese Rice Mill, Municipality of Merizo, Guam*. Project Number: 66-09-004. Prepared for Guam Historic Resources Division, Agana Heights, Guam. Garcia and Associates, Kailua, Hawai'i.

Vernon, N.I. and L.E. Bulgrin

2009 *Report for Archaeological Monitoring at Lots 5328-5NEW-R2 and 5328-R6NEW-R2, the Municipality of Dededo, Traditionally Named Area Ukudu, Territory of Guam.* Prepared For East-West Rental Center, Inc. Garcia and Associates, Kailua, Hawai'i.

Vernon, N.I. and C. Craft

2010 *Archaeological Survey Report for Lots 1-20, 1-22, 88-2-1, 88-2-2, 88-2-3, Municipality of Yona, Guam.* Prepared for SGS Construction, Yigo, Guam. Garcia and Associates, Kailua, Hawai'i.

Vernon, N.I. and P.M. O'Day

2012 *Archaeological Survey Report for Lot 5009-2-R16, Municipality of Dededo, Guam.* Prepared for DCK Pacific, LLC, Barrigada, Guam. Garcia and Associates, Kailua, Hawai'i.

2011 *Report for Archaeological Survey of Lot 2436-7, Municipality of Mangilao, Guam.* Prepared for GPPC, Inc., Tamuning, Guam. Garcia and Associates, Kailua, Hawai'i.

2010 *Archaeological Monitoring Report for the FY08 MCON P-530 Fitness Center N62742-08-R-1308 Project, Naval Base Guam, Santa Rita Municipality, Territory of Guam.* Prepared for DCK Pacific, LLC, Barrigada, Guam. Garcia and Associates, Kailua, Hawai'i.

2010 *Report for Archaeological Survey of Lots 154-6-3, 154-6-4, and 154-6-R4 Municipality of Yona, Guam.* Prepared For Rosario and Associates, Inc, Hagatna, Guam. Garcia and Associates, Kailua, Hawai'i.

2009 *Archaeological Report for Phase I of the North Tipalao Housing Project, Tipalao, Municipality of Santa Rita, Territory of Guam.* Prepared for Watts Constructors Dededo, Guam. Garcia and Associates, Kailua, Hawai'i.

2009 *Archaeological Report for Phase II of the North Tipalao Housing Project, Tipalao, Municipality of Santa Rita, Territory of Guam.* Prepared for Watts Constructors, Dededo, Guam. Garcia and Associates, Kailua, Hawai'i.

2009 *Report for Subsurface Testing and Archaeological Monitoring of Old Piti Mobile Station, Municipality of Piti, Guam.* South Pacific Petroleum Corporation, Tamuning, Guam. Garcia and Associates, Kailua, Hawai'i.

Vernon N.I., P.M. O'Day and L.E. Bulgrin

2009 *Archaeological Data Recovery of Lot 3329-1-R4-R/W, Municipality of Chalan Pago and Ordot, Guam.* Prepared for Ellen's Realty, Tamuning, Guam. Garcia and Associates, Kailua, Hawai'i.

Vernon, N., P. O'Day, C. Craft, and J. Gunnels

2012 *Archaeological Services at Lot 10113-3 Municipality of Tamuning, Guam.* Prepared for Baldyga International Group, LLC. Garcia and Associates, Guam.

## Academic Publications

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O'Day, P.M. and N.I. Vernon

TBP 2014 *The Archaeology of Landscape Transformation in Colonization and Conflict: Historic Japanese Cultural Resources of the Carolinas Heights Region of Tinian Island, Commonwealth of the Northern Marianas Islands.* Submitted January 2012 for "The Japanese in Micronesia: Archaeological Perspectives on the Pacific Diaspora." A special issue of *Pan-Japan: The International Journal of the Japanese Diaspora.* Edited by D. Tuggle and B. Dixon.

Parr, N.M. and N.I. Vernon

TBP 2014 *Bioarchaeological Perspective of World War II Era Japanese Soldiers in Guam.* Submitted January 2012 for "The Japanese in Micronesia: Archaeological Perspectives on the Pacific Diaspora," A special issue of *Pan-Japan: The International Journal of the Japanese Diaspora.* Edited by D. Tuggle and B. Dixon.

## Papers Presented

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2013 El Camino Real: Guam's Spanish Period Infrastructure. Poster presented at the 2nd Marianas History Conference: One Archipelago, Many Stories, University of Guam Campus, Guam.

2012 Remote Sensing, Geographic Information System (GIS) analysis of Historic Resources of the Carolinas Heights Region, Island of Tinian, Commonwealth of the Northern Marianas. Poster presented at the 1st Marianas History Conference: One Archipelago, Many Stories, Saipan, Commonwealth of the Northern Marianas.

2007 The Clifton Site. Paper presented at the Caribbean Archaeology Symposium organized by Dr. William F. Keegan at the University of Florida, Gainesville, Florida.

## Awards and Grants

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2005–2009 University of Florida Alumni Fellowship

### **Topical and Geographical Specializations**

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Remote sensing; GIS; ceramic analysis; cultural resource management; photogrammetry; human land use patterns; and post-Contact social landscape change; Hawai'i; Micronesia; Caribbean.

### **Professional Membership and Positions**

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Register of Professional Archaeologists

### **Specialized Training**

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2012 Hazardous Waste Operations and Emergency Response (HAZWOPER) 8-hour refresher course

2011 Hazardous Waste Operations and Emergency Response (HAZWOPER) 40-hour initial course

### **Volunteer Work**

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2000 Volunteer at the Spurlock Museum, University of Illinois. Cataloged and inventoried archaeological and ethnographic materials, and prepared a database for the curation of these materials.

**Nicole Vernon** is a GIS Analyst and archaeologist with extensive experience in project management, planning, and reporting. Ms. Vernon holds a BA from University of Illinois at Urbana-Champaign and a MA from University of Florida in Anthropology. As a cultural resource management specialist she has supervised multi-year federal contracts throughout the Pacific, as well as small-scale projects for individual homeowners here in Hawai`i and on Guam that require State Historic Preservation Division consultation. Prior to moving to the Pacific in 2008, Ms. Vernon conducted research in the Bahamas and Dominican Republic. Her expertise includes grant writing, budgeting, personnel management, and multicultural competence. Ms. Vernon is the mother of two small children and is a long time believer in the Montessori pedagogy. She is committed to bringing the experience to more schoolchildren on O`ahu.

## 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: Montessori of O'ahu Public Charter School.
2. Contact information:  
Name: Michael Lawrence Gallagher  
Phone: (808) 285-1337  
E-mail: mlawrencegallagher@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  
  
Served on the Board of the Association of Apartment Owners at Waialae Gardens.
5. Why do you wish to serve on the board of the proposed charter school?  
Through observing the education of my own children in a Montessori environment I have become convinced of the deep wisdom and effectiveness of the Montessori approach to education.
6. What is your understanding of the appropriate role of a public charter school board member?  
Charter school board members must protect the public trust embodied by the charter contract between the State and the school. The State has delegated the authority to educate the children



who attend the school to the Governing Board and the members of that board must provide sufficient oversight and guidance to the operation of the school to ensure that the school provides a quality education worthy of that public trust. It is also important that the Governing Board creates an environment where educators and administrators can flourish, much as those educators and administrators must create an environment where children can flourish.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have previously served on a condo association Board and am familiar with managing the fiscal and personality dynamics of a non-profit organization with a diverse constituency.

8. Describe the specific knowledge and experience that you would bring to the board.  
I have extensive experience as a financial professional and can bring that skill set to bear in budgeting, planning and financial management. While my teaching experience was brief, I believe that it did give me some level of insight into the nature of the profession and deep respect for those who excel at it.

#### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
Montessori education's core pedagogy is grounded in a deep respect for the child as an autonomous being with a positive nature and desire to learn. It is the role of adult guides or teachers to provide an environment and appropriate guidance to encourage children's self-motivation and competencies to flourish.
2. What is your understanding of the school's proposed academic plan?  
Montessori pedagogy and curriculum is a rich, stable and timeless system that has been handed down for generations. AMI Montessori in particular promotes a high-quality implementation of this curriculum.
3. What do you believe to be the characteristics of a successful school?  
Respect for children and alignment with their natural desire to learn, social tendency, and need for freedom of choice within limits.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
As Maria Montessori said, "One test of the correctness of educational procedure is the happiness of the child."

#### **Governance**

1. Describe the role that the board will play in the school's operation.  
The Board will negotiate the Charter contract and any supplemental arrangements with HSTA or HGEA, hire the Principal and provide guidance and support to the executive management of the school through effective policies in areas like: human resource

management, financial oversight and budgeting.

2. How will you know if the school is successful at the end of the first year of operation?  
If we have a high rate of reenrollment, high attendance and a satisfied group of parents; if parents report that their children are happy when going to school each morning.
3. How will you know at the end of five years if the school is successful?  
If we have a high year-over-year rate of reenrollment, high attendance, steadily growing enrollment and a satisfied group of parents; if parents report that their children are happy when going to school each morning.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Hire well and provide vigilant oversight and clear policy guidance.
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 bring this to the attention of the other Board members and would strategize a way to further investigate this issue to verify the accuracy of my suspicions. I would consult with legal counsel and determine the best course of action in approaching the board member and would confront the behavior as advised.

#### 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 X Yes

I know all of the initial board members because either: 1. My children have attended the same private Montessori School with them in the past, or they have assisted the Working Group who is preparing this application.

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

I assume that this question is only applicable for conversion charters as our school does not currently have any employees.

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 X Yes

There is the potential that my wife, who is receiving Montessori teacher training may be employed by the proposed school. At the point this possibility were formally considered, meaning she applied for employment with the school, I would immediately resign from the Governing Board to avoid any conflicts.

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 X Yes

See above under #3.

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.  
 Does not apply to me, my spouse or family X Yes

I am a board member of the Montessori of O`ahu Foundation which will be supporting the operation of Mo`O PCS as indicated throughout the application.

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.  
X None  Yes

There are none that I am aware of.

#### Certification

I, Michael Lawrence Gallagher, 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.

Michael Lawrence Gallagher  
Signature

1/4/13  
Date

# Michael Lawrence Gallagher

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2733 Terrace Drive  
Honolulu, HI 96822  
808.285.1337  
e-mail: [mlawrencegallagher@gmail.com](mailto:mlawrencegallagher@gmail.com)

## QUALIFICATIONS

- Proficiency evaluating technology vendors to determine most cost effective approach to meeting business needs
- Experience creating software solutions and implementing large-scale software solutions for top-tier financial service institutions
- Demonstrated proficiency in working with various stakeholders in addressing and solving complex problems
- Experience managing resources designing and developing software solutions
- Experienced with the following technologies: Microsoft .Net Framework and CLR, C#, Javascript, VBScript, HTML, CSS, MS SQLServer, Oracle, TSQL, ASP .Net, Flash, Photoshop, XML, AJAX
- Passed CFA Level I Exam

## PROFESSIONAL EXPERIENCE

### Senior Business Analyst

First Hawaiian Bank

Honolulu, HI

2008-present

- Created capital decision-making projections related to a multimillion dollar software vendor evaluation
- Evaluated vendors of software and services through a formal process to determine the most cost effective means for the bank to acquire necessary capabilities
- Examined internal business practices seeking opportunities for improvement in efficiencies and effectiveness in Trust Operations
- Negotiated language and terms for a multimillion dollar software contract
- Served as the lead Business Analyst on multiyear, \$1M+ software implementation project
- Created Microsoft Office solutions using VBA and Macro technology to improve operational efficiencies
- Coded improvements to internal bank technology assets in ASP.Net

### Technical Evangelist, Software Developer and Implementation Specialist

Gallagher Financial Systems, Inc.

Brentwood, TN

2004-2008

- Member of new technology steering committee responsible for setting long term priorities regarding the adoption and deployment of company-wide changes in technology
- Managed new technology effort focused on deploying the .Net Framework 3.5 and Silverlight to create a business process management solution designed to meet the needs of top-tier mortgage lenders
- Designed and developed a Windows Service based solution for hosting of mortgage loan origination processes designed with Visual Studio and Windows Workflow
- Designed and developed Window Workflow activity library for: default resume retry behavior in service oriented architectures, communication with existing NetOxygen loan origination platform, and communication with new work queuing solution
- Designed and developed work queuing solution to handle the distribution and management of atomic work as part of loan origination processing
- Designed and developed Visual Studio based configuration GUI for custom activity library
- Participated in sales and marketing calls and meetings to apprise existing clients of new technology efforts
- Designed and implemented Business-to-Business solution for Fremont Investment and Loan to connect mortgage brokers with back-end loan processors
- Updated core javascript based SJAX web client to add full AJAX support to improve user experience for Fremont B2B solution
- Designed and implemented an Intranet loan fees processing solution for IndyMac Bank
- Developed Lead Management System for handling of potential borrowers in marketing pipeline

- Assisted in the development of training curriculum to teach fellow implementation resources how to better use Visual Studio keyboard shortcuts, code snippets and item templates
- Implemented intranet loan origination solutions used by several other top 100 mortgage lenders
- Prototyped Windows Workflow based scripting extensibility for proprietary NetOxygen server platform
- Prototyped custom controls for direct-to-consumer development effort using Microsoft's new Silverlight technology
- Worked part-time while pursuing Graduate Study in Physics at UH Manoa in 2005

#### Education Coordinator

Hawai'i Homeownership Center Honolulu, HI 2003

- Developed and taught curriculum for potential home buyers focused on financial literacy and the responsibilities of homeownership
- Counseled homeowners to help create personal financial plans aimed at getting them into their first homes
- Attended curriculum development training offered by national Neighborhood Reinvestment Corporation parent organization

#### Loan Officer

Hawai'i Community Loan Fund Honolulu, HI 2002-2003

- Evaluated applicants for loans based on submitted business plans and financial information
- Prepared summary evaluations of loan applicants for loan review committee's decision making process
- Assisted potential borrowers with improvements to their business plans.
- Prepared financial projections via spreadsheet for loan applicants

#### Physics Instructor

Cambridge Rindge and Latin School Cambridge, MA 2001-2002

- Taught conceptual physics curriculum to 9<sup>th</sup> graders and General Physics to 11-12<sup>th</sup> graders
- Helped develop and implement conceptual Physics First curriculum for use with 9th grade students in heterogeneous classrooms
- Trained in summer 2001 with the Massachusetts Institute for New Teachers at Charlestown High School

## EDUCATION

#### BA, Physics

Dartmouth College Hanover, NH 2001

- Graduated *summa cum laude*
- Phi Beta Kappa inductee
- Recipient of the Barry Goldwater Scholarship for achievement in the sciences
- Recipient of four faculty citations for outstanding coursework
- Coursework included: Mechanics, Electronics, Multivariable Calculus, Differential Equations, Graduate Electrodynamics and Quantum Mechanics

## OUTSIDE INTERESTS AND PURSUITS

Athletics including: ultimate, golf, yoga and basketball  
Former Director, Waialae Gardens Homeowners Association

**Michael Lawrence Gallagher** is a financial and information technology professional with extensive experience in software development, implementation, business analysis, financial forecasting, planning, and reporting. Mr. Lawrence Gallagher holds a BA in Physics from Dartmouth College where he graduated *summa cum laude* and was inducted into the Phi Beta Kappa honor society. He currently serves as an Assistant Vice President and Senior Business Analyst at First Hawaiian Bank where he recently completed a multimillion dollar software implementation for the Bank's Trust Department. He had primary responsibility for negotiating the software contract, evaluating the capital acquisition project and performing analysis during the implementation. Mr. Lawrence Gallagher also previously served as an Education Coordinator for the Hawai'i Homeownership Center, a non-profit devoted to increasing the number of low and moderate income homeowners in Hawai'i. He also spent his first post-graduate year teaching high school Physics at Cambridge Rindge and Latin School, the only public high school in Cambridge, MA. Mr. Lawrence Gallagher's two children attend Montessori programs in Honolulu.

## 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:  
**Montessori of 'Oahu**
2. Contact information:  
Name: Miniver Wales  
Phone: 808-253-9147  
E-mail: mnvwales@aol.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
My role on the board is specific, in that I bring knowledge of AMI philosophy and curricula, to support the academic programs of the proposed charter school.
6. What is your understanding of the appropriate role of a public charter school board member?  
Charter school board members must protect the public trust embodied by the charter contract between the State and the school. In other words, the role of board members is to support the school in achieving its mission. In the early stages, this includes marketing and educating prospective parents about the school's programs, hiring a Principal, and establishing a culture of collaboration and healthy communication.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you



have the capability to be an effective board member.

I have served on a private, non-profit school board.

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

I have been an AMI trained Montessori teacher for over 15 years. I have also worked as an administrator. I have particular experience with helping teachers and classrooms achieve excellence utilizing the guidelines set forth by the Association Montessori Internationale.

### **School Mission and Plan**

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

Montessori of 'Oahu's mission and guiding beliefs are simple. We hope to bring a quality Montessori school opportunity into the public school landscape on 'Oahu. We are confident that by following the guidelines set forth by the Association Montessori Internationale (AMI), we can create something wonderful for the children and families on this island.

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

The proposed academic plan follows the curriculum set forth by AMI, while also ensuring that the common core standards are met for each three-year cycle.

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

A successful school will be built on the foundation of a sound financial plan that supports classrooms in which each child has the opportunity to develop to his or her potential.

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

On a daily basis, evaluation of each classroom occurs through the observations of the teachers. These observations will form the foundation for evaluation. We will also enlist AMI consultants to observe and evaluate the classrooms annually.

### **Governance**

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

The Board will negotiate the Charter contract and any supplemental arrangements with HSTA or HGEA, hire the Principal and provide guidance and support to the executive management of the school through effective policies in areas like: human resource management, financial oversight and budgeting.

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

If we have a high re-enrollment rate and the children, families, and faculty are happy to return to school each day.

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

If we have a high re-enrollment rate and the children, families, and faculty are happy to return to school each day and each year.

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

The staff and faculty are key to ensuring the success of the school. Other important steps include regular evaluation of programs and a parent education program that helps every member of the school community to feel connected and informed.

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 inform the rest of the board members and proceed with the advice of a legal professional.

### 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 all of the initial board members for the proposed school because I currently work at a school where there children are enrolled, and I have worked with them on this charter application.
3. 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  
The school does not currently have any employees.
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 know some teachers and administrators who might apply for employment with the school. In the Montessori community, this is an inevitability, and provides that I have greater knowledge about the qualifications of certain prospective applicants, but does not sway me in terms of making hiring decisions.
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  
There is a possibility that I will seek employment at the school as a teacher. If I decide to apply for employment, I will resign from the board immediately in order to avoid conflict of interest.
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, Miniver Wales, 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.

Miniver Wales  
 Signature

1/3/14  
 Date

# Miniver Wales

---

6370 Hawaii Kai Drive # 52 Honolulu, Hawaii 96825

808 253 9147 [mnvwales@aol.com](mailto:mnvwales@aol.com)

## Experience

**Founder, Hoaloha o ke Kai Montessori School, Honolulu, Hawaii**

2009

*hoalohaokekai.org*

**Director of Education, Hoaloha o ke Kai Montessori School, Honolulu, Hawai'i**

2013-14 school year

- Work with Director of Admissions to ensure consistent communications.
- Work with classroom staff to maintain and evaluate best practices.
- Support classroom staff with parent communications.
- Develop Parent Education schedule for School.
- Educate parents about Montessori philosophy and pedagogy.
- Host monthly parent gatherings to present about Montessori philosophy and practice, and to encourage healthy and open communication with the parent community.
- Assist with hiring as needed.

**Head of School, Hoaloha o ke Kai Montessori School, Honolulu, Hawaii**

October 2012-August 2013

Evaluate the needs of classroom environments, physical and ideological, and begin implementation.  
Work with the staff to maintain and update best practices regarding all school procedures and activities.  
Develop Admission procedure, and begin implementation.  
Develop Board Orientation procedure, and begin implementation.  
Develop Annual Budget.  
Facilitate the healthy formation of a Parent Association.  
Educate parents about Montessori philosophy and pedagogy.  
Secure the school's License to Operate a childcare facility.  
Hire needed staff and faculty.  
Respond to the questions and needs of parents, faculty, staff, and children.  
Develop and nurture relationships within the Montessori community and within the local Education community.  
Assist with planning and hosting Annual Auction.  
Organize and implement Annual Giving Campaign.

**Elementary Teacher, Hoaloha o ke Kai Montessori School, Honolulu, Hawaii**

2009-present

Plan and direct elementary class (ages 6 to 12 years).  
Plan and conduct parent education including parent conferences, parent education events, and spontaneous discussions about children's progress.  
Work with the staff to maintain and update best practices regarding all school procedures and activities.  
Plan and carry out class trips (camping trips for the whole class and off-island trips for the upper elementary group).

**Primary Teacher, Calvary By the Sea Montessori School, Aina Haina, Hawaii**

2008-2009

*calvarybythesea.org*

Plan and direct primary class (ages 3 to 6 years).  
Plan and conduct parent education including parent conferences, parent education events, and spontaneous discussions about children's progress.  
Work with the staff to maintain and update best practices regarding all school procedures and activities

**Elementary Coordinator, Calvary By the Sea Montessori School, Aina Haina, Hawaii**

2007

Plan and conduct parent education series focusing on the AMI elementary program and the continuum from Assistants to Infancy through Primary and Elementary.  
Meet with Head of School on a regular basis to discuss the development of an elementary program.

Write informative papers about the nature of an elementary program and the affects that such a program could have on a school community and the larger community on Oahu.

**Lower Elementary Teacher, Marin Montessori School, Corte Madera, California**

**2003-2006**

*marinmontessori.org*

Plan and direct lower elementary class (ages 6 to 9 years).

Plan and conduct parent education including parent conferences, parent education events, and spontaneous discussions about children's progress.

Work with the staff to maintain and update best practices regarding all school procedures and activities.

Work with the "Group of Four", a group of faculty members who met with the Head of School weekly to maintain the Montessori perspective in administrative decision making.

**Elementary Teacher, Pacific Rim International School, San Mateo, California**

**2002-2003**

*pacifcriminternationalschool.org*

Plan and direct elementary class (ages 6 to 12 years).

Plan and conduct parent education including parent conferences, parent education events, and spontaneous discussions about children's progress.

Meet with the Head of School regularly to educate her about the elementary program.

Write informative letters to the parent body on behalf of the school administration.

**Elementary Administrator, Montessori International School, Mesa, Arizona**

**1999-2000**

*montessori-intl.org*

Plan and conduct parent education series.

Plan and conduct faculty meetings with elementary and adolescent teachers at a school separated into primary and elementary campuses.

Hire elementary assistants and teachers to fill the needs of the school.

**Lower Elementary Teacher, Montessori International School, Mesa, Arizona**

**1998-2000**

This was the first school in which I served as a head teacher. In that role, I devoted my attention to the development of an AMI elementary class. Working with the children in the class, I formed my style as a Montessori elementary teacher. I also began to build my treasure trove of stories, which I use to this day.

**Assistant Elementary Teacher, Santa Barbara Montessori School, Goleta, California**

**1997-1998**

*sbmontessori.org*

Plan and conduct selected lessons.

Assist with the development of the adolescent program, which celebrated its inception in September of 1998. My primary role was to write the curriculum for the adolescent program. This included making connections with people and organizations in the community who could support a 'Junior Docent' program as a means for the Santa Barbara Montessori School adolescents to contribute to the larger Santa Barbara community.

Speak with parents and representatives from other schools about the adolescent program.

## **Education**

**Montessori Education Center of Arizona, Phoenix, Arizona**

**2001**

AMI Primary Training

**Loyola College, Baltimore, Maryland**

**1997**

Master of Education

**Washington Montessori Institute, Washington, District of Columbia**

**1997**

AMI Elementary Training

**University of California, Santa Barbara, California**

**1995**

Bachelor of Arts in Cultural Anthropology

## **Interests**

I enjoy hiking, yoga, beach volleyball, and painting. I also enjoy cooking with my children and watching them take pleasure in the natural world.

**Miniver “Minnie” Wales** began her Montessori education at age three in San Francisco, CA. However, it wasn’t until her reintroduction to Montessori philosophy as an adult that its impact was truly felt. Now that Minnie has a young family of her own, her appreciation for this “education for life” increases daily. Minnie holds a BA degree in Cultural Anthropology from the University of California at Santa Barbara and a MA degree in Education from Loyola College in Baltimore. She holds Montessori certification for both Primary and Elementary education from the Association Montessori Internationale (AMI). Currently Director of Education and Elementary Guide at Hoaloha o ke Kai Montessori School, she lives in Hawaii Kai with her husband, Victor, who coaches the University of Hawaii Swimming Team, and their three children.

## 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:  
**Montessori of O`ahu Public Charter School**
2. Contact information:  
Name: **Carla Pilato**  
Phone: **(808) 216-1097**  
E-mail: **cpilato519@gmail.com**
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume is attached to this form.  
 Professional bio is attached elsewhere in the application: [Section II Academic Plan Design & Capacity, Part I Non-Profit Involvement](#)
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 want the families of Hawai`i to have the opportunity to provide their children with an authentic Montessori public school education at the Montessori of O`ahu Public Charter School.**
6. What is your understanding of the appropriate role of a public charter school board member?  
**The role of the charter school board member is to work collaboratively with all stakeholders to ensure the public charter school has all that it needs to thrive financially, organizationally, and academically.**



7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
**I have been an educator in public and private schools in Hawai'i for the past 19 years and am currently a teacher at an O'ahu public charter school.**
8. Describe the specific knowledge and experience that you would bring to the board.  
**I have experience working with special education, 504, and ELL students attending a public charter school. I can provide insight as to how to support the needs of such students in Mo'O PCS. I also have experience with HSTA-related issues.**

#### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
**The Montessori of O'ahu PCS's mission is to educate children in an authentic Montessori elementary program. The school believes that a Montessori education can meet the needs of all students in Hawai'i.**
2. What is your understanding of the school's proposed academic plan?  
**The Montessori of O'ahu PCS will strictly adhere to the Montessori pedagogy, curriculum, and structure as prescribed by the Association Montessori Internationale (AMI).**
3. What do you believe to be the characteristics of a successful school?  
**A successful school produces children who demonstrate exemplary social, personal, and academic skills; recruits and maintains teachers who know their craft and are able to communicate their work to others; maintains sound business practices; and is self-promoting by way of happy, satisfied parents and community members talking about the school with others.**
4. How will you know that the school is succeeding or is not succeeding in its mission?  
**I will know that the school is having problems if any of the items mentioned previously in #3 lack evidence of success.**

#### **Governance**

1. Describe the role that the board will play in the school's operation.  
**The board is responsible for ensuring the school is complying with all Hawai'i State Charter School laws and policies.**
2. How will you know if the school is successful at the end of the first year of operation?  
**The school is successful at the end of the first year if it has met all financial obligation and is financially stable; students, families, and staff express a sense of**

**accomplishment and satisfaction; and more families are applying to enroll for the following year.**

3. How will you know at the end of five years if the school is successful?  
**At the end of five years, the school is successful if all in #2 above are fulfilled and if there has been progress toward the goal of starting an AMI training center on O`ahu.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**The charter school board members must be "in touch" with the school. They must know and understand the mission and vision of the school and embrace the philosophy of education as an AMI Montessori school. The board cannot be an isolated entity, making decisions for the school without knowing the school. The board must be involved.**
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 first talk to the member(s) directly to share my concerns. If no change occurs then I would bring it to the attention of the Chair and Vice Chair. If either the Chair or Vice Chair are acting inappropriately, then I would seek counsel from the SPCSC.**

#### **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  
**Both my husband and I have been involved with other prospective board members through working groups involved in constructing this application and preparing for the new 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.  
 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  
**I am a board member of the Montessori of O`ahu Foundation.**
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, Carla Pilato, 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.

Carla Pilato  
 \_\_\_\_\_  
 Signature

1/5/13  
 \_\_\_\_\_  
 Date

## Carla F. Pilato

3207 Martha Street #301  
Honolulu, Hawaii 96815  
(808) 216-1097  
cpilato519@gmail.com

### SUMMARY

Hawaii DOE Certified and Licensed Teacher  
National Institute for Learning Development (NILD) Level III Educational Therapist  
19 years of experience teaching elementary and secondary students

### EXPERIENCE

#### **University Laboratory School PCS** **Honolulu, HI 2009-Present**

- Student Services Coordinator (SSC)
- Special Education Care Coordinator and Teacher (students in Grades 8-11)
- Section 504 Care Coordinator
- Transition Services Coordinator
- Academic Assessment Administrator

#### **NILD Educational Therapist (Level III)**

**Private Practice Therapist** **Honolulu, HI 2006-2009**  
**School-based Therapist and Program Coordinator** **Word of Life**  
**Academy**

**Honolulu, HI 2005-2007**

- Conducted one-on-one, educational therapy services with learning disabled students ranging in age from 8 to 19
- Utilized numerous therapy techniques that stimulated and improved perceptual and cognitive skills within the context of reading, writing, spelling, and math
- Created lessons tailored toward developing and improving each student's processing and cognitive needs
- Utilized questioning skills (mediated learning) and stimulated oral language to increase students' cognitive efficiency
- Used reading comprehension and written expression to develop language competencies
- Read and utilized diagnostic testing, primarily *Wechsler Intelligence Scale for Children IV (WISC-IV)* and *Woodcock-Johnson Test of Achievement III (WJ-III)*
- Administered Initial Testing and Annual Testing for each student
- Wrote diagnostic reports summarizing results of Initial Testing and Annual Testing for each student
- Prepared Annual Goals for each student
- Developed Academic Modifications and Accommodations for each student, as needed, to be used by the students' classroom teachers
- Conducted Initial Testing and Annual Testing meetings with parents

- Implemented quarterly Power Point presentations with parents
- Led quarterly Power Point staff trainings and in-services
- Met with teachers to assist them in the implementation of Academic Modifications and Accommodations
- Oversaw program budget and ordering of supplies and materials
- Presented at the Association of Christian Schools International (ACSI) annual regional conference

<b>Honowai Elementary School</b>	<b>Waipahu, HI</b>	<b>2008-2009</b>
<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Grades 5 and 6 Language Arts and Social Studies</li> </ul>		
<b>Word of Life Academy</b>	<b>Honolulu, HI</b>	<b>2001-2005</b>
<ul style="list-style-type: none"> <li>• Elementary Classroom Teacher</li> <li>• Two years of Kindergarten and two years of Grade 1</li> </ul>		
<b>Kamaile Elementary School</b>	<b>Waianae, HI</b>	<b>1996- 2001</b>
<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Four years of Kindergarten and one year of Grade 1</li> </ul>		
<b>Waiiau Elementary School</b>	<b>Pearl City, HI</b>	<b>1995-1996</b>
<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• One year of Kindergarten</li> <li>• One semester of Special Education</li> </ul>		

## EDUCATION

<b>National Institute for Learning Development (NILD)</b>	<b>Seattle, WA</b>	<b>2005-2007</b>
<ul style="list-style-type: none"> <li>• Awarded 18 Continuing Education Units for Professional Education for successfully completing NILD Level I, II, and III Courses entitled <i>Teaching Techniques for Students with Learning Disabilities</i></li> </ul>		
<b>University of Hawaii at Manoa</b>	<b>Honolulu, HI</b>	<b>1991-1994</b>
<ul style="list-style-type: none"> <li>• Bachelor's degree in Elementary Education</li> </ul>		

**Carla Pilato** moved to Hawai'i in 1986, graduated from Mililani High School in 1988, and earned a BEd in Elementary Education from the University of Hawaii at Manoa in 1994. She has been teaching in Hawai'i's public and private schools for the past 19 years. Carla has been a special education teacher, student services coordinator, transition services coordinator, and Section 504 care coordinator at the University Laboratory School, a Hawai'i Public Charter School, for the past five years. Her responsibilities include planning lessons for and teaching students in grades 8-11, and ensuring that ULS appropriately evaluates, administers and complies with student IEP and 504 plans. Carla has also earned a Level 3 certification as an Educational Therapist through the National Institute for Learning Development. She specializes in providing educational therapy - specific techniques designed to address students' unique areas of difficulty and to improve their overall ability to think, reason, and process information - to learning disabled students. Carla became interested in Montessori education when her son was two years old and has since developed a desire to become a Montessori educator. Her son currently attends a local Montessori program where she is the coordinator of a year-round fundraising program for the school and assists with other fundraising committees.

## 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: Montessori of O`ahu Public Charter School.
2. Contact information:  
Name: Roderick Quinto Rivo  
Phone: (808) 358-6828  
E-mail: rodrivo@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.  
 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 observed the positive impact that the Montessori education system brings to my child and feel, by serving on the board of the proposed charter school, I can effectively contribute to ensuring that a Montessori educational environment is available to all children on O`ahu and eventually throughout the state of Hawaii.

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

My understanding of a public charter school board member's role is to ensure that all children are consistently provided the highest quality education by upholding an effective education plan. In addition, any board member must be a great steward of public funds, and ensure the school fulfills

its obligations and adheres to all terms of its charter contract.

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 a current board member for the Montessori of O`ahu Foundation, my responsibilities are similar to those responsibilities required of a charter school board.

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

I have over 16 years of military experience in ensuring that human, equipment and financial resources are utilized in the best interest of the nation. I believe that the knowledge and experience I have gained through working with that which is provided to me, would translate to sound decision-making and assurance that all resources are utilize to their fullest potential.

### **School Mission and Plan**

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

Montessori education is based on allowing a child to learn as an individual, as well as part of a society. The role of the educator is to encourage the child's self-discovery and education through encouragement.

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

My understanding of the school's proposed academic plan is to ensure that the school's mission is met through a building block process where each lesson is the foundation for the next. The Montessori pedagogy is a time proven education system that relies on this building block academic process.

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

At the core of any successful school, you will find educators that promote and encourage a child's natural desires and abilities to learn. The environment for learning needs to be one that promotes a child's self-discovery and respect for the world in which they live.

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

When a child wants to learn, is making positive choices, and has respect for their environment and society, without coercion, the school is succeeding.



## **Governance**

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

The Board will negotiate the Charter contract and any supplemental arrangements with HSTA or HGEA, hire the Principal and provide guidance and support to the executive management of the school through effective policies in areas like: human resource management, financial oversight and budgeting.

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

High reenrollment rates coupled with new enrollments; high attendance and satisfied parents; children are enthusiastic about coming to school and are growing in competence.

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

Consistent year-by-year high reenrollment rates coupled with new enrollments; high attendance and satisfied parents; children are happy coming to school and are growing in competence.

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

Hire competent staff and well-trained educators that keep the best interest of the children and public funds in the forefront of their decision-making. The governing board will need to ensure that all necessary steps are taken to ensure that the above-mentioned are adhered to through proper oversight and clear policy guidance.

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?

All alleged offenses would be brought to the attention of the governing board members and would be, with the recommendation from legal counsel, investigated and appropriately adjudicated in a timely matter.

## **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 all of the initial board members because either: 1. My child has attended the same private Montessori School with them in the past, or they have assisted the Working Group who is preparing this application.

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

I am a current board member of the Montessori of O`ahu Foundation which will be supporting the operation of Mo`O PCS as indicated throughout the application.

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, Roderick Quinto Rivo, 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.

  
04 JAN 2013  
\_\_\_\_\_  
Signature  
Date

# Roderick Q. Rivo

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339 Paliku Street Honolulu, HI 96825 808-358-6828 rodrivo@hotmail.com

## EDUCATION

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### Heald College, Honolulu, HI

Graduated January 2006  
Associate Degree in Applied Science in Electronics Technology  
Honors: Deans List (both/all years(2))

### NATTC, Naval Air Station Pensacola, FL

Graduated October 1997  
Naval Certificate of Completion for Aviation Electrician's Mate  
Honors: Graduated top of class

## RELATED EXPERIENCE

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### Montessori of O`ahu Foundation Honolulu, HI

Board Member 2013-Present

- Responsible for ensuring the board, staff and educators adhere to the foundation's mission and governing policies
- Responsible for ensuring that the foundation's finances are utilized appropriately and in the best interest of the foundation
- Responsible for the employment of staff and educators
- Responsible for policy-making
- Conducted site visits on potential school locations
- Provide recommendations on current facility infrastructure.

### Department of Navy Kaneohe Bay, HI

Senior Chief Petty Officer 1997-Present

- Responsible for the management of 42 military personnel
- Responsible for a multi-million dollar operating budget
- Managed multiple squadron detachments with as many as 19 military and civilian personnel.

## SKILLS

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I am proficient in both Macintosh and PC platforms, as well as, in Microsoft Word and Excel. I have general construction knowledge in both residential and commercial building.

**Roderick “Rod” Rivo** moved to Hawaii in 1997 via the United States Navy, and now calls O`ahu his permanent home. Mr. Rivo holds an associate’s degree in electronics technology from Heald College where he graduated on the Dean’s List. Upon leaving the military in 2002, Mr. Rivo worked for a highly successful local security systems company, as the lead installer and trainer for seven years. During his tenure, he received on the job training in commercial and residential general construction. In addition, he provided training to both newly recruited employees and clients. In 2004, Mr. Rivo affiliated with the Navy Reserves where he is currently mobilized. Through the military, he received extensive training in teamwork and management. In his current position, Mr. Rivo is in charge of 42 personnel and manages a multimillion-dollar operating budget. His love for Montessori grew when he first saw how the Montessori philosophy brought the joy of discovery to his daughter. Rod and his wife are firm believers in the Montessori philosophy and are committed to ensuring that a program is accessible to everyone in Hawai`i.

## 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:  
**Mo`O (Montessori of O`ahu)**
2. Contact information:  
Name: Cori M. Simonsen  
Phone: (808) 271-9967  
E-mail: cori9@msn.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
The Mo`O school, as envisioned, will allow a larger and more diverse population of students on Oahu to benefit from the Montessori method of education, which has been shown to encourage critical thinking and problem-solving skills and promote independence and personal responsibility. These traits are associated with high achievement in today's society, and in the culture that is currently developing as technology changes the way the world interacts.
6. What is your understanding of the appropriate role of a public charter school board member?  
To ensure that the school meets the goals of providing a superior education to its students, a safe and legal working environment for faculty and staff, and complies with all state and federal regulations in its operation.

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 a former teacher at a Montessori Charter School, I have seen and experienced some of the challenges that our proposed school may face in the start-up and ongoing phases. As a result, I have served as a consultant during the writing of the Mo`O Charter School application and have been encouraged to see that the Mo`O team is well prepared to avoid or mitigate most of these hurdles. I have also served as a Board member for NOVL (Network of Volunteer Leaders) Hawaii, a professional organization for Volunteer Managers.

8. Describe the specific knowledge and experience that you would bring to the board.  
I have worked in a variety of public and private organizations serving the needs of children and senior citizens. I hold a California State teaching credential, an AMS Montessori Elementary certification, and a Certificate in Volunteer Management- Hawaii. My broad experience in multiple professional settings will allow me to offer another perspective to the mixture of what is offered by the Board.

#### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
The Montessori method encourages children to independently select and complete work along a continuum that slowly builds competency, step by step, in each area of development.
2. What is your understanding of the school's proposed academic plan?  
The academic plan will allow teachers to implement the proven Montessori methods in a safe and supportive school community.
3. What do you believe to be the characteristics of a successful school?  
A successful school provides each student instruction to competency in every area of development by allowing him or her to not only achieve each standard, but exceed and continue learning once a standard has been met.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
The school will be successful if its students feel confident in their academic abilities and safe in the school environment. Student, teacher, and staff turnover will also be an indicator of the efficacy of the school's curriculum and operations.

#### **Governance**

1. Describe the role that the board will play in the school's operation.  
The Board will enact policies, support the school's leadership team, and respond to concerns from members of the school community and the State Public Charter School Commission.
2. How will you know if the school is successful at the end of the first year of operation?  
No school can be considered a success or failure after one year of operation. Indicators of potential future success will include low teacher and student turnover and a strong and vibrant school community. A diverse pool of student applications for admission and strong community interest will also be signs that the school is moving in the right direction.
3. How will you know at the end of five years if the school is successful?

After five years of operation, the oldest students will have moved on to various other academic settings. Their success in these environments will indicate if the school has adequately prepared them for future learning. In addition, all the indicators noted after the first year of operation will continue to be vital signs of the school's continued health.

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 meet regularly and maintain organized, efficient meetings according to the published agenda in order to address the needs of the school. These meetings must result in clear decisions and assignments for future activity in order to achieve the goals of the Board. The Board will need to be comprised of a variety of people from different backgrounds who are willing to disagree in a spirit of compromise in order to allow multiple perspectives to inform the decisions of the Board. Recruitment of future Board members should be conducted by multiple current Board members in order to ensure that no one person controls the composition of the Board.
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?  
Sometimes, when put in positions of leadership, people make decisions to act in ways inconsistent with the responsibility placed upon them. In such a situation, my first response would be to gather information, ideally from the suspected party, to determine if my beliefs were justified. If so, it would be my duty to bring this behavior to the attention of the Board Chairperson, and possibly to the Board as a whole, for their investigation and resolution to the situation.

#### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I/we do not know these individuals  Yes  
I am a current co-worker of several Board members and their spouses. The children of several board members are students in my classroom at Hoaloha o ke Kai Montessori 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.  
 I/we do not know any such employees (school is not yet formed)  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, Cori M. Simonsen, 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.

Cori Simonsen  
 Signature

January 04, 2014  
 Date

# Cori Simonsen

2051 Young Street #24  
Honolulu, HI 96826  
(808) 271-9967  
cori9@msn.com

**Objective** To obtain a position that will enable me to use my diverse skill set working with children

**Skills & Abilities**

- Strong ability to understand and meet the needs of children of varied ages
- Familiar with a variety of management strategies and philosophies
- Detail-oriented, excellent communicator, able to multi-task and pick up new tasks quickly
- Proficient in MS Outlook and all MS Office Applications

**Professional Experience** October 2013-present Honolulu, HI  
Hoaloha o ke Kai Montessori School  
**Primary Teacher's Assistant**  
Under the direction of the Lead Teacher, provide supervision and support of students in the classroom.

May 2012- March 2013 Honolulu, HI  
Gymboree Play & Music

**Teacher**  
Facilitated weekly classes and play sessions for families with young children.

- Prepared materials for each class
- Engaged children and parents in active learning
- Built rapport with the clients

April 2008- September 2010 Honolulu, HI  
State of Hawaii RSVP (Retired and Senior Volunteer Program)

**Acting Program Director and Volunteer Coordinator**  
Under the State of Hawaii Department of Human Services (program discontinued Sept. 2010)

- Provided leadership and administrative oversight to the operations of the program
- Directed the development and implementation of plans, policies, and procedures
- Developed, monitored, and evaluated programs to ensure continued success
- Expanded on positive relationships with key personnel and program volunteers

December 2007- March 2008 Honolulu, HI  
Hawaii Children's Discovery Center

**School Services Coordinator**  
The Hawaii Children's Discovery Center provides a place for children to explore the world in a child-friendly, non-threatening environment.

- Scheduled field trips for school groups
- Facilitated school visits

August 2005 – June 2007 Victorville, CA  
Mountain View Montessori Charter School

**Teacher- Grades 1-5**  
Montessori has established itself as a valid alternative educational option that promotes personal responsibility, cultural awareness, and social skills development.

- Taught individualized curriculum to students ranging from 1<sup>st</sup> through 5<sup>th</sup> grade
- Community building, both within the classroom and in the outside world
- Worked collaboratively with students, parents, colleagues, and administrators
- Coordinated school-wide Winter Performance, Spelling Bee, Field Trips, and Chinese New Year

August 2004 – May 2005  
Hesperia Unified School District

Hesperia, CA

**Teacher- 2<sup>nd</sup> Grade**

HUSD is a very diverse district with a majority of students classified as either English as a Second Language (ESL) or Low-Income (or both).

- Taught complete curriculum, with a focus on reading, writing, and math
- Demonstrated excellent classroom management skills

October 2002 – May 2004  
Merced City, Atwater, & McSwain School Districts

Merced County, CA

**Home Studies Teacher and Substitute Teacher**

- Collaborated with classroom teachers to design and implement individualized curriculums for students who were out of school for extended medical absences
- Provided classroom leadership for students during the regular teachers' absence

July 2001 – August 2002  
Mervyn's

Livermore, CA

**Executive Team Leader of Assets Protection**

Mervyn's was a middle-market department store with locations primarily on the west coast.

- Training and orientation for new and current employees in safety and shortage control
- Physical security of the building and inventory, including audit and shortage control
- Investigations of internal and external theft, and apprehensions of the offenders
- Developing partnerships with law enforcement and the District Attorney

**Education**

Certificate in Volunteer Management- Hawaii  
▪ June 2010

Honolulu, HI

Montessori Western Teacher Training Program

- Earned American Montessori Society (AMS) Certification for Ages 6-9

Garden Grove, CA

California State University Stanislaus

- Obtained Multiple Subject Credential (**CLAD**) with a GPA of 4.0

Turlock, CA

California State University Hayward

- Bachelor of Arts Degree- Liberal Studies (Credential Track)
- Graduate Summa Cum Laude (with highest honors- top 1% of graduating class)
- Golden Key National Honor Society Member and Scholarship recipient

Hayward, CA

**Cori Simonsen** was born and raised in the culturally diverse East Bay Area of California. Having been educated in traditional public and private schools, she sought a better alternative for her own children. When she discovered the local Montessori preschool for her oldest child fifteen years ago, she was amazed at the quality of the curriculum as well as the misconception among the general public about what the Montessori Method entails. While completing her college studies, Cori realized that the "traditional" school system was not a place in which she would thrive as a teacher. Watching her children in their Montessori classes and contrasting the enthusiasm and inquisitiveness of their classmates with that of the children in the traditional class where she completed her student teaching, Cori observed daily that the prevailing system is not designed to encourage every student to reach their full potential. As a result, Cori has been committed to promoting and participating in high-quality public Montessori programs ever since. Cori is an AMS-trained Elementary teacher with experience teaching in a public Montessori charter school in California. Her other professional experience is in volunteer management. It is her firm belief that every human being can benefit from providing service to their community. To that end, Cori has been active in programs that promote volunteerism, including AmeriCorps, Senior Corps (Retired and Senior Volunteer Program), Boy Scouts of America, and the Network of Volunteer Leaders, Hawai`i.

## 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: **Montessori of O`ahu Public Charter School.**
2. Contact information:  
Name: **Joseph Allen Dane**  
Phone: **(808) 778-7855**  
E-mail: **joe.dane@gmail.com**
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
**I believe that, for some students, the Montessori method produces a better educational result than "traditional" methods, and I want to help expand the availability of Montessori education to students who would otherwise (i.e., without the subsidies provided by the State under the charter system) be unable to afford it.**
6. What is your understanding of the appropriate role of a public charter school board member?  
**My understanding is that the charter school board is ultimately responsible for the oversight and**

**governance of all material aspects of the charter school. Because the charter school would receive most of its funding from the State, the board has the additional obligation of overseeing the expenditure of public funds. As a board member, I would be required to put the interests of the school ahead of my own interests, and to contribute my skills and knowledge to the furtherance of the school's mission.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

**I have not previously served on a non-profit board. However, as an attorney I have advised the directors or officers of a number of non-profit (and tax-exempt) clients as to their fiduciary responsibilities to the client. Also, I believe that my experience as an attorney will help me (and thereby help the board as a whole) to understand the legal and regulatory framework within which the school is constrained to act.**

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

**As noted, for the past four years I have worked as a business law attorney. In that capacity, I have advised non-profit clients on a variety of legal matters. My practice has focused, to a certain extent, on matters relating to real property and corporate taxation, so I may have specific expertise relating to those subjects that may be useful to the board and the school. Before becoming an attorney I was a software developer, and I had substantial experience working in educational environments (specifically, for the University of Hawaii). Although technology-based education is not a fundamental part of Montessori education (as I understand it), it is possible that my technology expertise may be useful to the board as well.**

#### **School Mission and Plan**

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

**The school will be guided by the principles advanced by the American Montessori International, which I understand to encompass a wider scope of interest than "traditional" educational methods. Montessori education values innovative thinking and creativity, and gives the child a greater degree of independence than one would find in other classrooms. The school's mission will be to create motivated "self-learners", within a framework that ensures that students are well-rounded and have the resources they need to succeed in all academic areas.**

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

**The school's academic plan will be derived from standard Montessori pedagogy, which has been developed and refined for generations and applied successfully all over the country and the world.**

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

**That it creates confident learners, that it respects the students as developing individuals, and that**

**It attracts an active and energized parent body.**

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

**I think it should be apparent from observing the children's interactions in the classroom whether the school is succeeding. Feedback from parents will also of course be important in determining whether the school is on the right track.**

#### **Governance**

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

**The board's role is to provide the framework within which the school will operate to carry out its mission. The board will be ultimately responsible for oversight of the school's finances and ensure that policies are in place to prevent waste.**

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

**Even before the end of the first year, the board will be hearing from parents, satisfied or dissatisfied as the case may be. As the end of the year approaches, re-enrollment numbers should be a good indicator of the school's success.**

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

**The school should have a stable student population and a facility capable of handling anticipated growth, which should be managed prudently and without undue haste.**

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

**Finding a workable facility will be the first significant challenge. The board must also begin recruiting quality teachers and assistants. Finally, although the Montessori "brand" is already well established, the board will need to market the school and attract an appropriate number of initial families.**

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 first raise the issue with the board President or Chair. Thereafter, if I did not believe that appropriate steps were being taken to resolve the issue, I would try to determine the appropriate authority with which to raise the issue (which may be the Attorney General's office) and bring my concerns to that authority.**

#### **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 most of the other prospective board members from my experiences as a parent of a Montessori student.**

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

**The school currently does not exist, and has no employees.**

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

**The school has not hired employees. However, I am aware of certain individuals who may be offered jobs by the school, should a charter be granted. I know some of these individuals through my child's prior Montessori experience.**

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



**I have assisted in the formation of a nonprofit corporation, named Montessori of O`ahu Foundation, which, if a charter is granted, would provide support to the public charter school.**

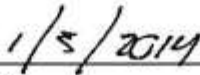
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

None  Yes

**Certification**

I, JOSEPH ALLEN DANE, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective board member is true and correct in every respect.

  
Signature

  
Date

# Joseph Allen Dane

4489 Sierra Drive  
Honolulu, HI 96816

joe.dane@gmail.com  
(808) 778-7855

## EDUCATION

- ◊ **William S. Richardson School of Law**  
J.D., 2009 (*magna cum laude*)
- ◊ **University of Hawai'i, Mānoa**  
M.S., Computer Science, 2000
- ◊ **University of California, Irvine**  
B.S., Physics, June 1993  
B.A., Psychology, June 1993

## WORK EXPERIENCE

- ◊ **Attorney** (August 2009 - Present)
  - Attorney at the business law firm of Gelber, Gelber & Ingersoll, specializing in corporate reorganization and insolvency, tax, and real property transactions.
  - Representation of corporate clients in examinations by the I.R.S. and State of Hawaii Department of Taxation
  - Assisting and advising clients on a variety of real property matters, due diligence investigations, tax-favored transactions and exchanges, and a range of regulatory matters
- ◊ **Software Development Contractor**, various clients (2000 – 2009)
  - Development of a metadata management system for the National Oceanographic and Atmospheric Administration
  - Design and implementation of a data processing and GIS-interface system used in connection with coral reef "towboard" surveys
  - Performed a variety of data management and manipulation tasks for NOAA Coral Reef Ecosystem Division, including the loading and display of oceanographic buoy data
- ◊ **IT Specialist**, University of Hawai'i (January 2003 – August 2006)
  - Managed the internal and public-facing web infrastructure for the University of Hawai'i System
  - Developed a number of stable, secure, and scalable web applications for the University community, including portal channels, a web based event calendar, a maintenance and trouble ticketing and reporting system, a system to expose course transfer rules, a browser-based "file drop" system, and others
  - Diagnosed and responded to application problems arising from high user load
- ◊ **Lead Developer**, hotU, Inc. (January 2000 – January 2003)
  - Designed and implemented the core architecture behind hotU's technology infrastructure
  - Wrote Java Servlets and JSPs as part of the hotU web application
- ◊ **Programmer/Analyst**, Joint Institute for Marine and Atmospheric Research (January 1996 – January 2000)
  - Developed queries and PL/SQL packages to provide summarized views of fisheries data
  - Developed a Perl interface to the *GMT* mapping toolkit, and used this interface to quickly generate plots and maps using fisheries and oceanographic data

*Joseph Allen Dane*

- Used Oracle tools (including Oracle Reports and the Oracle Web Toolkit) to generate printed and web accessible reports
- ◊ **Programmer/Analyst**, Dept. of Physics, University of California, Irvine (1991 - 1995)
  - System admin for the Physics Department's SunOS, VMS, Solaris, and HP/UX computers.
  - Installed and maintained the services used on the department network, including file servers, mail servers, and others
  - Wrote DSP readout code (in the C language) for use in the Atlas detector at CERN
  - Wrote FORTRAN simulation codes for the MILAGRO project

REFERENCES Available on request.

**Joseph “Joe” Dane** has been an attorney in the Honolulu business law firm of Gelber, Gelber & Ingersoll since 2009, where he practices mainly in the areas of real property and corporate taxation. Before attending law school, Mr. Dane was employed as a software developer, creating, maintaining, and debugging web-based software and distance-learning tools for the University of Hawai`i, as well as a variety of programs and tools as a contractor for the National Oceanographic and Atmospheric Administration, among other clients. Mr. Dane's introduction to Montessori education came when his daughter began attending kindergarten, and he soon became convinced of the value of the methods used by trained Montessori teachers. Mr. Dane has lived in Honolulu since 1996 and believes strongly in the importance of healthy and energized public schools. He hopes to be a part of the effort to expand the reach of Montessori education in the public sphere.

## Board Member Information

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All forms must be signed by hand.

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As part of the application for a new charter school, the Commission requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Montessori of O`ahu Public Charter School (Mo`O PCS)
2. Contact information:  
Name: Mary A. B. Lawrence Gallagher, commonly referred to as Mamie Lawrence Gallagher  
Phone: (808) 282-9360  
E-mail: mamielg@gmail.com
3. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.  
 Resume and professional bio are attached to this form.  
 Resume and professional bio are attached elsewhere in the application: \_\_\_\_\_
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
I believe that the Montessori method (as perpetuated by AMI) is right for all children and shares many commonalities with the host culture of Hawai`i. I wish to help create a public model which makes this pedagogy accessible to all of Hawai`i's children. Mo`O PCS can be the seed of a great movement.
6. What is your understanding of the appropriate role of a public charter school board member?  
A public charter school board member must model the Montessori values of kindness and respect to promote the mission of the school within the community. Above all, members must be ethical, financially prudent, and knowledgeable about Montessori pedagogy.

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 was a founding member of the Alliance Board of the Boys and Girls Club of Hawai'i, President of the Hula Preservation Society, and I currently serve as a Director of Malama Manoa.

8. Describe the specific knowledge and experience that you would bring to the board.  
Before beginning my AMI Montessori training, I was a fundraising professional serving Hawai'i non-profits, active volunteer of community organizations, and worked within the Hawai'i State Legislature. As a Hawai'i native, I hope to assist the Board in working constructively and cooperatively for change within Hawai'i's diverse community.

#### **School Mission and Plan**

1. What is your understanding of the school's mission and guiding beliefs?  
The school will provide broad access to AMI Montessori to O'ahu's children through offering Primary and Elementary programs.
2. What is your understanding of the school's proposed academic plan?  
The academic plan will adhere to the Montessori curriculum set forth by AMI. It will succeed based on the ability of the school to recruit, retain and eventually train AMI Montessori trained Guides.
3. What do you believe to be the characteristics of a successful school?  
A successful school consists of a clear academic plan, kind and qualified educators, a suitable physical plan, good leadership and a robust, resourced and responsible business end.
4. How will you know that the school is succeeding or is not succeeding in its mission?  
If the school is able to assist children in developing into the happy, productive and peaceful persons they are meant to be, then the school will have succeeded, and our community may be transformed.

#### **Governance**

1. Describe the role that the board will play in the school's operation.  
The Governing Board will set policies and procedures in cooperation with the leadership they select. Board members will have to be ambassadors and philanthropists, and they will have to be careful stewards of the effective management of the school.
2. How will you know if the school is successful at the end of the first year of operation?  
If the school can develop the proposed academic plan within its fiscal constraints as laid forth in this proposal, it will be a successful first year of operation.
3. How will you know at the end of five years if the school is successful?  
By the five year mark, multiple data-driven tools of assessment should be in place to measure

success. Success shall be measured by adherence to AMI principles through AMI recognition, happiness of stakeholders, and sustainable operations.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Mo'O PCS must hire excellent qualified personnel, promote AMI Montessori within the community, and safeguard effective and prudent organizational management.
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?  
Mo'O PCS Governing Board members shall adhere to clear Codes of Ethics and Conduct policies that embody Montessori philosophy and conform to HRS. There shall be no place for unethical behavior in any part of Mo'O PCS or its affiliated non-profit.

#### 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 – We know other members through our children.
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 – The school does not exist.
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 – No one has been hired by the proposed school.
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 – I plan to apply for a position with the proposed school; however, no promises have been made and I will support the school regardless of my employment status.
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 spouse serves on the affiliated non-profit's Board, the Mo'O Foundation.

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, Mamie Lawrence Gallagher, 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

1/4/13  
Date



# Mary `Āmaikalani Beckley Lawrence Gallagher

2733 Terrace Drive  
Honolulu, HI 96822

## Academic Background

### **Montessori Training Center of New England, 2015 Candidate, A.M.I. Diploma**

- Elementary training (ages 6-12) from the Association Montessori Internationale

### **University of Hartford, 2015 Candidate, M.Ed.**

- Masters in Elementary Education with Montessori Concentration

### **Dartmouth College, Class of '99, B.A.**

- major in Music modified with Anthropology and Asian Studies, minor in Native American Studies

## Professional Experience

### **Hoaloha o ke Kai Montessori School**

#### **Director of Operations & Elementary Assistant, '13-Present**

- function as Executive Director for non-profit Montessori program, Toddler-Elementary
- provide leadership of organizational governance and all day-to-day operations
- manage all aspects of organization from budgets to human resources to physical plant; from parents to community members to pedagogy
- assist the Lead Teacher in the mixed Lower and Upper Elementary classroom

### **Hawaii State Rep. Angus L. K. McKelvey – District 10, Legislative Analyst, '07**

- researched and drafted 20 pieces of legislation – 2 of which passed into law
- tracked bills; developed legislative strategies; facilitated constructive partnerships
- worked directly with County officials, State Department heads, community organizations, and individual constituents to address concerns and solve problems
- coordinated all aspects of bi-weekly hearings for the Committee on Consumer Protection and Commerce
- mentored the Office Manager in creating policies and procedures, designing and implementing efficient office systems, and authoring a biennium legislative plan for the Representative
- assisted in securing \$57M in capital improvement project funding and \$650K in grants for 10<sup>th</sup> District

### **Hale`ama`u - Consulting for Native Hawaiian Initiatives, Principal, '03-'07**

- founded Hale`ama`u to provide Native Hawaiian initiatives access to institutional advancement services
- provided fund development, grant-writing, organizational and program management services to 501(c)3 organizations with operating budgets ranging from \$100,000 - \$2,000,000
- established and grew 4 annual fund campaigns, secured over \$2M in federal, state, and private grants, and provided management services on 3 multi-year projects

### **Kukui Tutoring, Private Tutor, '03-'06**

- tutored elementary and middle school children in multiple subject areas
- prepared elementary students for standardized testing

### **College Connections Hawaii, Education Consultant, '03-'05**

- tutored children, teenagers and adults in multiple subject areas
- developed SAT prep curriculum for new test; trained fellow instructors; taught course across Oahu
- provided select low-income students with one-on-one college counseling

### **Council for Native Hawaiian Advancement, Operations Manager, '02-'03**

- responsible for day-to-day administration of organization; managed fiscal system and contracts
- developed and administered corporate policies and human resources procedures
- developed and maintained database and technology systems
- served as point of contact for Board and Members; developed and distributed related materials
- general advocacy with regards to programs

Professional  
Experience  
Continued

**Dartmouth College, Student Life, '00-'02**

**Acting Assistant Director of Collis Center**

- responsible for day-to-day administration of campus center
- developed, monitored and enforced policy and procedure for three campus buildings
- developed comprehensive student employee program; hired, trained and supervised over 50 student employees staffing the center from 8am-3am seven days a week
- supervised Collis Reservationist and Events & Operations Manager
- supervised student-run campus coffeehouse
- maintained an annual budget of \$350,000

**Coordinator of Student Programs**

- supported and served as resource for students, clubs, organizations and college departments with regards to event planning and campus programming
- produced large-scale concerts (\$6-\$40K); negotiated contracts, promoted shows, sold tickets, hired and supervised technical, hospitality, labor and security crews
- developed and presented weekly, monthly and annual programs in multiple campus venues
- advised students and student organizations

Volunteer  
Activities

**• Director, Malama Manoa, '13**

- Historic Manoa Walking Tour Committee, Writer & Researcher
- Education Grants Committee
- Finance Committee

**• Parent Volunteer, Hoaloha o ke Kai Montessori School, '10-'13**

- President & Founder, Parent Faculty Association, '12-'13
- Ex-Officio Member, Board of Trustees, '12-'13
- Bead by Golden Bead Bash Committee, '12-'13
- Toddler Room Parent, '12-'13
- Gratitude & Appreciation Committee, '12-'13
- Annual Fund Chair, '11-'12
- Under the Giving Tree Gala Committee, '11-'12
- Office Volunteer, Edited 1<sup>st</sup> Student Handbook, '10-'12
- Fundraising Volunteer, Prepared final reports for Grantors, '10-'12

**• President, Hula Preservation Society, '03-'07**

- Performed the functions of an Executive Director
- Assisted in conducting oral histories
- Assisted in cataloging oral histories in a digital library
- Led public programs, Emceed performances

**• Director, Boys & Girls Club of Hawaii Alliance Board, '04-'07**

- Helped to author the Bylaws of the Alliance Board
- Assisted in creating Clubhouse Robotics Teams through a partnership with the University of Hawai'i's Engineering program
- Co-founded the now annual Youth of the Year Luncheon

**• District Enrollment Director, Dartmouth College Admissions, '06-'07**

- Coordinated the prospective student interview process with area Alumni

**Mamie Lawrence Gallagher** grew up on Maui and attended Montessori of Maui, Inc. She holds a B.A. in Ethnomusicology and Native American Studies from Dartmouth College and is a M.Ed in Elementary Education with a Montessori Concentration candidate at the University of Hartford. She is currently training to be an AMI-certified Elementary Guide at the Montessori Training Center of New England. She is the current Director of Operations and Elementary Assistant at Hoaloha o ke kai Montessori School. Prior to pursuing Montessori she served as legislative assistant to State Representative Angus McKelvey, where she researched and drafted legislation and worked with state and county officials, community organizations and constituents. Prior to that she was President of the Hula Preservation Society, worked as Education Consultant for College Connections Hawaii, and consulted with Haleama'uma'u which she founded to provide native Hawaiians access to institutional advancement services. She lives in Honolulu with her husband and their two daughters.

## Attachment U. Code of Ethics and Conflict of Interest Policy

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### Montessori of O`ahu Public Charter School

#### Resolution to adopt a Code of Ethics Policy

I, the undersigned Secretary of the Governing Board of the Montessori of O`ahu Public Charter School do hereby certify that the following is a true and correct copy of a resolution duly adopted by the Governing Board at a public meeting thereof duly called and held on \_\_\_\_\_, at which a quorum was present and acting throughout:

RESOLVED that Montessori of O`ahu Public Charter School be authorized and directed to adopt the following code of ethics policy:

“All items discussed during executive session of all meetings shall be kept confidential. There shall be no discussion of items outside the executive session with non- Governing Board members, or members not present during the session.

A Governing Board member shall never use their position to create advantages for him/herself or others associated with him/herself.

Any violation of the above should be investigated by the Governing Board, a report generated and one of the following actions taken: dismissal of charges, reprimand, or dismissal from the Governing Board.

If and when a parent is elected to serve on the Governing Board, a total separation between being a parent and being a Governing Board member should apply at all times. In discussions with school personnel, it should be very clear that the relationship is based on parenthood.

The authority that exists in the Governing Board only exists when the Governing Board is in session except for the Chair when he or she is acting in his or her capacity as liaison between the Governing Board and the Principal.

Governing Board meetings shall be conducted with respect for all opinions. Members should respect other members' views and the Chair of the Governing Board should allow for minority opinions to be heard.

#### Duties specific to Executive Committee Members:

At Governing Board meetings, the Chair (or, in Chair's absence, the Vice-Chair) should act as a facilitator so that all members who wish to speak can be heard. When the Chair wishes to speak on an issue, his or her opinion should be viewed in the capacity of one of the Governing Board members. The Chair, in consultation with the Principal, sets the meeting agenda, but should be objective and should not put forward or promote his/her own personal agenda. Any Governing Board member may request that an item be placed on the Governing Board agenda. The Governing Board calendar shall be consulted to insure important business items are included.

Items for discussion during the Governing Board meeting must be in accordance with the agenda and subjects pertaining to the agenda. Only discourses that enrich the discussion of the agenda are permitted.

Common courtesy and respect for other should be the tone of all meetings.

To Prevent Nepotism

No more than one-third of the voting members of the Governing Board shall be employees of the school or relatives of employees of the school under the jurisdiction of the Governing Board.

"Relative" means a spouse, fiancé, or fiancée of the employee; any person who is related to the employee within four degrees of consanguinity; or the spouse, fiancé, or fiancée of such person.

and it is

FURTHER RESOLVED, that the Governing Board of the Montessori of O`ahu Public Charter School be and are authorized and directed to do and perform all such acts and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

AND I do further certify that said resolution has not been otherwise amended, annulled, rescinded or revoked and the same are in full force and effect on the date hereof.

WITNESSED by my hand this \_\_\_\_\_.

By: \_\_\_\_\_

Secretary, Mo`O PCS Governing Board

**Montessori of O`ahu Public Charter School**  
**Conflict of Interest Statement**

**I. Purpose**

The purpose of the conflict of interest policy is to protect Montessori of O`ahu Public Charter School's (Mo`O PCS) interest when it is contemplating entering into a transaction or arrangement that might result in an excess benefit transaction. This policy is intended to supplement but not replace, applicable state and federal laws governing real and perceived conflict of interest applicable to nonprofits, charitable organizations, and chartered public schools.

**II. General Statement of Policy**

It is the policy of the Mo`O PCS Governing Board to conform to statutory conflict of interest laws and act in a manner that will avoid any conflict of interest or the appearance thereof. This policy addresses compliance requirements with Hawai`i Revised Statutes (HRS) 302D and 82; 34 Code of Federal Regulations (CFR).

**III. Hawai`i Statute**

Mo`O PCS will conform with HRS 302D-8 and HRS 82-14 Conflict of interests, as shown below:

In general, no Governing Board member, employee, or representative of an authorizer may simultaneously serve as a vendor, or contractor of the school authorized by the authorizer. In addition:

- 1) No Governing Board member, employee, or representative shall take any official action directly affecting:
  - a) A business or other undertaking in which the person has a substantial financial interest; or
  - b) A private undertaking in which the person is engaged as legal counsel, advisor, consultant, representative, or other agency capacity.
- 2) No Governing Board member, employee, or representative shall acquire financial interests in any business or other undertaking which the person has reason to believe may be directly involved in official action to be taken by the Governing Board member, employee, or representative.

**IV. Federal Statutes**

Mo`O PCS will comply with all federal statutes regarding conflict of interest and federal grant administration:

A. 34 CFR Part 74.43 Competition, which reads as follows:

All procurement transactions shall be conducted in a manner to provide, to the maximum extent practical, open and free competition. The recipient shall be alert to organizational conflicts of interest as well as noncompetitive practices among contractors that may restrict or eliminate competition or otherwise restrain trade. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications requirements, statements of work, invitations for bids or requests for proposals shall be excluded from competing for procurements. Awards must be made to the bidder or offeror whose bid or offer is responsive to the solicitation and is most advantageous to the recipient, price, quality and other factors considered. Solicitations shall clearly establish all requirements that the bidder or offeror shall fulfill in order for the bid or offer to be evaluated by the recipient. Any and all bids or offers may be rejected when it is in the recipient's interest to do so.

B. 34 CFR Part 75.525 (a) & (b) Conflict of Interest: Participation in a Project, which reads as follows:

(a) A grantee may not permit a person to participate in an administrative decision regarding a project if:

- (1) The decision is likely to benefit that person or a member of his or her immediate family; and
- (2) The person: (i) Is a public official; or (ii) Has a family or business relationship with the grantee.

(b) A grantee may not permit any person participating in the project to use his or her position for a purpose that is – or gives the appearance of being – motivated by a desire for a private financial gain for that person or for others

C. 34 CFR Part 80.36 (b) Procurement standards, which reads as follows:

(3) Grantees and subgrantees will maintain a written code of standards of conduct governing the performance of their employees engaged in the award and administration of contracts. No employee, officer or agent of the grantee or subgrantee shall participate in selection, or in the award or administration of a contract supported by Federal funds if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when:

- (i) The employee, officer or agent,
- (ii) Any member of his immediate family,
- (iii) His or her partner, or
- (iv) An organization which employs, or is about to employ, any of the above, has a financial or other interest in the firm selected for award. The grantee's or subgrantee's officers, employees or agents will neither solicit nor accept gratuities, favors or anything of monetary value from contractors, potential contractors, or parties to subagreements. Grantee and subgrantees may set minimum rules where the financial interest is not substantial or the gift is an unsolicited item of nominal intrinsic value. To the extent permitted by State or local law or regulations, such standards or conduct will provide for penalties, sanctions, or other disciplinary actions for violations of such standards by the grantee's and subgrantee's officers, employees, or agents, or by contractors or their agents. The awarding agency may in regulation provide additional prohibitions relative to real, apparent, or potential conflicts of interest.

## **V. Determination as to whether a conflict of interest exists**

The determination as to whether a conflict of interest exists is to be made by the Governing Board. Any Governing Board member, employee, or representative who has an actual or potential conflict shall notify the Governing Board of such conflict immediately. The Governing Board member, employee, or

representative shall thereafter cooperate as necessary for the Governing Board to make its determination.

## **VI. Annual Statements**

Any person possessing Governing Board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy.
- b. Has read and understands the policy
- c. Has agreed to comply with the policy

### Legal References

HRS 302D-8 and HRS 82-14 Conflict of interests;  
34 CFR Part 74.43 Competition;  
34 CFR Part 75.525 (a) & (b) Participation in a Project;  
34 CFR Part 80.36(b): 3.



## Attachment V. Advisory Bodies Resumes and Bios

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We name 3 key Advisory Bodies in **Part III, Section B**.

For obvious reasons the **Parent Faculty Association** lacks a current manifestation, given that we are not yet in operation and have no students, and hence no parents or guardians from which it could draw its membership.

For the **Mo`O Foundation Board of Directors**, current bios can be found in **Part III, Section A** and resumes and bios can be found in **Attachment T** as currently the Mo`O Foundation Board shares its membership as a subset of the proposed Mo`O PCS Governing Board. While the two bodies may in the future share membership, we anticipate this evolving over time such that they become increasingly independent but coordinated.

For the **Facilities Standing Committee** resumes and professional biographies appear on the following pages, except for **Laura Masui** and **Roderick Rivo** whose resumes and bios can be found in **Attachment T** following their respective Board Information Sheets.

## Alexis Inso – Facilities Standing Committee Member

# ALEXIS INSO

4348 Waialae Ave #572, Honolulu, HI 96816 | info@bikramyogahonolulu.com | 808.386.7772

### EXPERIENCE **OWNER/DIRECTOR YOGA HONOLULU**

2004 - PRESENT

- Owns and directs day-to-day operations of two yoga studios: Bikram Yoga Honolulu and OneWith8;
- Recruits, hires and trains staff;
- Supervises 28 employees;
- Manages annual budget of \$400,000;
- Operates and maintains two physical locations.

Just completed execution and implementation of a major capital improvement project renovating one studio and acquiring, capitalizing, designing and building-out a second studio.

Has grown business by 400% since taking over leadership in 2004.

Best of the Best of Honolulu Award 2010-2012

### EDUCATION **ASHTANGA YOGA TEACHER TRAINING, HONOLULU, HI - 2013**

140 HOUR ASHTANGA TEACHER TRAINING

### **ROSS UNIVERSITY, ROSEAU, COMMONWEALTH OF DOMINICA, - 2001**

SCHOOL OF MEDICINE

### **UNIVERSITY OF HAWAI'I AT MANOA, HONOLULU, HI - 2000**

BA- BIOLOGY PRE- MED

### **BIKRAM'S YOGA COLLEGE OF INDIA, LOS ANGELES, CA - 2000**

BIKRAM YOGA TEACHER CERTIFICATION

### **HAWAII COLLEGE OF HEALTH SCIENCES, HONOLULU, HI - 1998**

HAWAII STATE LICENSED MASSAGE THERAPIST

### **VOLUNTEER ACTIVITIES** Conduct Fund Raising through Yoga Classes for TACA (Talking about a Cure for Autism)

USA Yoga Federation Hawaii Division Organizer 2004-2008. Organized, advertised, and conducted Yoga Competition for the State of Hawaii.

Hospice Hawaii Volunteer 1999

Queens Hospital Greeter 1999-2001. Meet, greet, and help patients to and from their room to the front of the hospital.

### **OTHER INTERESTS** Surfing, swimming, diving, sprouting, and sitting still.

**Alexis Inso** was born and raised in Chicago but found home when she attended the University of Hawai`i at Manoa. In 1996 she began practicing yoga and received her Bikram teacher training in 2000. In that year, she assumed control of Bikram Yoga College of India, Honolulu Branch to expand the growing studio. She is currently the owner and director of Yoga Honolulu which operates two studios, Bikram Yoga Honolulu and OneWith8, in Ka`imuki. Alexis brings expertise in locating, building-out and operating physical plants. She also brings expertise in designing and offering yoga teacher training programs. Alexis and her husband have three young children, all of whom attend Montessori programs.

## **Robert Pilato – Facilities Standing Committee Member**

### **Robert K. Pilato**

3207 Martha Street  
Honolulu Hawaii 96815  
[rob@rccleanhawaii.com](mailto:rob@rccleanhawaii.com)

### **Employment**

#### **Operations Manager (August 2012- present)**

##### **AAA Roofers Hawaii**

Manage all construction projects from the initial pre-construction until completion. Schedule new projects and coordinate material deliveries and supervise all construction work to meet required installation specifications and completion deadlines. Create special safety procedures for our Federal and State projects and implement all safety monitoring and reporting.

#### **Build Supervisor (April 2009-June 2012)**

##### **On Top Roofing**

Supervise a crew of 6-8 men while performing many different types of roofing projects such as Composition Shingles, Monier Tile, Metal Roofing, Wood Shakes, Clay Tiles, Fluid Applied Systems and Built-up Roofing Systems. My position was to supervise and serve as the competent person on all residential, commercial, State and Federal projects.

#### **Principal Partner (May 2007- Present)**

##### **R&C Enterprises**

A 24-hour Restoration Company, specializing in flood restoration and mold remediation with a team of specially trained technicians. R&C also provides a handy man service for property managers and homeowners, specializing in rental turnovers and basic home repairs. We work hand in hand with a network of licensed contractors to provide a very wide range and complete service within our circle of preferred handymen and Contractors.

### **Education**

Certified Mold Technician Supervisor  
Certified Hydro-Stop Fluid Applied Roofing Supervisor  
Certified Bio-Hazard & Blood Borne Pathogen Technician  
Field Training in HAAG Engineering  
Trained Construction Safety Monitor

Currently in the process of obtaining a C-42 Hawaii Contractors License

**Robert Pilato** is a project manager for AAA Roofers Hawaii. He has extensive experience in residential and commercial projects for both federal and state construction builds. His work capacity includes planning, estimating, coordinating all pre-construction meetings, ordering materials, creating and enforcing specified safety plans, scheduling man power, keeping daily reports of all incidents as well as work progress. He tracks all information for progress billings throughout each phase until completion. He serves as the competent person in charge of all post construction finalizations. In addition, Robert is the co-owner of a maintenance and restoration company, R & C Enterprises, which specializes in flood restoration and mold remediation for insurance projects. He is the operation manager for all flood claims and helps homeowners and property managers recover the fair amounts for any compensable losses they or their clients may have incurred. He also leads a team of competent handymen to provide rental unit repairs and turnovers for several property management companies. Aside from work, Robert is the co-founder Making Progress Now (MPN), a non-profit that helps economically and socially challenged individuals transition from rehabilitation centers or incarceration back into the community. The organization provides support, vocational training information, and simple essentials (such as bus passes, shoes, and clothing) to transitioning individuals. Robert's son is in his second year of a Montessori Primary program.

**Victor Wales – Facilities Standing Committee Member**

## Victor F. Wales

6370 Hawaii Kai Drive #52, Honolulu, HI 96825  
808 854 7874      [vwales@hawaii.edu](mailto:vwales@hawaii.edu)

### **EDUCATION**

Azusa Pacific University – six units of graduate level education courses      1998

University of California at Santa Barbara – B.A. in Political Science      1987 – 1992

- Supplementary course work in Business

Saint Ignatius College Preparatory High School – San Francisco, CA      1983 – 1987

### **PROFESSIONAL EXPERIENCE – Collegiate**

Head Coach, Men’s and Women’s Swimming and Diving      2005 - Present

University of Hawaii, Western Athletic Conference (Women), Conference U.S.A. (Men)

- Coach 50 student-athletes. Responsible for all aspects of the program including: budget, travel, recruiting, fund raising, clearinghouse, alumni, and admissions.
- 35 Individual Conference Champions
- 38 All-WAC Academic Selections: Avg. team G.P.A. over 3.15
- 11 School Records
- 2 Conference Championships: W.A.C. 2006, Conference U.S.A. 2011
- Coach of the Year Honors: W.A.C. 2006, Conference U.S.A. 2010, 2011

Head Coach, Women’s Swimming      2001 – 2005

San Jose State University, Western Athletic Conference

- Coach 25 student-athletes. Responsible for all aspects of the program including: budget, travel, recruiting, fund raising, clearinghouse, alumni, and admissions
- 17 school records
- 15 All-WAC Academic Selections
- Team GPA improved every year
- Strongest recruiting class in program history (2005-06)

Head Assistant Coach, Men’s and Women’s Swimming      1998 – 2001

Arizona State University, Pacific-Ten Conference

- Coach 15 athletes including 5 school record holders, 2 All-Americans, 5 Olympic Trials Qualifiers, 2 South American Record Holders, and 2 Olympians
- Recruit in 4 foreign countries. Recruits include 10 Olympic Trials Qualifiers and 3 Olympic Medalists
- National Team and Olympic Staff Coach for Argentina
- Perform in-home visits and all On-campus visit coordination.
- Manage clearinghouse, admissions, travel plans, budget, and swim school.

- Head Instructor and Guest Speaker at Sun Devil Swim Camp

Associate Head Coach, Men’s and Women’s Swimming 1997 – 1998 and 1992 - 1996

University of California at Santa Barbara, Big West Conference

- Coach 21 athletes during final season, including 2 school record holders, 2 All-Americans, 4 Olympic Trials Qualifiers, and Big West Swimmer of the Year Jason Lezak.
- Team won 7 conference titles – 5 men and 2 women.
- Recruit an average of 20 athletes per year.
- Perform in-home visits and coordinate all campus visits.
- Manage all home dual meets, clearinghouse, admissions, and fundraising.

Head Assistant Coach, Women’s Swimming 1996-1997

University of Illinois at Champaign / Urbana, Big Ten Conference

- Coach 6 athletes, all of whom achieved personal best times while swimming with me, including 3 Big Ten Finalists.
- Recruit 3 Senior National Qualifiers and 2 Valedictorians
- Perform in-home visits and all on campus visits.
- Manage all home meets and team travel plans.

**COMPETITIVE EXPERIENCE**

Four – year member of U.C.S.B. Swimming Team 1988 – 1992

- U.S. Olympic Trials Qualifier 1998 and 1992
- N.C.A.A. Division I All-American 1990
- 10 time Big West Champion 1989 – 1991
- U.C.S.B. Men’s Team Captain 1991 and 1992

**Victor Wales** is the Head Swimming Coach at the University of Hawai`i at Manoa. He coached previously at San Jose State University, Arizona State University, U.C. Santa Barbara and the University of Illinois. Victor follows in his father Fred Wales' footsteps who was a successful swim coach for over 35 years and was inducted into the Daly City Hall of Fame in 2008 for his contributions to swimming. When he is not on the pool deck, he likes to get on his boat and go surfing or fishing. Victor is a Montessori spouse and father of three Montessori children.



## Attachment W. Complaints Procedure

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### Montessori of O`ahu Public Charter School (Mo`O PCS) Complaints Procedure

We understand that, while Mo`O PCS strives to communicate clearly and administer the school as fairly as possible, concerns, complaints and conflicts may arise during the course of your child's attendance at Mo`O PCS. When disagreements do occur, we encourage all members of the school community to handle these situation in a respectful and calm manner and to work with those individuals with whom they have a conflict toward a resolution. We also acknowledge that, as adults, we have a responsibility to demonstrate effective conflict resolution as an example to the children whom we mutually care for.

The following chart is meant to provide guidance in the event that it is unclear to whom a complaint or concern should first be addressed. In cases where the complaint or concern is with a particular individual, we would encourage you to first respectfully approach that individual with the issue.

Type of Concern or Conflict	First Point of Contact
Student performance or classroom behavior	Teacher
Parent Education	Teacher
Student Safety	Teacher
Pedagogy	Teacher
<b>Administrative</b>	
General Inquiries	Admin Support Staff
School Licensing	Admin Support Staff
School/Employment Records	Admin Support Staff
Admissions Inquiries	Admin Support Staff
HR Matters	Principal
Tuition/Financial Aid	Principal
Student Affairs and Records	Admin Support Staff
Special Events/Fundraisers	Principal
<b>Policy</b>	
Academic Policies	Principal
School or Governing Board Policies	Principal
Legal Matters	Principal

*Table 18 Complaints Procedure Initial Contacts*

The goal of the initial conversation with the First Point of Contact should be to foster an understanding of the complaint, share the perspectives of all of those involved and to explore possible solutions. In the event that the issue cannot be resolved during this initial conversation, students, parents and staff will be given the opportunity to schedule an

appointment to discuss the matter with the Principal, if the initial discussion has not been at the Principal's level.

If the concern is still not resolved to the parties' satisfaction, they may submit a request in writing, or via email, to the Mo`O School Board of Directors requesting a review of the situation. Any attempts to approach the Board directly outside of this procedure will be referred to the Principal. Once a formal written request has been received, the matter will be added to the agenda to be addressed at the next regularly scheduled meeting of the Mo`O School Board of Directors and all parties involved will be invited to attend and provide brief testimony. Decisions and recommendations will be communicated in writing to the parties within one week of the meeting, and shall be final.

## Attachment X. Staffing Chart

<b>Title</b>	<b>Year 1 2015-16</b>	<b>Year 2 2016-17</b>	<b>Year 3 2017-18</b>	<b>Year 4 2018-19</b>	<b>Year 5 2019-20</b>	<b>Capacity 2024-25</b>
Principal	1	1	1	1	1	1
Assistant Principal	0	0	0	0	0	1
Business Manager	0	1	1	1	1	1
Director of Education	0	0	0	0	1	1
Classroom Teachers	3	4	5	7	9	12
Student Support Position (SPED, ELL)	1	1	1	1	2	2
Aftercare Specialist	0.5	0.5	1	1	1.5	3
Teacher Aides and Assistants	4	4	7	9	12	16
School Operations Support Staff	0.5	1	2	2	3	5
<b>Total FTEs</b>	<b>10</b>	<b>12.5</b>	<b>18</b>	<b>22</b>	<b>30.5</b>	<b>42</b>

*Table 19 Staffing Chart Template*

## **Attachment Y. Employee Manual**

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We have not yet developed our Employee Manual. We will leverage existing guidance from both AMI/USA and the American Montessori Society in developing our manual to ensure comprehensiveness and alignment with our mission.

## **Attachment Z. Leadership Evaluation Tool**

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We have not yet developed our Principal evaluation tool. We will leverage existing guidance from both AMI/USA and the American Montessori Society to implement best-practices for evaluating school leadership that are consistent with our mission yet also comply with BOE Policy 2055 and relevant portions of the HGEA Collective Bargaining Agreement.

## **Attachment AA. Teacher Evaluation Tool**

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We have not yet developed our teacher evaluation tool. We will leverage existing guidance from both AMI/USA and the American Montessori Society to implement best-practices for evaluating school classroom teachers that are consistent with our mission yet also comply with BOE Policy 2055 and relevant portions of the HSTA Collective Bargaining Agreement. The goal of our evaluation tool will be to provide constructive feedback to classroom teachers so that they can grow professionally and continuously improve the quality of the Montessori classroom experience for the children in their classes.

## Attachment BB. School Specific Measures Template

School-Specific Performance Goal #1	<p><i>What is your school-specific performance goal #1?</i></p> <p>To improve overall student happiness and well-being.</p>
Measure	<p><i>How will you assess and demonstrate performance toward this goal?</i></p> <p>We will assess our progress toward this goal by conducting biannual surveys of teachers, parents and children. Teachers will be asked to assess the happiness and well-being of their students at school on a standard survey. Parents will be asked questions related to their children’s happiness and well-being at school and at home. Elementary students (age 6 and up) will be asked to provide feedback directly on similar questions.</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 this measure by assigning numeric scores and weights to questions on the survey.</p>
Targets	<p><i>What targets will your school achieve?</i></p> <p>We hope to achieve both high overall absolute happiness and well-being and continuous improvement in year-over-year happiness and well-being.</p>
Rationale for Goal	<p><i>Why is this goal important to your mission?</i></p> <p>Our mission is to first and foremost prepare an environment at our school that promotes happy and healthy children.</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, if non-standardized?</i></p> <p>We can examine our chosen measures of happiness with other variables that we feel should be correlated (like student attendance and achievement) to determine if the expected correlation exists.</p>
Baseline Data	<p><i>What is your beginning data point?</i></p> <p>The previous happiness and well-being felt by our students relative to their prior education.</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>Assessment has not yet been developed.</p>

Table 20 School-specific Measure Template

## Attachment CC. Description of Ideal Facility

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As a Montessori School we do not have an ideal facility as such. Montessori schools have been successfully implemented in a wide variety of settings throughout the world over the last 100 years and as a result guidelines for facilities that support the curriculum are available. Here is an online resource with more information on Montessori facility design best practices that we found particularly useful:

[http://www.montessori.org/sitefiles/designing\\_facilities.pdf](http://www.montessori.org/sitefiles/designing_facilities.pdf)



## **Attachment DD. Intent to Secure a Facility**

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We do not currently have a facility or other commitments for a facility at this time. This attachment is Not Applicable.

## Attachment EE. Startup Plan

<b>Start-Up Plan: Montessori of O`ahu Charter School</b>		
<b>Task Area</b>	<b>Schedule</b>	<b>Responsible Parties</b>
<b>Accountability</b>		
Finalize and formally adopt Mission Accomplishment Plan	June 2014	Academic Committee: Molly Jenkins Minnie Wales Mamie Lawrence Gallagher
Finalize one-year and five-year academic and non-academic goals and outcomes	June 2014-August 2015	
Develop procedures for data collection and reporting related to Strive HI	June 2014-August 2015	
Research, refine and establish annual and five-year academic and non-academic goals and targets	June 2014-July 2015	
Select student, staff, and school assessment instruments for academic and non-academic goals including parent satisfaction surveys	June 2014-December 2014	
Procure software for managing student, personnel, and financial information and reporting	April 2014-August 2015	
Procure non-classroom hardware for use by school administration.	April 2014-August 2015	
Finalize student records and forms templates	September 2014-March 2015	
Finalize discipline policies, including suspension and expulsion policies	June 2014-December 2014	
<b>Admissions</b>		
Finalize and adopt Enrollment and Admissions Policy	Jul-14	Admissions committee: Molly Jenkins Minnie Wales Cori Simonsen
Create Student Application (paper and web-based)	July 2014	
Establish procedures consistent with the Enrollment and Admissions Policy including lottery procedure	August 2014	
Accept Student Applications	September 2014-March 2015	

Create simplified system for recording student registration to be replaced once official record-keeping is implemented	February 2015	
Hold lottery if needed and establish wait list	March 2015	
Inform families of acceptance in writing and through telephone calls	March-April 2015	
Mail confirmation/welcome packets to families	April 2015	
Request student records, medical and academic; Collection of registration materials including residency verification, home language surveys, and information related to educational needs	April-July 2015	
Notify families if they are moved off the wait list and inform them of registration procedure	May-June 2015	
Parent Education Series for prospective families	September 2014-March 2015	
Hold group orientations for incoming students and families	August 2015	

#### General Administration

Finalize school policies and procedures including related collateral materials	September-December 2014	Administration committee: Ludvig Simonsen Joe Dane Mamie Lawrence Gallagher Minnie Wales
Create confidentiality policy for student and staff records	September-December 2014	
Finalize the parent/student handbook	September-December 2014	
Author operational procedures	September-December 2014	
Author human resources procedures	September-December 2014	
Bid and acquire general liability insurance	July 2015	

#### Community Outreach

Develop and execute marketing campaign including community outreach	January 2014-Ongoing	Marketing Committee: Rebecca Pike Justin Lolofie
Host quarterly community forums	January 2014-Ongoing	
Host online Kickstarter campaign	July 2014-December 2014	
Establish and develop partnerships with community organizations	September 2014-Ongoing	
Establish Parent/Guardian Faculty Association	August 2015	
Participate in community events to increase public awareness	May 2014-Ongoing	

<b>Education Program Implementation</b>		
Align Montessori curriculum with state standards	Ongoing	Academic committee: Molly Jenkins Minnie Wales Mamie Lawrence Gallagher
Procure required Montessori materials, classroom furniture and computer equipment	July 2015-Ongoing	
Create professional development plan with defined goals for teachers and staff	July 2015-Ongoing	
<b>Facilities</b>		
Apply for and secure earmarked funding for facilities	June 2014-May 2015	Facilities committee: Rod Rivo Alexis Inso Robert Pilato Laura Masui Victor Wales
Search for and select site	Ongoing-May 2015	
Identify and address all applicable zoning requirement/restrictions	Ongoing-May 2015	
Secure lease (preferably with term beginning in June or July 2015)	February 2015-Ongoing	
Create maintenance plan	May 2015	
Complete necessary remediation	February 2015-July 2015	
Teachers arrange classrooms	August 2015	
Building opens to the public	August 2015	
<b>Financial</b>		
Establish school bank accounts and other financial services	June-August 2014	Finance Committee: Michael Lawrence Gallagher Laura Masui
Select bookkeeping vendor	July 2015	
Develop financial management systems and polices, establish internal controls	June-December 2014	
Establish internal accounting and financial reporting systems	June-August 2014	
Acquire proper software for financial management	June-August 2014	
Develop intial one-year operating and capital budget for Board of Directors approval	August 2014	
Investigate state payroll and accounting systems to be used if applicable	June 2014-August 2014	
Determine insurance needs and obtain policies	June 2015-August 2015	
Select independent auditor	May 2016	
<b>Food</b>		
Select food service vendor based on identified needs and Federal FRL guidelines	June 2015-July 2015	Facilities Sub Committee TBA
Develop procedures for administration of FRL program	June-August 2014	
Determine any facilities changes needed to meet food service needs	January-July 2015	
<b>Fundraising (Mo`O Foundation)</b>		
Apply for grants	May 2014-Ongoing	Funding Committee:

Alexander & Baldwin Kokua Giving	1 March 2015	Justin Lolfie Patrick O'Day Nicole Vernon
Atherton Family Foundation	1 July 2014	
Central Pacific Bank Foundation	28 February 2015	
Cooke Foundation, Ltd	2 September 2014	
Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, and Initial Implementation Grant	(TBA) July 2014	
First Hawaiian Bank Foundation	Rolling	
Group 70 Foundation	April 2015	
Harold K. L. Castle Foundation	1 August 2014	
HEI Charitable Foundation	1 July 2014	
Island Insurance Foundation	Rolling	
McInerney Foundation	Rolling	
RGK Foundation	Rolling	
Samuel N. & Mary Castle Foundation	1 June 2014	
Strong Foundation	1 March 2015	
Implement fundraising	Ongoing	
Implement and refine grant compliance procedures	Ongoing	

**Governance**

Board Structure		Governing Board
Adopt By-laws, Financial Management Policy, Ethics Policy, Conflict of Interest Policy and other necessary policies	June 2014	Governing Board
Create the Board of Directors Policy and Procedures Manual	June-August 2014	
Create a job description for Board Members and Officers	June-August 2014	
Elect officers and assign staggered board terms	June 2014	
Establish standing committees	June 2014	
Create a board member handbook with relevant information and	August 2014	

	policies		
<b>Board Evolution</b>			
	Create a Board staffing plan identifying areas of need and potential recruits	August 2014	
	Implement staffing plan	August 2014	
	Determine succession strategy	August 2014	
<b>Board Meetings</b>			
	Pick a set day and time to consistently hold meetings.	August 2014	
	Develop an agenda format	August 2014	
	Develop a consistent format for board meeting packets (that go out prior to board meetings)	August 2014	
	Begin holding formal quarterly meetings with members from the public in attendance.	September 2014	
<b>Board Development/Education</b>			
	Create a board development plan to include orientation of new members, retreats, workshops etc.	December-March 2015	
	Define Principal's job description	June 2014	
Define and establish Advisory Board		June-August 2014	
Hold first annual Board of Directors meeting		April 2015	
Define and establish Advisory Boards		April 2015	
Public meeting to affirm Board of Directors		April 2015	
<b>Safety Program</b>			
	Acquire supplies	July 2015	Administration committee: Ludvig Simonsen Joe Dane Mamie Lawrence Gallagher Minnie Wales
	Develop a school Safety Plan including evacuation procedures and disaster/emergency response	February-March 2015	
	CPR and First Aid training for all staff	August 2015	
	Food Safety and Sanitation if necessary for appropriate staff	August 2015	

<b>Legal</b>			
Receive approval of charter		May 2014	Governing Board
Negotiate and sign Facilities Lease (immediately upon identification of facility)		January 2015-February 2015	
Negotiate and sign contract with chartering agency		June 2014	
Negotiate and sign any required addendums to Master Services Agreements (HSTA, HGEA, etc)		December 2014	
<b>Marketing</b>			
Develop community outreach and student recruiting strategy, to include determining advertising and information materials needed, targeted neighborhoods, special events, distribution methods, print/media contacts and opportunities		Ongoing	Marketing Committee: Rebecca Pike Justin Lolofie
Issue press release announcing planned school and opening date		June 2014	
Distribute literature, and promote school via special events and activities in targeted neighborhoods; prepare materials in other languages		Ongoing-July 2015	
Development of brochures and other promotional materials		September-December 2014	
Update/expand website		May 2014-Ongoing	
<b>Special Education</b>			
Refine comprehensive special education plan		March-June 2015	Academic committee: Molly Jenkins Minnie Wales Mamie Lawrence Gallagher with Carla Pilato
Hire Special Education Instructor (dependent on identified needs)		March-June 2015	
Create necessary compliance policies and procedures including referrals process and record keeping procedures		March-June 2015	
<b>Staff/Faculty</b>			
Identify and hire Principal		June 2014-June 2015	Governing Board
Identify and hire Teaching Staff (Teachers and Teaching Assistants)		June 2014-June 2015	Principal/Governing Board
Identify and hire administrative staff		June 2014-June 2015	
Write employee handbook		September-December 2014	

Write employment contract	September-December 2014
Set compensation	August 2014
Establish staff evaluation policies and forms	March 2015-July 2015
Hold staff orientation and provide staff handbooks	August 2015

*Table 21 Startup Plan*



## **Attachment FF. Financial Plan Workbook**

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See separately uploaded excel worksheet [Montessori of O`ahu Public Charter School - Attachment FF - Financial Plan Workbook.xlsx].

## Attachment GG. Budget Narrative and Discussion of Key Assumptions

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The budget presented for Montessori of O`ahu Public Charter School (Mo`O PCS) extends over a 4 year horizon for the fiscal years extending from July 1, 2014 to June 30, 2018. It is our intention to operate a fee-for-service early childhood education program (Mo`O ECE) side-by-side with the PCS. During the zeroth year<sup>7</sup> of its existence (Year 0), Mo`O PCS will not yet be operating the Charter School, and the activities conducted will be limited to negotiation and finalization of the charter contract, initial planning and fundraising for a projected opening in the later summer/early fall of 2015.

### Key Drivers of Sustainability

Mo`O PCS has identified the following as key drivers of financial sustainability during the four years examined:

- Limit Administrative Overhead
- Right-size Facilities with Room to Grow
- Keep Student-Teacher Ratios in an Optimal Range
- Leverage Early Childhood Program Synergies for Revenue and Marketing

### Limit Administrative Overhead

Dedicated administration of the School during the 4 year period examined will be the primary responsibility of the Principal and administrative support staff. The Principal will be tasked with administering the day-to-day school operations and ensuring compliance with Governing Board policies. In addition, he or she will need to have strong fundraising and non-profit or public sector experience in order to spearhead application for and administration of grant funding alongside the Board. The growth in administrative spending is relatively modest over years 1-3 at 55% as compared with the projected enrollment growth of 92% over the same period (inclusive of the early childhood education program). In the first year, administrative support will be provided to the Principal by a part time support staff person and a contract bookkeeper. These staffing assumptions for the first year are based on a modest total enrollment of 75 students between the Mo`O PCS and Mo`O ECE programs. Should enrollment exceed that number, additional administrative support may become necessary and financially feasible.

### Right-size Facilities with Room to Grow

Guidance from the Association Montessori International (AMI USA) indicates that an allocation of 40 sq ft/pupil is adequate for each classroom. We have projected slightly more than this amount with an expansion of facilities in the first and second year, settling on an eventual footprint of 10,000 sq feet by Year 3. A key driver of success will be the ability to find a

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<sup>7</sup> Here we adopt the convention that the “first” year is Year 0 for consistency with the Financial Plan Workbook.

modular solution to our facilities needs whereby we can acquire an additional 1,500-1,600 sq. feet between Years 1 and 2 and an additional 5,000 sq. feet prior to Year 3. We have been exploring modular pre-fab buildings and commercial spaces with multiple vacancies in the 1,200-1,500 sq. foot range that can accommodate our classrooms. We realize that we may need to be open to administering our campus at more than one physical location during the first several years of operation in order to avoid the pitfall of renting more space than we can afford.

### **Keep Student Teacher Ratios in an Optimal Range**

Our greatest cost will be our human resources in the form of teachers, paraprofessional support staff, administrators and support staff. Analysis indicates that to maximize our return on the investment made in each classroom, and maintain high instructional quality, we need to strive to be in the 26-32 students/teacher range. This is because of the various incremental costs for adding a new classroom, including:

- Purchase of an additional set of Montessori Materials and Furniture
- Expansion of facilities including additional variable occupancy cost for utilities
- Additional salary for a teacher and paraprofessional instructional staff
- For elementary classrooms, the purchase of IT equipment

We will control for this variable by educating our Governing Board regarding this optimal range and setting enrollment targets appropriately to ensure our classroom enrollment meets this target as much as possible.

### **Leverage Early Childhood Program Synergies for Revenue and Marketing**

Core to the Montessori educational philosophy and our planned academic program is the concept of developmental planes and a three-year cycle of progression between and within these planes. In order to align ourselves with Montessori best-practices and meet a perceived need in the community for Early Childhood Education services, Mo`O PCS will offer a traditional Montessori Primary Classroom experience for children 3-6 years old. At this time our budget is based on 3 and 4 year olds participating on a fee-for-service basis, either directly with Mo`O PCS or through a partnership with the Mo`O Foundation, our affiliated non-profit organization, with 5-6 year olds being funded by the State. Beyond the improved academic outcomes for participants and the revenue generated by this program, Mo`O PCS will also be able to leverage this program and its visibility in the community to drive future enrollment growth. (NOTE: Attendance in the fee-for-service program and payment of fees will NOT be a prerequisite for admission to Mo`O PCS).

### **Key Assumptions Underlying the Budget Process**

#### **Inflation**

Inflation is assumed to be near its long term average of 3% per year. Most expenses including salaries, utilities and rent are subject to inflation in the projections. Consistent with

Commission guidance we assumed the State's per pupil allocation would not increase with inflation and remained flat at \$6,000 over the three year horizon.

### **Start-up Costs**

We anticipate continuing to receive support in the form of in-kind labor from the core parent group and the Mo`O Foundation during the period between the signing of a charter contract and the opening of Mo`O PCS. During the zeroth year, we anticipate our primary expenses will be related to marketing and fundraising and that necessary labor related to these activities will be provided on a primarily volunteer basis. We also may have expenses related to facility build out, but will attempt to limit these expenses by pursuing turnkey leases or tenant improvement funding from our prospective landlords.

### **Revenue**

#### *Outside Grants*

We assumed a very modest \$50,000 in fundraising during the zeroth year to cover anticipated start-up costs. None of this fundraising has been secured or committed as of yet. This is currently the only revenue included outside of that generated by operations, although we do believe it to be prudent to aggressively pursue additional fundraising opportunities to help mitigate risk and set ourselves up for long term sustainability. We also believe that it is important to demonstrate an ability to reach positive income performance without the need for outside funding as early as possible in our evolution, to ensure that we are not depending upon the vagaries of grant funding to support our day-to-day operation but rather can use this funding to support expansion or enhancement of core operations if it becomes available.

#### *Per Pupil Allocation*

We assume a State per-pupil allocation of \$6,000 for all years with no increase during the horizon examined.

#### *Enrollment*

Enrollment growth in the state-funded PCS increased from 53 to 80 during the examined time-horizon which is conservative and consistent with our desire to grow slowly and organically so as to establish our school's culture. The Mo`O ECE program enrollment would increase over the same period from 22 to 64 students consistent with our expectation for market demand for preschool and would form the basis for our recruiting effort to further expand Mo`O PCS more aggressively in years beyond the projection horizon.

#### *Mo`O ECE Fee-for-Service*

Fees for the 3 and 4 year old early childhood education program begin at market rates of \$7,725 for half-day and \$10,815 for full-day with a 10% set aside for self-funded financial aid and a set-aside for staff and classroom teachers with eligible children. We are open to exploring options to bring these costs down through fundraising for additional outside financial assistance and state/private subsidies like Preschool Open Doors and the Pauahi Keiki Scholar program as administered by Kamehameha Schools.

### *Afterschool Program*

We assumed a rate of \$85/month consistent with the current A+ Afterschool Care rate and an enrollment of 30% of eligible students from our Primary Program.

## **Expenses**

### *Salaries and Benefits*

Salaries for the Principal, who may or may not also be a teaching professional, and teaching professionals were estimated based on baseline rates consistent with the HSTA and HGEA contracts with the assumption that teacher hiring would be of Montessori trained instructors without previous DOE experience, most of whom had received an applicable graduate degree. We anticipate two of the teachers hired in the first year will be Lead Teachers and will be compensated commensurate with that role. For teachers, an average starting rate of \$47,380 was used in Year 1 with inflation increases each year. For the Principal a \$52,180 starting salary was used. We believe these rates account for the identified factors including additional compensation for the Lead Teacher duties, but they will obviously be subject to revision when actual staff are identified and any supplement to the HSTA contract is negotiated.

For paraprofessional teaching assistants an hourly wage of ~\$17/hour was applied to a 180 day school year with approximately 7.5 hours/day on average.

Afterschool care will be provided by part-time staff who work an average of 5 hours/day each day beginning near the end of the school day until approximately 6pm each evening.

Part-time resources will be allocated to provide mid-day break relief to teaching staff as well as assist with office administrative work during the day.

The school will hire a full-time Business Manager in Year 2 to insource critical bookkeeping and financial management functions which we anticipate outsourcing to a bookkeeper during Year 1.

Consistent with guidance in the financial spreadsheet, benefits and applicable overhead were excluded as covered by the DOE through their payroll system.

### *Facilities and Maintenance*

We feel that currently given the multivariate nature of the cost for facilities, we cannot with absolute certainty predict our costs in this area. It would also be imprudent to incur a facility expense more than several months prior to Mo`O PCS's opening and as such an actual lease or even an MOU is not a reasonable expectation at this time. As a proxy for this cost we have estimated rent at \$1.57 per square foot in Year 1, increasing at each renegotiation for increased space for inflation. This number is the actual listing rent for a facility in Kaka`ako which was previously used by Voyager PCS which we believe might meet our initial needs.

Utilities were estimated as a function of other inputs. Water expense was based on a flat per pupil and per staff member rate of \$6.70/month. We expect the primary drivers of electrical expense to be air conditioning and lighting, both of which scale based on square footage and

were estimated to be \$0.39/square foot initially increasing with inflation. Telephone and internet expense were estimated using a flat rate.

Facilities maintenance was estimated based on outsourcing of janitorial services and pest control at going rates.

### **Instructional Expenses**

#### *Montessori Materials and Books*

Purchases of Montessori Materials and Books were estimated using going rates from AMI approved purveyors in primarily brand-new condition. The projections assume a new set of materials and furniture will be purchased for each incremental classroom at the beginning of each school year. Materials and classroom furniture are depreciated over a seven year useful life.

#### *Classroom Supplies and Snacks*

Classroom supplies, drinking water and snacks were estimated at an average of \$2,400/classroom.

#### *Information Technology*

Montessori philosophy stresses that computers and IT resources be treated as tools in the classroom and that they be used in a way that does not detract from children's social interactions or the importance of the physical world. As such, each Elementary classroom will be equipped with one internet connected PC and there will be no computers in the Primary classrooms. The projections account for these purchases for each incremental Elementary classroom added each year. All IT equipment will be depreciated over a 5 year useful life.

### **Other Expenses**

Other major expenses include:

- Equipment leases for copiers, office supplies and other consumables used by the administrative staff.
- Purchase of office PCs and other furniture with a 5 year useful life.
- Funding for AMI dues and necessary licensing and professional organization memberships. These are typically on a per-staff member basis with an additional expense per pupil at the school-level. AMI provides a less expensive alternative to public schools.
- General umbrella insurance coverage beyond the state provided coverage.
- In-service training for teaching staff to be provided in conjunction with AMI. AMI tends to be very reasonable in their provision of this training due to their own non-profit focus and understanding of the realities of school finances.
- Annual Audit of financial statements. This is budgeted at \$12,360 for Year 1 with increases for inflation in out years.